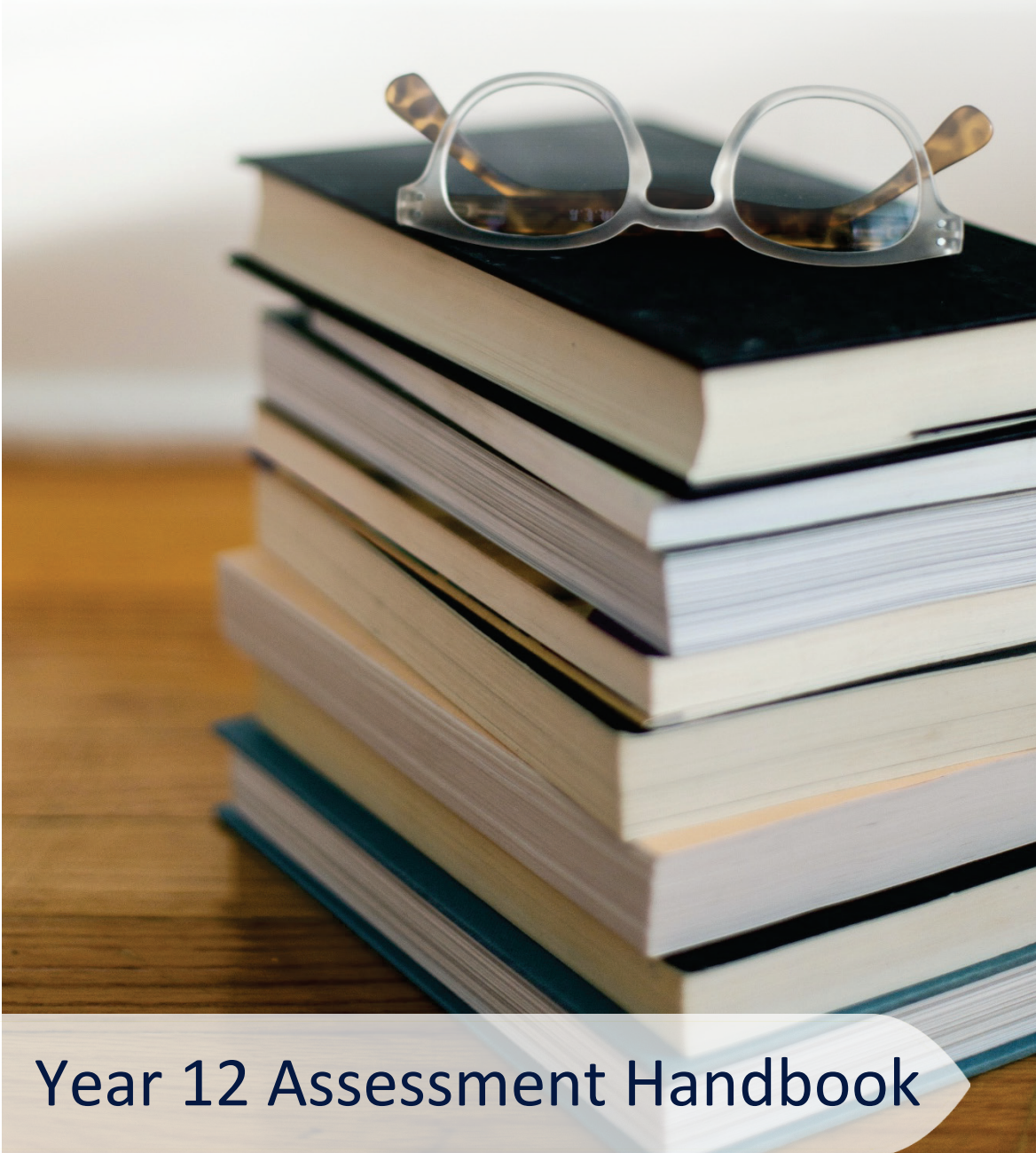




2025 - 2026



Year 12 Assessment Handbook

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Preamble

The purpose of the HSC Assessment Handbook is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Inner Sydney High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereby referred to as NESA). This handbook also contains the assessment schedule for all HSC courses at Inner Sydney High School.

At the commencement of both the Year 11 and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. It will also be accessible on the school's website, and may be subject to updates in line with NESA advice.

HSC information

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

Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Have completed Year 10
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Have demonstrated the minimum standard of Literacy and Numeracy
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Undertake and make a serious attempt at the requisite HSC exams.

Pattern of study

To qualify for the HSC, a student must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units.

Both patterns of study must include:

- At least 2 units of a Board Developed Course in English, or English Studies
- At least 4 more units of Board Developed Courses
- At least 3 courses of 2 units value or greater (which may be either Board Developed or Board Endorsed), and)
- At least 4 subjects.

HSC Record of Achievement

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in

December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed.

For Board Developed Courses with an external HSC examination, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If a student is not eligible for an HSC and is leaving school, they may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). The RoSA will show the results in all Year 10, 11 and 12 courses that the student completed. If students are not eligible for a RoSA, they will receive a Transcript of Study listing their results.

Performance bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do.

For an Extension course, the bands are E4 (highest level of performance) to E1:

- Band E4 = 45 – 50 marks
- Band E3 = 35 – 44 marks
- Band E2 = 25 – 34 marks
- Band E1 = 0 – 24 marks

Students Online

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Students will need to activate their account by clicking on the 'Activate account' button (see red oval in screenshot below).

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

Pre-2024 HSC students and student leavers

- **Your access to Students Online is closed.**
- If you did not download your credentials, or you have misplaced it, you will need to order a replacement certificate. The [information and form you must complete](#)  are available.

2024 HSC students and student leavers

- Your access to Students Online will close from 30 June 2025.
- Download or save any credentials or reports to your personal computer before 30 June 2025.

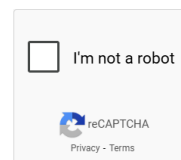
2025 HSC students

- Assessment ranks will be available once the final HSC examination has ended for 4 weeks.
- HSC results release – 18 December 2025. For your ATAR, please visit the [University Admissions Centre \(UAC\)](#) .

Login

Student Number:

PIN:



Login

OR

Activate account

[Trouble logging in?](#)

If there are any technical difficulties, students can find information [here](#) or see the Deputy Principal.

Disability provisions

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

School-based Disability Provisions

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. Please contact the Head Teacher Diverse Learning for further information.

NESA HSC Disability Provisions

NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity. Disability Provisions provide practical support for students with disability to access HSC exams, not to achieve potential.

To apply for HSC examination provisions, schools must submit an online application to NESA through Schools Online. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions or see the Head Teacher Diverse Learning.

Preliminary/HSC course requirements

The following **course completion criteria** refer to both Preliminary and HSC courses.

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:

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

Any student in danger of not satisfying course requirements will receive an N-Warning Letter.

Students who have not complied with the course completion requirements and have received at least TWO written warnings may be regarded as not having satisfactorily completed the course.

The Principal may then apply the N Determination process, which will affect the awarding of the Preliminary RoSA grades and Higher School Certificate marks for these individual courses.

N-Warning letters can be awarded for non-completion of assessment tasks, class work and Prep (or homework). Students must submit all work to resolve the N-Warning letter.

Assessment of Life Skills outcomes in Stage 6

[Stage 6 Life Skills courses](#) provide options for students with diverse educational needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions, and formal written examinations.

Student responsibilities

Students are responsible for:

- Being familiar with the procedures and course information contained in the HSC Assessment Handbook.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively. Students are expected to complete class work and Prep.
- Making a serious attempt at all assessment tasks and completing all other set tasks to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. This notification is also available to view on each class Microsoft Team. No extension will be granted if a student fails to carry out this action.
- Speaking with their teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism or collusion, and penalties will be imposed. This includes artificial intelligence (AI) generated tasks using online platforms.

Assessment Procedures

Notification of assessment task

- Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official assessment task notification. If students are absent, it is their responsibility to request an assessment task notification from the teacher upon their return to school.
- Assessment task notifications will also be posted on the respective Microsoft Teams.

Submission of drafts

- Depending on the course, students will be encouraged to seek feedback on a draft from their teacher once per submitted task at least one week in advance of the due date.
- The due date of the draft will be noted on the assessment task notification.

Submission of tasks

Submitted tasks are due before 8:20 am on the due date, unless otherwise noted on the Assessment Notification. The assessment task notification will stipulate how students are to submit these tasks, whether this be electronically or in person. **Tasks submitted after this time**

will receive zero marks. Students can submit an Illness/Misadventure Form with accompanying documentation for consideration to the year Deputy Principal if there is reason for late submission.

Attendance at examinations or in-class tasks

It is the responsibility of the student to be at the correct location at the correct time when an examination or in class task is scheduled. Students will not be granted any extension of time.

Late submissions

- Work submitted late without an Illness/Misadventure application will be awarded zero marks.
- Students will be required to complete the task to satisfy HSC requirements. Teachers will provide feedback on the task to enable student growth for future tasks and learning.

Computer and technology issues

- Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- Students should ensure that they back up all work to their OneDrive or another cloud-based platform or external hard drive as they work on their assessment tasks.
- Students must ensure that they have submitted the task according to the submission instructions in the notification. It is the responsibility of the student to check that teachers have access to all parts of the assessment task if it is electronically submitted and that tasks are submitted as PDF documents unless otherwise requested. Otherwise, the task will be deemed as being late and students may be awarded zero marks.
- Students have access to printers at school if they are required to print and submit hard copies of their work. Printing must be done before the school day begins, not during learning sessions.

Non-serious attempts

- NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests.
- HSC students who do not make a serious attempt at the assessment task may not receive a result in the course concerned. This may render some students ineligible for the award of the HSC.
- Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
- Students are required to make a serious attempt in all components of assessment tasks and classwork. A serious attempt would include students engaging with at least half of each of the components at a satisfactory level. The academic background of the student will be also taken into account when assessing non-serious attempts.
- For an attempt in an exam to be considered a serious attempt, students must:
 - a. respond to and demonstrate academic engagement and rigour, and
 - b. answer in English, unless specifically instructed otherwise.
- Non-serious attempts include but are not limited to:
 - i. Answering only multiple choice questions, and/or
 - ii. Rewriting the question only, and/or
 - iii. Obscene symbols, drawings or comments
- Students may be awarded zero marks depending on the degree of the attempt made. A N-Warning Letter may also be issued.

Suspension

If a student is suspended when an in-class assessment task is scheduled, arrangements will be made for the student to complete the task during their suspension or immediately upon their return from suspension. All hand-in tasks must be uploaded to Microsoft Teams or handed in by a parent/carer to the Administration Office by the assessment deadline.

Extended leave

It is important for students to attend school. The school strongly discourages extended leave taken during the school term.

- Students should submit hand-in assessments tasks prior to their extended leave to their class teacher.
- If an in-class task or examination occurs whilst a student is on extended leave, students will receive zero marks. If a student applies for extended leave due to an unforeseen family emergency, they can submit an Illness/Misadventure Form with accompanying documentation for consideration by the Deputy Principal.

Work placement

Students completing VET courses such as Hospitality are required to complete work placements as a part of their course.

- All hand-in tasks that need to be submitted during the period of work placement must be submitted on or before the original due date.
- Students with a scheduled in-class task, such as an examination, presentation, or group-work task, must complete an Illness/Misadventure Form and submit this to the Deputy Principal before starting their Work Experience to organise completion of the assessment task on another date. Failing to do so could result in zero marks being awarded.

Absence due to school business

Where a student has a clash between a hand-in assessment task and another official school activity, it is the student's responsibility to ensure the assessment task is submitted by the due time. However, if the assessment task is meant to be completed in-class at the time of the school business, the student must inform the Faculty Head Teacher and complete an Illness/Misadventure Form and submit this to the Deputy Principal before the event. Failure to do so could result in a zero mark being awarded.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Malpractice

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

Malpractice covers a range of activities that gives a student an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Inner Sydney High School and NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

1. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
2. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
3. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

If a student engages in malpractice, a penalty including a mark of zero will be awarded for that component or to the whole task.

Misrepresentation

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

Misrepresentation can include but is not limited to:

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

- Evidence of misrepresentation will result in a zero mark.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

1. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
2. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

- Evidence of plagiarism will result in a zero mark.

Students must complete [All My Own Work](#) prior to their first Year 11 Assessment Task.

Collusion

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

1. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

- Evidence of collusion will result in a zero mark.

Responsibilities around malpractice

- Students: responsible for ensuring all submitted work is their own, following the school and NESA's guidelines for malpractice, including inappropriate AI use, and cooperating during investigations and interviews.

The student has the burden of proof to demonstrate that the work is their own if a suspicion of malpractice is raised. They can do this, for example, by showing planning, drafts of work or research notes.

- Classroom teachers and Head Teachers: responsible for detecting potential malpractice, initiating the initial conversation with the student, conducting student interviews and escalating the case if necessary
- Deputy Principal: responsible for handling appeals, conducting formal interviews with students and parents, and making final decisions on appeals.
- Parents/Guardians: responsible for supporting students in adhering to academic integrity and participating in the appeals process if necessary.

Breach of Assessment Conditions

1. All students undertaking an HSC school-based or external assessment must comply with the assessment conditions set by Inner Sydney High School (School Based) and NESA (External HSC).
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the exam supervisor/invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of exam rules and procedures. These can be found in this Assessment Handbook.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

- The breach of assessment conditions will result in a zero mark.

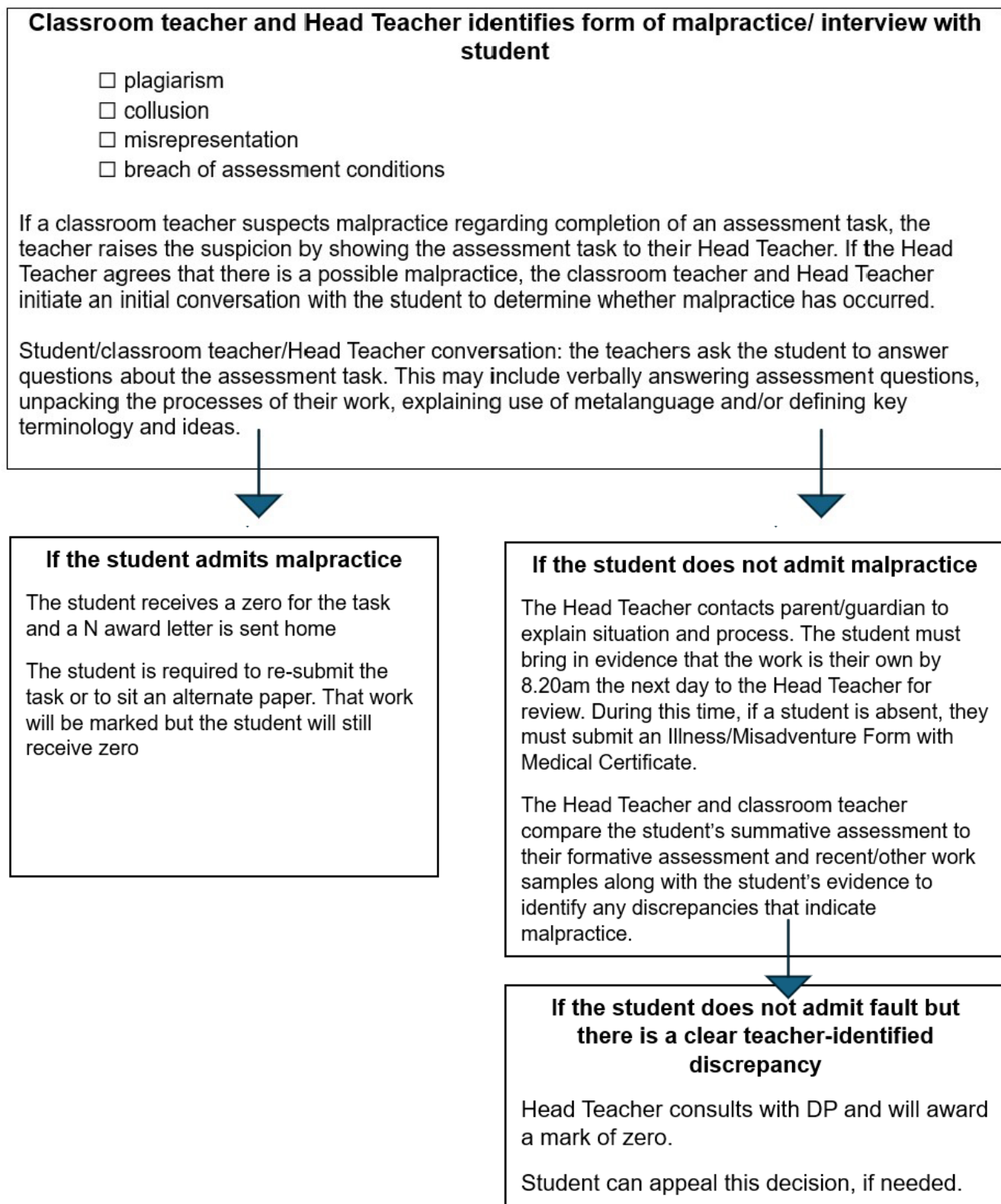
Allegations of Malpractice

If a teacher/marker believes that there is the possibility of plagiarism, collusion, misrepresentation or Breach of Assessment Conditions, they will investigate to ensure that there is equity and fairness across all assessment tasks.

- The class teacher or Faculty Head Teacher will discuss any allegations with students prior to the return of assessment tasks and request supporting materials from the students to validate that their work is their own, as the burden of proof lies with the students if there is reason to suspect that there has been malpractice.
- Students will be provided with the opportunity to itemise and provide evidence to substantiate that the assessment task is their own to the school within 24 hours of being notified. Parents will also be notified of this process.

- The Deputy Principal of the year group will assess the allegation and evidence along with the faculty Head Teacher and provide the outcome to the student, which may result in partial marks or a mark of zero, depending on the level of malpractice.
- Students have the opportunity to appeal this decision by following the Appeals process.

Malpractice investigation flowchart



Conclusion and Documentation

- All steps taken during the investigation, including interviews and decisions, are documented.
- HSC cases are reported to NESA and placed on the NESA Malpractice register.

Illness/Misadventure Process

Absence or late on the day before or on an assessment task

- To ensure fairness and equity in each assessment task, students **late** and/or **absent on the day of or school day before an assessment task** must complete an Illness/Misadventure Form, submitted with appropriate documentation, such as an independent medical certificate to the Deputy Principal. Students are expected to be on time to school and attend all learning sessions in their entirety, including Senior Mentoring Session, on the day of an assessment task. Students partially attending any learning sessions must also follow the Illness/Misadventure process. This includes Extension learning sessions.
- Parents/carers must notify the school if students are absent the day before or on an assessment task being due.

Medical certificate

- Students will be required to obtain a medical certificate from a reputable independent medical practitioner (not Pharmacist issued) not immediately related to them, or other formal documentation to explain their absence.
- This medical certificate must cover the student for being absent on the date of and/or before the assessment task and should state how the student's illness has impacted on their ability to complete the assessment task.
- The school does not accept Statutory Declarations.

Return to school

- On their return to school, students must hand in their completed Illness/Misadventure Form and relevant documentation to the Deputy Principal (Year 11 and 12) or the Head Teacher of the Faculty (Year 10) within two school days.
- Students will be required to submit or sit any missed assessment tasks, in consultation with the Faculty Head Teacher, regardless of the outcome of the Illness/Misadventure Form.
- The Deputy Principal/Head Teacher will advise students of the outcome of their Illness/Misadventure Form.
- If there is a delay to arrival due to public transportation issues, students must provide time stamped photographic evidence of changes in the transportation timetable, such as a screenshot of a travel app, media report or electronic information board. Text messages to family members is not adequate evidence.
- If it is deemed that a student has gained an unfair advantage due to their absenteeism, a zero mark may be awarded.

Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet the due date due to exceptional circumstances. A student who wishes to apply for an extension must:

- complete an Illness/Misadventure Form and
- provide the completed Illness/Misadventure Form to the Deputy Principal in consultation with the Faculty Head Teacher, along with supporting documentation before the due date of the assessment task.

Group-based assessment tasks

Students are required to submit work on the due date specified in the assessment notification. If the ability to complete the task is limited by the absence of a group member, the affected students

need to complete an Illness/Misadventure Form as a group and submit it to the Deputy Principal on the due date of the assessment task. The group member who is absent will need to submit a separate Illness/Misadventure Form and the outcome of their application will be reviewed independently to the group application.

The Illness/Misadventure Forms will be considered on a case-by-case basis.

Appeals

An application for Appeals can be made to dispute:

- an Illness/Misadventure outcome
- a malpractice outcome
- a student's rank order placement during the course
- the procedures for determining the final school-based assessment mark for the course.

If a student wishes to appeal a decision made regarding any of the above, they must submit an Assessment Appeal Application Form within 3 school days of receiving the outcome of their previous outcome or assessment task, along with the original Illness/Misadventure form and any additional documentation. This should be submitted to the Deputy Principal.

If students wish to appeal alleged malpractice relating to an assessment task, they must submit an Assessment Appeal Application Form within 3 working days of receiving the outcome of the Illness/Misadventure Form or assessment result respectively. Any additional documentation can be submitted at this time. Note that students cannot appeal a mark awarded but may appeal the process under which a task was assessed.

The Appeals Panel, consisting of the Senior Executive, will evaluate each application and the decision will be communicated to the relevant Faculty Head Teacher, class teacher, student and parent/caregivers in due course.

If required, only in extenuating circumstances, where a student and their family believe that further consideration is required or additional evidence can be provided an ***Appeal to Principal regarding previously declined Illness/Misadventure decision*** can be completed.

ILLNESS/MISADVENTURE FLOWCHART

STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME

STEP ONE: Contact the School

- Students or parents/carers must inform the school on the day of the absence by phone or via email.

STEP TWO: Obtain Relevant Documentation

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Handbook, the Year Group MS Team and the school website. Hard copies are also available from the Administration Office.
- For ILLNESS, the student must obtain a medical certificate from an independent medical practitioner stating the reason for illness impacting on the task specifically and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation. Note that Statutory Declaration will not be accepted.

STEP THREE: Within the first TWO days of return to school

- It is the students' responsibility to report to:
 - the Deputy Principal of the Year group for Years 11 and 12
 - the Faculty Head Teacher of the subject for Years 7 - 10
 - and submit the completed Illness/Misadventure Form and accompanying documentation.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. This will be negotiated between the Faculty Head Teacher/Deputy Principal and student.

STEP FOUR: Illness/Misadventure and Feedback

- The relevant Head Teacher/Deputy Principal will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in Years 7-9 will receive Unable to Assess and Years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must follow and complete the Assessment Task Appeal Form and submit it to the Deputy Principal of the Year group within three working days of receiving the outcome of the Illness/Misadventure Form. A panel will review the Appeal

STEP FIVE: Extenuating Circumstances

- An Appeal to Principal regarding previously declined Illness/Misadventure decision can be completed only if:
 - there are extenuating circumstances
 - additional evidence can be provided.
- A request must be made to the Deputy Principal of the Year Group for this form.



Stage 6 Illness / Misadventure Form 2025-26

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due Date: ____/____/____

I wish to inform the school of the following circumstances that affected my performance in the above Assessment Task.

Please tick one (or more)

- ☐ Extenuating circumstances immediately before and/or during the Assessment Task
- ☐ I was absent or late on the day of the Assessment Task
- ☐ I was absent or late on the day before the Assessment Task
- ☐ Other _____

Reason (if insufficient space, also write on the back of this page):

I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF ONLY – TO BE COMPLETED BY DEPUTY PRINCIPAL OR DELEGATE

Resolution decision: Accepted / Declined

- ☐ Student is to be awarded zero marks
- ☐ Student is to be awarded the mark they achieved in the Assessment Task
- ☐ Student is to hand in / sit for the Assessment Task on _____
- ☐ Student is to be given an estimated mark (in exceptional circumstances ONLY)
- ☐ Mark to be reviewed at the end of the course
- ☐ Other _____

Comment:

Deputy Principal Signature: _____ Date: ____/____/____



Assessment Task Appeal Application Form 2025-2026

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

Nature of Appeal: *(Please tick one)*

☐ Assessment Task Marking Process ☐ Illness/Misadventure decision ☐ Malpractice decision

Nature of Appeal: *(Please tick one)*

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other <i>(Please specify)</i> _____		

Reason for this appeal application: *(Please attach Illness Misadventure form previously submitted)*

If required, you can write an extended statement (please limit to no more than 200 words) and/or attach additional documentation.

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF ONLY – TO BE COMPLETED BY APPEAL PANEL

Reviewer Name: _____ Position: _____

Resolution decision: Accepted / Declined

Comment:

Reviewer Signature: _____ Date: ____/____/____

(Original to be stored in student file. Scan to be uploaded to Sentral entry.
Copy sent to Parent/Student, Head Teacher/Deputy/Principal as required)

Examination Procedures and Requirements for Students

Examination Procedures for Students

1. Mobile devices and smart watches must be turned off and stored in your school bag. If you are found with one of these devices on your person or if a device is heard in your bag, this will result in malpractice and you will be awarded a zero mark. If you bring a non-smart watch to an examination, it must be placed on your table.
2. Check the timetable carefully and be aware of the times for your examination. You will not receive any extra time if you are late for an examination.
3. Full school uniform is expected at all times.
4. You should be waiting outside the examination space at least ten minutes before your examination start time.
 - 4a. General supervision will be held in the Gymnasium. Bags will be placed in the Movement Studio and locked.
 - 4b. Disability provisions will be held in Building 1. Bags will be placed in B1.01.08.
 - You must be seated at a desk that contains your correct examination and attendance slip.
 - Students are to remain in the examination space for the entire duration of the examination.
 - Please fill out your attendance slip on your table with your name and NESA number. Only put your NESA number on your examination paper and any writing booklets.
5. Please go to the toilet before each examination as permission to use toilets will only be given in extenuating circumstances.
6. No equipment may be borrowed during the examination.
 - Only pens, pencils, highlighters and NESA approved equipment (such as calculators and rulers) may be brought in.
 - If required, please put all equipment including writing equipment in a clear plastic sleeve or pencil case.
 - Calculators will be checked during the examination, as some models are not approved. Please see your teacher to check if your calculator is approved.
7. Follow the instructions of the supervisors at all times.
8. You are not permitted to speak or make any unnecessary noise during the examination.
9. You are permitted to bring a bottle of water into the Examination Centre during the examination. You must use a clear water bottle with no label.
10. Students will be removed from the Examination Centre if there are issues of misconduct or disruption to the examination. This will be deemed as malpractice and a zero mark may be awarded for the examination.
11. If you wish to ask a question to a supervisor, raise your hand and wait for them to come to you. Supervisors are only able to answer general questions about the examination and not anything content specific. You must follow the directions of the supervising teacher at all times.
12. If you are absent from an examination due to illness/misadventure or approved leave, you must notify the school on the day via email and include the reason for being absent. You must complete an Illness/Misadventure Form and include any relevant information such as a medical certificate. This must be submitted to Ms. Lane, DP within 48 hours after the examination so that your examination can be rescheduled.
13. You are not permitted to leave the examination until the examination time has finished.
14. You must not remove any examination materials, including question papers, from the examination room.
15. If you do not attempt a question, you must write "Not Attempted" on the front cover of the writing booklet. This must be handed in with the rest of your paper at the end of the examination.]

ASSESSMENT SCHEDULES

Please note that the following HSC Course Assessment Schedules are a guide to when specific tasks may be due. Due to extenuating circumstances, dates may need to be amended from time to time. Please consult each individual Course Assessment Notification for exact dates and assessment content.

Ancient History – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Core: Cities of Vesuvius-Pompeii and Herculaneum	Societies: Spartan Society to the Battle of Leuctra 371 BCE	Personality: Akhenaten	All 4 topics
		T4 W8	T1 W8	T2 W5	TRIAL EXAMINATION BLOCK
		Source analysis- in class	Gallery Research Task	Extended Response	Written Examination
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	25%	15%			10%
Historical inquiry and research	20%		5%	15%	
Communication of historical understanding in appropriate forms	15%	5%	5%	5%	
TOTAL	100%	25%	20%	25%	30%
OUTCOMES		AH12-1 AH12-4 AH12-6 AH12-9 AH12-10	AH12-6 AH12-7 AH12-8 AH12-9	AH12-2 AH12-3 AH12-5 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7 AH12-10

Course Outcomes A student:	
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
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

Biology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Module 7: Infectious Disease	Module 5: Heredity	Module 6: Genetic Change	Modules 5,6,7,8
		T4 W5	T1 W6	T2 W5	TRIAL EXAMINATION BLOCK
		Practical Examination	Modelling	Depth Study	Written Examination
Knowledge and understanding of course content	40%		5%	5%	30%
Skills in working scientifically	60%	20%	20%	20%	
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		BIO12-2 BIO12-3 BIO12-4 BIO12-5	BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-5 BIO12-6 BIO12-7 BIO12-13	BIO12-12 BIO12-13 BIO12-14 BIO12-15

Course Outcomes	
A student:	
BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	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

Business Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Operations	Finance	Human Resources	All Topics
		T4 W9	T1 W9	T2 W7	TRIAL EXAMINATION BLOCK
		Extended response	Stimulus based examination	Business Report	Written Examination
Knowledge and understanding of course content	40%		15%	10%	15%
Stimulus-based skills	20%		5%	5%	10%
Inquiry and research	20%	10%		5%	5%
Communication of business information ideas and issues in appropriate forms	20%	10%	5%	5%	
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		H1 H2 H5 H7	H5 H8 H10	H4 H8 H9	H2 H3 H4 H6 H9

Course Outcomes	
A student:	
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

Chemistry - HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Module 5: Equilibrium & Acid Reactions	Module 6: Acid/Base Reactions	Module 7: Organic Chemistry	Modules 5,6,7,8
		T4 W8	T1 W8	T2 W9	TRIAL EXAMINATION BLOCK
		Depth Study	Practical Examination	Viva Voce	Written Examination
Knowledge and understanding of course content	40%	5%		5%	30%
Skills in working scientifically	60%	15%	20%	25%	
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		CH12-1 CH12-2 CH12-4 CH12-6 CH12-7 CH12-12	CH12-3 CH12-4 CH12-5 CH12-7	CH12-4 CH12-5 CH12-7 CH12-14	CH12-12 CH12-13 CH12-14 CH12-15

Course Outcomes A student:	
CH12-1	develops and evaluates questions and hypotheses for scientific investigation
CH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	analyses and evaluates primary and secondary data and information
CH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	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

Community and Family Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Research Methodology	Groups in Context	Parent and Caring	All Units
		T4 W9	T1 W8	T2 W8	TRIAL EXAMINATION BLOCK
		Independent Research Project	In Class Response	Critical Analysis	Written Examination
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	10%	15%	20%	15%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		H4.1, 4.2	H1.1, 2.2, 3.1, 5.1	H3.2, 5.2	H2.3, H3.2, H3.3, H3.4

Course Outcomes	
A student:	
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

Design and Technology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Major Design Project Proposal	Innovation Case Study	Project Development & Realisation	All Units
		T4 W7	T1 W5	T3 W1	TRIAL EXAMINATION BLOCK
		Submitted	Submitted	Submitted	Written Examination
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		H1.1 H4.1 H5.2	H2.2 H3.1 H5.1	H3.2 H4.2 H5.1	H1.1- H6.2

Course Outcomes A student:	
H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

Drama – HSC Course

		TASK 1	TASK 2	TASK 3	TASK 4
		Individual Project	Australian Drama & Theatre Significant Plays of the 20th Century	Group Devised Performance	IP / GP /Australian Drama and Theatre /Significant Plays of the 20 th Century
		T4 W9	T1 W10	T2 W7	TRIAL EXAMINATION BLOCK
		Presentation and Log Book	Submitted and Performance Essay	Performance and Log Book	Practical & Written Examination
COMPONENTS	WEIGHTING				
Making	40%	15%		15%	10%
Performing	30%		10%	10%	10%
Critically studying	30%		20%		10%
TOTAL	100%	15%	30%	25%	30%
OUTCOMES		H1.2 H1.5 H2.3	H1.1 H1.2 H2.1 H3.1 H3.2	H1.3 H1.4 H1.6 H2.1	H1.1 H1.4 H1.5 H1.6 H2.1 H3.1

Course Outcomes	
A student:	
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
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

Economics – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Topic 1: The Global Economy	Topic 2: Australia's Place in the Global Economy	Topic 3: Economic Issues	All Topics
		T4 W7	T1 W9	T2 W7	TRIAL EXAMINATION BLOCK
		Research Essay	Stimulus Essay	Economic Skills test	Written Examination
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Stimulus based skills	20%		5%	10%	5%
Inquiry and research	20%	10%	5%		5%
Communication of economic information, ideas and issues in appropriate forms	20%		5%	5%	10%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		H3 H8 H9	H2 H4 H10	H1 H7 H11	H5 H6 H7 H11

Course Outcomes	
A student:	
H1	demonstrates understanding of economic terms, concepts and relationships
H2	analyses the economic role of individuals, firms, institutions and governments
H3	explains the role of markets within the global economy
H4	analyses the impact of global markets on the Australian and global economies
H5	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	selects and organises information from a variety of sources for relevance and reliability
H10	communicates economic information, ideas and issues in appropriate forms
H11	applies mathematical concepts in economic contexts
H12	works independently and in groups to achieve appropriate goals in set timelines

English Advanced – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module Texts & Human Experiences	Module A Textual Conversations	Module C The Craft of Writing	Common Module, Module A, Module B, Module C
		T4 W9	T1 W10	T2 W5	TRIAL EXAMINATION BLOCK
		In Class Task	In Class Task	Submitted & In Class Task	Written Examination
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
TOTAL	100%	25%	25%	20%	30%
OUTCOMES		EA12-1 EA12-3 EA12-5	EA12-3 EA12-6 EA12-7	EA12-1 EA12-4 EA12-9	EA12-1 EA12-3 EA12-4 EA12-6 EA12-7

Course Outcomes	
A student:	
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

English EAL/D – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Module A: Texts and Human Experiences	Focus on Writing	Module B: Language, Identity & Culture	Modules A,B,C and Focus on Writing
		T4 W9	T1 W8	T2 W9	TRIAL EXAMINATION BLOCK
		Extended Response	Creative Response & Listening	Extended Response	Written Examination
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		EAL12-1B EAL12-2 EAL12-8	EAL12-1A EAL12-3 EAL12-5 EAL12-9	EAL12-1A EAL12-4 EAL12-7 EAL12-8	All Outcomes

Course Outcomes	
A student:	
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

English Extension 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Literary Worlds	Literary Mindscapes	Literary Worlds Literary Mindscapes
		T4 W9	T2 W5	TRIAL EXAMINATION BLOCK
		Submitted	In Class	Written Examination
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES		EE12-2 EE12-3 EE12-5	EE12-1 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5

Course Outcomes A student:	
EE12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
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

English Extension 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Major Work	Major Work	Major Work
		T1 W3	T2 W3	T2 W9
		Viva Voce	Literature Review	Critique of the Creative Process
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%
OUTCOMES		EEX12-1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5
Note that the Major Work Journal must be submitted for monitoring with each assessment task.				

Course Outcomes A student:	
EEX12-1	demonstrates a deep understanding of the dynamic relationships 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 experience, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

English Standard – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module Texts & Human Experiences	Module A Language, Identity and Culture	Module C The Craft of Writing	Common Module, Module A, Module B, Module C
		T4 W9	T1 W10	T2 W5	TRIAL EXAMINATION BLOCK
		In Class Task	In Class Task	Hand In & In Class Task	Written Examination
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
TOTAL	100%	25%	25%	20%	30%
OUTCOMES		EN12-1 EN12-3 EN12-5	EN12-3 EN12-7 EN12-8	EN12-4 EN12-9	EN12-1 EN12-2 EN12-6 EN12-7

Course Outcomes	
A student:	
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

English Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module Texts & Human Experiences	Module L Who do I think I am? – English and the self	Module A We are Australians – English in citizenship, community and cultural identity	Portfolio of Classwork
		T4 W9	T1 W10	T2 W4	T3 W5
		In Class	Submitted	Submitted	Submitted
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in: *comprehending texts, *communicating ideas, *using language accurately, appropriately and effectively	50%	15%	10%	10%	15%
TOTAL	100%	25%	25%	20%	30%
OUTCOMES		ES12-1 ES12-2 ES12-5 ES12-8	ES12-1 ES12-2 ES12-7 ES12-8 ES12-9	ES12-2 ES12-3 ES12-4 ES12-5 ES12-7 ES12-9	ES12-2 ES12-3 ES12-4 ES12-6 ES12-10

*Please note that there will be a non -assessable Trial examination for those students who are opting to complete the HSC Examination in English Studies

Course Outcomes	
A student:	
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

Food Technology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination All Units
		T4 W9	T1 W9	T2 W10	TRIAL EXAMINATION BLOCK
		In Class Extended Response	Experiment and Report	Food Product Design Project	Written Examination
Knowledge and understanding of course content	40%	5%		5%	30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15%	15%	
TOTAL	100%	15%	25%	30%	30%
OUTCOMES		H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1 H5.1	H1.1 H1.3 H1.4 H4.2 H5.1

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

Geography– HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Global sustainability	Ecosystems and global diversity	Rural and urban places	All Units
		T4 W7	T1 W8	T2 W10	TRIAL EXAMINATION BLOCK
		Stimulus based in- class response	Field work report	Research task	Trial HSC Examination
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Geographical skills and tools	20%	10%	5%		5%
Geographical inquiry and research, including fieldwork	20%		10%	10%	
Communication of geographical information, ideas and issues in appropriate forms	20%		5%	10%	5%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		GE-12-02 GE-12-07 GE-12-08	GE-12-04 GE-12-06 GE-12-07	GE-12-03 GE-12-05 GE-12-09	GE-12-01 GE-12-02 GE-12-09

Course Outcomes	
A student:	
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

Health and Movement Science – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Training for Improved Performance	Training for Improved Performance	Health in an Australian and Global Context	All Units
		T4 W9	T1 W8	T2 W8	TRIAL EXAMINATION BLOCK
		Scenario Analysis	Depth Study	Critical Thinking Task	Trial HSC Examination
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	15%	15%	20%	10%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		HM-12-05 HM-12-09 HM-12-10	HM-12-04 HM-12-06 HM-12-07	HM-12-01 HM-12-03 HM-12-08	HM-12-02 HM-12-04 HM-12-06

Course Outcomes	
A student:	
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

History Extension – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Historical Process	History Project	All Content
		T1 W4	T3 W1	TRIAL EXAMINATION BLOCK
		Process Log	Skills in designing, undertaking and communicating historical inquiry and analysis	Examination
Knowledge and understanding of significant historical ideas and processes	40%	5%	5%	30%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	25%	35%	
TOTAL	100%	30%	40%	30%
OUTCOMES		HE12-1 HE12-2	HE12-2 HE12-3 HE12-4	HE12-1 HE12-3

Course Outcomes	
A student:	
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Japanese Continuers – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		School Life, Shopping and Eating Out	Leisure, Health and Living in Japan	Travel, Future Plans and Work	All Topics
		Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	TRIAL EXAMINATION BLOCK
		In Class Read and Writing Task	In Class - Listening and Reading Task	In Class – Speaking Task	Examination
Listening	30%		20%		10%
Reading	30%	10%	10%		10%
Speaking	20%			20%	
Writing	20%	10%			10%
TOTAL	100%	20%	30%	20%	30%
OUTCOMES		2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

Course Outcomes	
A student:	
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

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Human Rights	Crime	World Order	All Topics
		T4 W7	T1 W9	T2 W8	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Research Extended Response	Written Examination
Knowledge and understanding of course content	40%	5%	15%		20%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	5%		15%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		H2 H3 H4 H9	H3 H4 H6 H7 H10	H2 H3 H5 H8 H10	H2 H4 H6 H8 H9

Course Outcomes A student:	
H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
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.

Mathematics Advanced – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		M1 Modelling Financial Situations	F2 Graphing techniques C3 Applications of Differentiation	C2 Differential Calculus C4 Integral Calculus	All topics covered in Year 11 and HSC Course
		T4 W9	T1 W8	T2 W6	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Topic Test	Examination
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		MA12-2 MA12-4 MA12-10	MA12-1 MA12-3 MA12-6 MA12-10	MA12-3 MA12-6 MA12-7 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10

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

Mathematics Extension 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		V1 Introduction to Vectors	P1 Proof by Mathematical Induction T3 Trigonometric Equations	C2 Further Calculus Skills C3 Applications of Calculus	All topics covered in Year 11 and HSC Course
		T4 W10	T1 W9	T2 W7	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Topic Test	Examination
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		ME12-2 ME12-7	ME12-1 ME12-3 ME12-7	ME12-1 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-7

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

Mathematics Extension 2– HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		N1 Introduction to Complex Numbers N2 Using Complex Numbers	P1 The Nature of Proof V1 Introduction to Vectors	C1 Further Integration M1 Mechanics	All topics covered
		T4 W9	T1 W8	T2 W6	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Topic Test	Examination
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8

Course Outcomes	
A student:	
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 dimension
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

Mathematics Standard 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		M3 Right-Angled Triangles	A3 Types of Relationships N1 Networks and Paths	A3 Types of Relationships S3 Further Statistical Analysis M4 Rates	All topics covered in Year 11 and HSC Course
		T4 W9	T1 W8	T2 W6	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Topic Test	Examination
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-8 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-6 MS1-12-7 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10

Course Outcomes	
A student:	
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 judgments 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

Mathematics Standard 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		M6 Non-Right Angled Trigonometry	N2 Network Concepts N3 Critical Path Analysis	S4 Bivariate Data Analysis S5 The Normal Distribution	All topics covered in Year 11 and HSC course
		T4 W9	T1 W8	T2 W6	TRIAL EXAMINATION BLOCK
		Topic Test	Topic Test	Topic Test	Examination
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		MS2-12-3 MS2-12-4 MS2-12-10	MS2-12-8 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10

Course Outcomes	
A student:	
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

Modern History – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		National Studies and the Soviet Union	Peace and Conflict	Change in the Modern World	All content & Power and Authority in the Modern World 1919-1946
		T4 W8	T1 W6	T2 W4	TRIAL EXAMINATION BLOCK
		Presentation	In-Class Essay	Source Analysis Booklet	Examination
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%			10%	10%
Historical inquiry and research	20%	5%	10%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		MH12-2 MH12-3 MH12-5	MH12-1 MH12-8 MH12-9	MH12-4 MH12-6 MH12-7	All Outcomes

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

Music 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Instrument & Its Repertoire	Additional Topic	Additional Topic	Music of the 20 th & 21 st Century & Additional Topics
		T4 W9	T1 W6	T2 W7	TRIAL EXAMINATION BLOCK
		Composition Submission	Core Performance & Viva Voce	Elective Submission Topics 1 and 2	Elective Submission 3 & Aural Skills Examination
Musicology	10%		10%		
Aural	25%		10%		15%
Performance	10%		10%		
Composition	10%	10%			
Elective	45%			30%	15%
TOTAL	100%	10%	30%	30%	30%
OUTCOMES		H3 H7	H1 H4 H5 H6	H1 – H8	H1- H8

Course Outcomes A student:	
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
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

Music 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Australian Music Last 25 Years	Additional Topic	Australian Music Last 25 Years	Australian Music Last 25 Years & Additional Topic
		T4 W9	T1 W8	T2 W7	TRIAL EXAMINATION BLOCK
		Core Performance & Analysis Submission	Elective Submission & Sight Singing	Core Composition & Portfolio Submission	Musicology & Aural Skills
Musicology	20%	10%			10%
Aural	20%				20%
Performance	20%	15%	5%		
Composition	20%			20%	
Elective	20%		20%		
TOTAL	100%	25%	25%	20%	30%
OUTCOMES		H1 H5 H6	H1 – H9	H3 H4 H8 H9	H2 H5 H7

Course Outcomes	
A student:	
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

Music Extension-HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Viva Voce	Performance OR Composition OR Musicology	Performance OR Composition OR Musicology
		T1 W6	T2 W7	TRIAL EXAMINATION BLOCK
Performance or Composition or Musicology	100%	30%	40%	30%
TOTAL	100%	30%	40%	30%
OUTCOMES		H1–6*	H1–6*	H1–6*

*Teachers will select appropriate outcomes based on Elective options selected by each student

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

Physics – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Module 5 Advanced Mechanics	Module 6 Electro- magnetism	Module 8 From The Universe to The Atom	Modules 5,6,7,8
		T4 W8	T1 W8	T2 W8	TRIAL EXAMINATION BLOCK
		Depth Study	Practical Examination	Viva Voce	Written Examination
Knowledge and understanding of course content	40%	5%		5%	30%
Skills in working scientifically	60%	15%	25%	20%	
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-7 PH12-12	PH12-3 PH12-4 PH12-5 PH12-6 PH12-7	PH12-3 PH12-4 PH12-5 PH12-7 PH12-15	PH12-12 PH12-13 PH12-14 PH12-15

Course Outcomes A student:	
PH12-1	develops and evaluates questions and hypotheses for scientific investigation
PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	analyses and evaluates primary and secondary data and information
PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	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

Society and Culture – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		PIP Research Methods	Social Inclusion & Exclusion	Belief Systems & Ideologies	All Topics
		T4 W6	T1 W10	T2 W9	TRIAL EXAMINATION BLOCK
		Viva Voce	In Class Extended Response	Video Presentation	Written Examination
Knowledge and understanding of course content	50%	5%	15%	15%	15%
Application and evaluation of social and cultural research methods	30%	15%	5%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%		5%	5%	10%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		H4 H7 H8	H1 H3 H9	H2 H5 H9 H10	H1-H10

Course Outcomes	
A student:	
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

Software Engineering – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Programming for the Web	Secure Software Architecture	Software Engineering Project	All Topics
		T4 W9	T1 W8	T2 W9	TRIAL EXAMINATION BLOCK
		Project	Project	Project	Written Examination
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Knowledge and skills in the practical application of the content	50%	10%	10%	20%	10%
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		SE-12-02 SE-12-06 SE-12-07 SE-12-08	SE-12-03 SE-12-04 SE-12-05 SE-12-07	SE-12-01 SE-12-02 SE-12-06 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08

Course Outcomes	
A student:	
SE-12-01	justifies methods used to plan, develop and engineer software solutions
SE-12-02	applies structural elements to develop programming code
SE-12-03	analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-12-04	evaluates practices to safely and securely collect, use and store data
SE-12-05	explains the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-12-06	justifies the selection and use of tools and resources to design, develop, manage and evaluate software
SE-12-07	designs, develops and implements safe and secure programming solutions
SE-12-08	tests and evaluates language structures to refine code
SE-12-09	applies methods to manage and document the development of a software project

Sport, Lifestyle and Recreation – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Games and Sports Applications 2	Healthy Lifestyles	Resistance Training	All units
		T4, W8	T1, W9	T2, W8	TRIAL EXAMINATION BLOCK
		Skills Assessment	Critical Analysis	Practical Application and Program Design	Written Examination
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Knowledge and skills in the practical application of the content	50%	10%	15%	15%	10%
TOTAL	100%	20%	25%	25%	30%
OUTCOMES		3.3, 4.1, 4.4	1.5, 3.5, 4.3	2.1, 2.3, 3.2	1.2, 1.4, 1.6, 2.4

Course Outcomes	
A student:	
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
2.2	analyses the fitness requirements of specific activities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
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
4.4	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

Visual Arts – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Body Of Work & VAPD	Art Criticism & Art History	Body Of Work & VAPD	Case Studies & Unseen Artworks
		T4 W8	T1 W6	T2 W9	TRIAL EXAMINATION BLOCK
		Practical Submission	In class Extended Response	Practical Submission	Written Examination
Art Criticism and Art History	50%		20%		30%
Artmaking	50%	20%		30%	
TOTAL	100%	20%	20%	30%	30%
OUTCOMES		H2 H3 H4	H7 H8	H1 H5 H6	H7 H9 H10

Course Outcomes	
A student:	
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 artmaking
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the 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



School Name: Inner Sydney High School

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
			Term 1 Week 10 Date TBC	Term 3 Week 6 Date TBC	Week 3 or 4 Term 3 Date: TBC
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".

HSC Assessment Overview

	TERM 4, 2025	TERM 1, 2026
Week 1		
Week 2	Hospitality Mandatory Work Placement 35 hrs	
Week 3		AT1 – English Extension 2
Week 4		AT1 – History Extension
Week 5	AT1 – Biology	AT2 – Design & Technology AT2 – English Extension 1
Week 6	AT1 – Society & Culture	AT2 – Biology AT2 – Modern History AT2 – Music 1 AT1 – Music Extension AT2 – Visual Arts
Week 7	AT1 – Design & Technology AT1 – Economics AT1 – Geography AT1 – Legal Studies	ASSESSMENT FREE WEEK
Week 8	AT1 – Ancient History AT1 – Chemistry AT1 – Japanese Continuers AT1 – Modern History AT1 – Physics AT1 – Visual Arts AT1 – Sport Lifestyle and Recreation	HALF YEARLY EXAMINATION WEEK AT2 – Ancient History AT2 – Community and Family Studies AT2 – Chemistry AT2 – English EAL/D AT2 – Geography AT2 – Health and Movement Science AT2 – Mathematics Advanced AT2 – Mathematics Standard 1 AT2 – Mathematics Standard 2 AT2 – Mathematics Extension 2 AT2 – Music 2 AT2 – Physics AT2 – Software Engineering
Week 9	AT1 – Business Studies AT1 – Community and Family Studies AT1 – Drama AT1 – English Advanced AT1 – English Standard AT1 – English EAL/D AT1 – English Extension 1 AT1 – English Studies AT1 – Food Technology AT1 – Health and Movement Science AT1 – Mathematics Advanced AT1 – Mathematics Standard 1 AT1 – Mathematics Standard 2 AT1 – Mathematics Extension 2 AT1 – Music 1 AT1 – Music 2 AT1 – Software Engineering	AT2 – Business Studies AT2 – Economics AT2 – Food Technology AT2 – Japanese Continuers AT2 – Legal Studies AT2 – Mathematics Extension 1 AT2 – Sport Lifestyle and Recreation
Week 10	AT1 – Mathematics Extension 1	AT2 – Drama AT2 – English Advanced AT2 – English Standard AT2 – English Studies AT3 – Hospitality AT2 – Society & Culture

	TERM 2, 2026	TERM 3, 2026
Week 1		AT3 – Design & Technology AT2 – History Extension
Week 2		ASSESSMENT FREE WEEK
Week 3	AT2 – English Extension 2	TRIAL EXAMINATIONS See Assessment Grids for further information.
Week 4	AT3 – English Studies AT3 – Modern History	TRIAL EXAMINATIONS See Assessment Grids for further information.
Week 5	AT3 – Ancient History AT3 – Biology AT3 – English Advanced AT2 – English Extension 1 AT3 – English Standard	AT4 – English Studies
Week 6	AT3 – Mathematics Advanced AT3 – Mathematics Standard 1 AT3 – Mathematics Standard 2 AT3 – Mathematics Extension 2	AT4 – Hospitality
Week 7	AT3 – Business Studies AT3 – Drama AT3 – Economics AT3 – Mathematics Extension 1 AT3 – Music 1 AT3 – Music 2 AT2 – Music Extension	
Week 8	AT3 – Community and Family Studies AT3 – Health and Movement Science AT3 – Japanese Continuers AT3 – Legal Studies AT3 – Physics AT3 – Sport Lifestyle and Recreation	
Week 9	AT3 – Chemistry AT3 – English EAL/D AT3 – English Extension 2 AT3 – Society & Culture AT3 – Software Engineering AT3 – Visual Arts	
Week 10	AT3 – Food Technology AT3 – Geography	



Assessment Task Appeal Application Form 2025-2026

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

Nature of Appeal: *(Please tick one)*

☐ Assessment Task Marking Process ☐ Illness/Misadventure decision ☐ Malpractice decision

Nature of Appeal: *(Please tick one)*

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other <i>(Please specify)</i> _____		

Reason for this appeal application: *(Please attach Illness Misadventure form previously submitted)*

If required, you can write an extended statement (please limit to no more than 200 words) and/or attach additional documentation.

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF ONLY – TO BE COMPLETED BY APPEAL PANEL

Reviewer Name: _____ Position: _____

Resolution decision: Accepted / Declined

Comment:

Reviewer Signature: _____ Date: ____/____/____



Stage 6 Illness / Misadventure Form 2025-26

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

I wish to inform the school of the following circumstances that affected my performance in the above Assessment Task.

Please tick one (or more)

- ☐ Extenuating circumstances immediately before and/or during the Assessment Task
- ☐ I was absent or late on the day of the Assessment Task
- ☐ I was absent or late on the day before the Assessment Task
- ☐ Other _____

Reason (if insufficient space, also write on the back of this page):

I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF ONLY – TO BE COMPLETED BY DEPUTY PRINCIPAL OR DELEGATE

Resolution decision: Accepted / Declined

- ☐ Student is to be awarded 'Unable to Assess' or zero marks
- ☐ Student is to be awarded the grade they achieved in the Assessment Task
- ☐ Student is to hand in / sit for the Assessment Task on _____
- ☐ Student is to be given an estimated grade (in exceptional circumstances ONLY)
- ☐ Grade/mark to be reviewed at the end of the course
- ☐ Other _____

Comment:

Head Teacher Signature: _____ Date: ____/____/____