



**KINGSGROVE
HIGH SCHOOL**

**HSC
2025-2026
Assessment
Handbook**

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INTRODUCTION

This booklet aims to provide students, parents and caregivers information about assessment for the Higher School Certificate Course and should be read in conjunction with the NESA 2026 Higher School Certificate Rules and Procedures guide.

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units (ACE 12.1)

Both patterns must include at least:

- six units of Board Developed Courses;
- two units of a Board Developed Course in English;
- three courses of two or more units (either Board Developed or Board Endorsed Courses);
- four subjects.

A student will be considered to have satisfactorily completed an HSC course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria which are:

- (a) followed the course developed or endorsed by the Board; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes; and

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

Students must also demonstrate a minimum standard of literacy and numeracy prior to completing Year 12 to be eligible for the award of the HSC credential. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. (ACE 8.1).

SCHOOL ASSESSMENT POLICY

The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Kingsgrove High School encourages the progressive development of skills and knowledge while ensuring:

- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

What does the Assessment Policy look like at Kingsgrove High School?

At Kingsgrove High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- Tests which may take a written, practical or oral form
- Class essays, research tasks, assignment, portfolios, logbooks
- Practical tasks and major works
- Projects

Reporting at Kingsgrove High School

Students' progress in achieving course outcomes is reported twice a year. School reports are made available through the Parent Portal and an opportunity to discuss student achievement is made available at the school, in the form of parent and teacher interviews, shortly after the reports are released through the Parent Portal.

What are the responsibilities of the School?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- Assessment Schedules, which outline what components are to be assessed, the type of task, when the Assessment Tasks are scheduled, and the relative weighting attached to each Assessment Task.
- Assessment Tasks will be of the same type and have the same weighting for all classes studying that course.

- adequate written notification in advance of the task - **typically 2 weeks** (ACE 2.1.2.32)
- at the completion of each task, students will receive:
 - a mark or grade
 - the marking criteria
 - feedback concerning areas for further improvement
 - a rank for that task
 - an indicative cumulative rank; where applicable
- Students will receive all Assessment Notification in soft copy, emailed to their <student.name>@education.nsw.edu.au address and/or lodged on Google Classroom.
- All Faculties must also provide a hardcopy which the student must acknowledge by signing the Course Documentation Receipt Register.
- In exceptional circumstances some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing with adequate notification.
- Where a completed task has been declared invalid or void, a new task will be set, and the same requirement of adequate notification is required.
- Official 'N' Determination Warning Letters will be posted home to parents/caregivers outlining the areas of unsatisfactory completion of the HSC course requirements, including if '0' marks are being awarded and the action required by the students with adequate notification of redeeming work.

What are the responsibilities of Students?

- Every student has the responsibility to be familiar with the school's Assessment Handbook, its policy procedures and course information. Students will be required to sign that they have read and understood the Handbook.
- Students must be present for the **whole day** in which an assessment task is scheduled. Failure to attend all timetabled classes without a valid reason may result in a zero mark.*
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in this booklet and on the task notification.

- In the event of absence on the day a task is due, a student must complete appropriate documentation. If applying for:
 - approved leave, this is required prior to the task, or
 - illness or misadventure, then on the first day of return to school.
- If tasks are submitted via email students need to ensure the task is sent to the correct email address.
- Students must demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes.
- Students must complete all set learning tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend classes regularly and ensure their **attendance does not fall below 90%** to meet each course requirement. This is a Kingsgrove High School requirement.
- Students absent from school are responsible, upon their return to school, to see their teachers and collect any hand out materials /information / or hardcopy task notifications (acknowledge by student on Course Documentation Receipt Register) that may have been given during their absence from class. Activities identified in these documents are to be completed to the best of the student's ability.
- Students' parents / carers must explain their child / ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.

Students are reminded that they completed the mandatory program, *HSC: All My Own Work* in Year 10 2024.

Students will also be issued with a NESAs document *2026 Higher School Certificate Rules and Procedures Guide* for which they must also sign acknowledgment of receipt. All students are responsible for being familiar with the NESAs Rules and Procedures.

***NOTE: Absence from class prior to the commencement of an Assessment/ Examination Period (Term 1 & Term 3), without acceptable documentation, may result in an N Warning Letter.**

Expectations of Students

Hand-In Assessment Tasks

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, they include tasks such as research essays, written reports and practical work.

All assessment tasks are to be submitted on the due date at the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time.

The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher, attached with the **Assessment Integrity Report**, and students will receive a written confirmation of their submission (a receipt).

In the situation where a task submission is in question, it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero '0' mark being awarded. **Students must not leave hand-in tasks on unattended teachers' desks.**

If the student has only completed part of the hand in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason will result in a mark of zero being awarded.

In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

Students may upload their hand-in assessment task to their subject Google Classroom if this is the arranged process.

Non-Serious Attempts

- Students who do not make a serious attempt at the set task will receive the mark for work completed. Students are reminded that they must make a genuine attempt that contribute in excess of 50% available marks in the course (ACE 4.1).
- **Non-serious attempts** include **objectionable material** (ACE 10.3) or failure to attempt whole questions or components of a task.
- **Non-attempts** include those where only multiple-choice questions are attempted (ACE10.3). In addition, students must make a genuine attempt that contribute in excess of 50% available marks in the task.

- Students identified as providing non-serious attempts will be asked to resubmit the task to demonstrate course outcomes and feedback provided. The mark awarded for the original task will stand.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero '0' marks awarded for those questions.
- Classroom teachers in consultation with Head Teacher will determine if the task is a non-serious attempt.
- The Head Teacher will advise the student and their parent/caregiver of the decision through the submission of 'N' Determination Warning Letter.

NOTE:

1. In accordance with NESAs rulings, technology failure or inability to print due to printer breakdown, lack of ink or printer balance will not be accepted as a valid reason for late submission.
2. The school will ensure that no tasks will be held in the week prior to the TRIAL HSC Examination block.
3. Students who submit a non-serious attempt must still complete the task in their own time. They will be provided with feedback for their responses, but the original marks will be awarded, and the 'N' Determination Warning Letter will be redeemed.

Completing an Assessment Task

1. **Assessment task notification issued** (uploaded on Google Classroom, and/or emailed plus hardcopy), containing date, weighting, type of task and marking rubric.
 - Adequate notice typically 2 weeks
 - Receipt of notification (student signature)
 - Record to be stored by Head Teacher / Course Coordinator in HSC Monitoring Folder
2. **Task submitted or completed on due date**
 - Receive acknowledgement of submission from teacher
 - Student given mark and rank in task and indicative cumulative rank as part of feedback
3. **Task returned with marking criteria and suggestions for improvement**

Discrepancies resolved by classroom teacher / marker in class or referred to Head Teacher for resolution

- Discrepancies must be discussed with teacher at time of task being returned in class
- Student appeals against assessment rankings - appeal must be lodged before leaving school on the final day of task / exam return (Attachment D).

4. Final mark for task

All written work must be in blue or black pen.

Students absent follow the Illness/misadventure application process.

ILLNESS/MISADVENTURE POLICY

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge a Request for Illness/Misadventure (Attachment A) if circumstances occurring immediately before or during the assessment task, beyond their control, affected their ability to complete or submit the task.

The responsibility to submit an Illness/Misadventure request for consideration rests with the student. Students must report to the Head Teacher - Teaching and Learning - with the valid documentation on the morning of their first return to school.

NOTE: Documentation submitted at a later date may not be accepted.

This may relate to:

- Illness (or accident), that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the tasks (e.g. influenza, an asthma attack, a cut hand). If a student is in doubt, they should discuss this with the Head Teacher - Teaching and Learning immediately when they return to school, or after the task if taken ill during the task.
- Misadventure, that is, any other event beyond the student's control, which may have affected the student's performance for this assessment task. Examples may include the death of a friend or family member, or involvement in a car accident on the way to the school. If a student is in doubt, they should discuss this with the Head Teacher – Teaching and Learning immediately when they return to school, or after the task.

A student may choose not to submit a request for consideration. In this event a '0' mark will automatically be awarded, and an 'N' Warning Letter will be issued. If the student has not completed the task, it must still be submitted to redeem the warning.

Chronic Conditions

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the test period, or if the student experiences symptoms during the test which impede performance. In this case the student needs to follow the Illness / Misadventure process.

Special Provisions

Students who have received special provision(s) are only eligible for an appeal if an unforeseen episode occurs during a task. As above, in this case the student needs to follow the Illness / Misadventure process.

Process to follow to supply evidence necessary for Illness/Misadventure

- The student gets a copy of the form from Head Teacher – Teaching and Learning or prints a copy of the form (Attachment A).
- The student completes their section, the **student's comment** must detail how their performance was affected by the illness or misadventure
- The student's parent / carer completes the relevant section **Parent's/Caregiver's support comment**.
- Independent evidence is required: a medical certificate or other valid documentation is to be attached.
- The student must then approach the Head Teacher of the curriculum area in which the course is managed and ask the Head Teacher to complete the **Head Teacher's Recommendation**.
- The form must then be given to the Head Teacher – Teaching and Learning for processing. This must be completed within **2 days of returning to school**. (That is, if a student is absent on Monday for a task, and returns on Tuesday, the process must be completed by close of business on Wednesday.)

A medical certificate must be specifically related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance in the examination may have been affected.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events. It is imperative that the independent evidence clearly states that the student was not able to attempt the assessment task.

A student who presents an assessment task cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

Students must ensure they comply with the process in the following cases:

1. **Absence due to illness/misadventure on the day of an in-school Assessment Task**
 - The student or family member is requested to contact the Head Teacher – Teaching and Learning via phone or email on the morning the task is scheduled to inform the school that the student is going to be absent.
 - Students must report to the Head Teacher – Teaching and Learning on the first day of their return to school with relevant documentation.
 - The student must complete a Request for Illness/Misadventure (Attachment A). This form, once it has been completed by all relevant parties must be returned to the Head Teacher – Teaching and Learning within two (2) days from returning to school.

2. Absence due to Illness/Misadventure on the day an Assessment Task is due to be submitted

- The student or family member is requested to contact the Head Teacher – Teaching and Learning via phone or email on the same day a task is due to be handed in to inform the school that the student is going to be absent.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty
- Students must also report to the Head Teacher – Teaching and Learning on the first day of their return to school.
- The student must complete a Request for Illness/Misadventure form (Attachment A). This form, once it has been completed by all relevant parties must be returned to the Head Teacher – Teaching and Learning within two (2) days from returning to school.

3. Illness/Misadventure during an In-School Assessment

- The student must acknowledge their condition to the supervisor of the task (the class teacher in most cases) before sitting for the task, or if taken ill during the task, where possible, before leaving the room,
- The student must print a copy of the Request for Illness/Misadventure form (Attachment A) and complete the process within two (2) days of the task, unless extended by illness. This is to be submitted to the Head Teacher – Teaching and Learning.
- A student who presents for an assessment task and who does not inform the supervisor of the task of their wellbeing, cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

4. Illness/Misadventure during the Assessment period and/or Trial Examination

- The student or family member must inform the Head Teacher – Teaching and Learning via phone or email that the student is going to be absent.
- The student must complete a Request for Illness/Misadventure form (Attachment A), for each missed examination and return it to the Head Teacher – Teaching and Learning within two (2) days.
- The Head Teacher – Teaching and Learning will liaise with the student and may organise a rescheduling of the affected examination(s), where possible in the examination block.

5. **Group Performance Illness/Misadventure**

- When a group performance cannot go ahead on a scheduled date due to the ill health of, or misadventure to, one or more of the group, the students in the group affected need to complete a group performance Illness/Misadventure form.
- The form (Attachment C) needs to be returned to the Head Teacher – Teaching and Learning within two (2) days. The Head Teacher – Teaching and Learning will liaise with the Head Teacher and will reschedule an alternative date for the task.
- The student who was ill/ had the misadventure for this group Illness/misadventure application must also complete an individual Request for Illness/Misadventure form (Attachment A) outlining the nature of their individual circumstance.

Please note that this application will be considered separately to the group's application. In all of the above cases:

- The Request for Illness/Misadventure (Attachment A) must be completed and returned to the Head Teacher – Teaching and Learning within two (2) days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the request for consideration is satisfactorily supported, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.
- **The consequences of not following these procedures may result in a student's application for Illness/Misadventure being rejected.**

Illness/Misadventure Outcomes

Successful Request for Consideration

If the documented evidence provided supports a student's Request for Consideration for absence/late submission, then the Head Teacher – Teaching and Learning will make one of several decisions. In essence, a student will be given permission to sit an alternative task and the mark will be used for assessment purposes.

In extenuating circumstances, students may be:

- given an extension of time to complete the original assessment task, or
- provided with a substitute assessment task.

In addition, remedies for exceptional circumstances will be referred to the Principal.

Unsuccessful Request for Consideration

If the documented evidence provided does not support a student's Request for Consideration for absence/late submission a zero mark will be awarded. An 'N' Determination Warning letter will be sent to the parent/carer informing them of this decision. Incomplete assessment tasks must still be completed to rescind the warning letter.

School Business Consideration Excursions and Fieldwork

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. Students must apply in advance, prior to the Excursion or Fieldwork (Attachment B). If, however, the absence is due to Illness/ Misadventure, then students are to follow this process (Attachment A).

Application for Leave/Approved Leave and School Business

A student who knows they are going to be absent to attend an unavoidable commitment must apply in advance for leave from the Principal. Each case will be adjudged on its merit and must be discussed with the Principal at least one (1) week prior to the leave.

Any request for holiday leave **MUST** be approved by the Principal prior to going on leave. You may be granted leave, but **no dispensation** will be granted for any missed assessment task during the period of extended leave. *

If a student is going to be absent from school because of School Business (for example, attending an excursion for another subject, attending a Sport Carnival, or is representing the school such as an SRC Conference, Work Placement etc.) the student must complete Attachment B prior to the activity.

*** Important Note:**

(ACE 4.1)

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) NESA requires all students to follow an assessment program and have a school based assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course

MALPRACTICE POLICY & PROCEDURES

1. Purpose

This policy aims to outline the school's commitment to maintaining the highest standards of integrity and ethical behaviour in relation to assessment. It establishes guidelines to prevent and address instances of malpractice within the school community.

2. Scope

This policy applies to all students, staff, and associated personnel within the school in regard to school based and external assessment.

3. Definition of Malpractice

Malpractice is:

- any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or
- knowingly assisting other students to engage in malpractice.

NESA applies this definition of malpractice in determining cases of suspected malpractice in HSC minimum standard tests and HSC exams including practical components and submitted works.

Some examples of malpractice are (this list is not exhaustive):

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. 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. impersonating another student, and/or
 - d. referencing non-existent sources, and/or
 - e. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the

source material in accordance with course specific requirements.

3. 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, generative artificial intelligence or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

Collusion

1. 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.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students through any medium, 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

In addition:

- a. breaching school exam rules
- b. cheating in an HSC exam
- c. using non-approved aids in a school-based assessment task

4. Responsibilities

Staff Responsibilities:

All staff members are required to uphold ethical standards and report any suspected malpractice to their Head Teacher.

Student Responsibilities:

Students are expected to adhere to academic integrity and report any instances of malpractice they observe to their classroom teacher or Senior Executive.

5. Reporting Procedures

Any member of the school community can report suspected malpractice to the Head Teacher – Teacher and Learning.

Reports can be made anonymously if desired (with substantive evidence).

6. Malpractice Management Process

Upon receiving a report, the Faculty Head Teacher and Head Teacher – Teaching and Learning will conduct a thorough review. For formal exams, Deputy Principal and Head Teacher-Teaching and Learning will conduct a thorough review.

A student suspected of plagiarism, will need to show that all unacknowledged work is entirely their own. They might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills (NESA, 2025, p. 10).

Malpractice management process will be fair and impartial, ensuring that all parties are given an opportunity to present their case.

7. Consequences of Malpractice

If malpractice is confirmed, disciplinary actions may include (one or combinations thereof):

- Academic penalties (e.g., reduction in marks, zero mark awarded)
- Verbal or written warnings
- Suspension
- Offence recorded in the Malpractice Register

8. Prevention Strategies

Students complete ***All My Own Work*** prior to Preliminary or HSC courses, unless they are only entered for Preliminary and HSC Life Skills courses (NESA, 2026, p. 10)

9. Appeals

Students can appeal decisions made following alleged malpractice. Students must appeal in writing to the Head Teacher – Teaching and Learning using the schools form D (see attachments) within two school days of receiving the decision. The appeal will be considered by the Assessment Review Panel.

10. Review of Policy

This policy will be reviewed annually to ensure its effectiveness and relevance.

Appealing an Assessment Task

Students receive feedback on their performance in a task. This feedback will include achievement against the task marking criteria and possibly additional written comment. A student may appeal the result of an Assessment Task on the basis of marking processes by completing an HSC Assessment Task Appeal (Attachment D) and lodging with the Head Teacher - Teaching and Learning **before leaving school**.

Evidence must be provided citing the marking criteria and any additional written comment provided by the marker/s. The appeal will be reviewed by the Assessment Review Panel (ARP) but the result for the task may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

For a particular assessment task there can be no appeal to NESAs against a school's judgement of a student's performance. Any disputes over an individual task must be resolved within the school at the time the task is returned and take no longer than 48 hours to resolve.

Appealing Your Final Rank

Students receive a final rank in each of their courses. A student may appeal their rank on the basis that the Faculty's processes did not correctly determine their final assessment mark for a course correctly. A student must complete the HSC Assessment Task Appeal Form (Attachment D) and lodge it with the Head Teacher – Teaching and Learning within **two school days** of being notified of their final rank.

Evidence must be provided citing non-compliance with Faculty processes. The appeal will be reviewed by the ARP but the result may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

Appealing Your Final Grade for English Studies, Mathematics Standard 1, and Numeracy

Students receive a final grade for English Studies, Mathematics Standard 1, and Numeracy. A student may appeal their grade on the basis that the Faculty's processes did not correctly align with NESAs' advice. As a result, they determine their final assessment grade for a course was incorrect. A student must complete the HSC Assessment Task Appeal Form (Attachment D) and lodge it with the Head Teacher – Teaching and Learning within **two school days** of being notified of their final grade.

Evidence must be provided citing non-compliance with Faculty processes. The appeal will be reviewed by the ARP but the result may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

Unacceptable Grounds for Appeal

- Attendance at a known event, for example, a sporting or cultural event, or family holiday where approval has not been given by Principal or Nominee (Attachment B).
- Alleged deficiencies in tuition or long-term matters relating to loss of preparation time.
- Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been given special provisions but is still ill [Attachment A for a single student or Attachment C if it is a group task]), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test (Attachment B).
- Matters avoidable by the student, (e.g. misreading of timetable, misinterpretation of assessment task).
- Student did not adhere to 2026 HSC Rules and Procedures and the requirements as outlined in this assessment handbook.

The Assessment Review Panel (ARP)

The ARP, when it convenes, is comprised of the Head Teacher – Teaching and Learning and Deputy Principal (as a minimum). The ARP will consider all appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the Faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the Appeal to the Principal for a determination.

PROCEDURES FOR CONSIDERATION FOR HSC ILLNESS/ MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

Step One: Contact the HT T&L on the day of the task

Student/Parent/Caregiver is requested to inform the school and **contact the HT T&L via phone or email** of the absence on the day of the task



Step Two: On first day of return

It is the student's responsibility to:

1. Report to the HT T&L
2. Complete HSC Course Illness/Misadventure Application (Attachment A) and attach documentation (such as a doctor's certificate), ensure the Parent/Carer and Student comments and signatures are completed, and pass to the Head Teacher for comment and signature.
3. Submit completed application form to the HT T&L within **two (2) days** of their return.

Step Three: Resolution and Feedback

1. The HT T&L reviews documentation.
2. The HT T&L takes advice from the Head Teacher, supplied on the form.
3. Resolution and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form). Original is kept on the student's file and a scanned copy is sent to the HT T&L and Head Teacher.
4. Mark pending or zero '0' award recorded on the application, plus the 'N' warning letter issued.



Step Four: Appeal

If the student chooses to appeal the decision of the HT T&L, with regard to the request for consideration, then it is the student's responsibility to:

1. Complete HSC Illness/Misadventure Appeal (Attachment E) and supply to the HT T&L with any supporting information within **two** days of Step 3.

The Assessment Review Panel (ARP) consists of the HT T&L and Deputy Principal who meet to consider application.

The matter is resolved, and feedback is given to Head Teacher and Student and Parent/Caregiver (by way of the student copy of the form).

Or

The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (byway of the student copy of the form).

PROCEDURES FOR CONSIDERATION FOR HSC GROUP PERFORMANCE ILLNESS/ MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below.

Step One:

Students affected complete the Group Illness/Misadventure form (Attachment C)



Step Two: Contact Head Teacher

It is the student's responsibility to:

1. Report to the Head Teacher of the faculty concerned.
2. Complete Group Illness/Misadventure application including Head Teacher comments.
3. Submit application form to the HT T&L within **two (2) days**.

Note: If a student is responsible for this group Illness/Misadventure application, they must also submit Attachment A for individual request for consideration.



Step Three: Resolution and Feedback

1. HT T&L reviews documentation.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver
3. Mark pending or zero '0' award recorded. 'N' Warning letter sent.



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of the HT T&L and Deputy Principal will meet to consider application.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.
OR
3. The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form).

Kingsgrove High School



Academic Integrity Report

Students need to complete and attach this cover sheet to every Assessment Task that they submit.

Student name:	Year:
Assessment Task Title:	Date submitted:
Course:	Teacher:

Academic Integrity Statement

I declare that this is my own work and
(Your name in block letters)

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understood the school assessment procedures.

Student signature:..... Date:

Warning

Students are required to keep a hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



Please complete and retain the following receipt as evidence of submission of task.

Name:

Task:

Teacher's name:

Date:

Teacher's signature:



Unit/Module/Option/Topic: (Where does the task come from) Task Type: (Presentation, Research essay, in-class test etc)	Weighting:	Marks:
	Task Number:	
	Notification Date: Day/Date/Month	
	Date & Time Due: Day/Date/Month	
	How the task is to be submitted:	

Outcomes to be assessed:

Task Description: (What the task involves)

Marking Criteria/Rubric (What you have to demonstrate to be awarded certain grade or mark)

Hand in tasks / Misadventure & Illness
Hand in assessment tasks are due at the beginning of the period on the due date. Students are responsible for ensuring that the task is ready to be submitted at the beginning of the period. Students are strongly advised to hand write or print the task the day before the task is due. Students are strongly advised to email (or upload onto Google Classroom) their teacher a copy of any task with an ICT component the day before the task is due. Technology and/or computer failure equipment will not be valid grounds for misadventure involving the late submission of assessment tasks.

Hand in tasks will not be accepted without a completed Academic Integrity Report attached.

Any student who is absent from the date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and Misadventure/Illness Form must be submitted to the Head Teacher Teaching and Learning on the first day back from absence.

The following strategies will be used for all students in all classes attempting this task

Pre Task Assistance

- Explanation of Syllabus terms and definitions in the task.
- Marking rubric and Marking Criteria will be explained at notification.
- Sample task modelled in class.
- Identify the key elements. This will include any combination of the following:
 - NESAs glossary;
 - type of question
 - scaffold for planning,
 - mind maps to prepare drafts,
 - use of blank syllabus to fill in the learn to/learn about statements.
- Best sample work from past previous cohorts demonstrating standards.

Post Task Feedback

- Worked solutions presented and explained in relation to the marking criteria/rubric.
- Teacher written and/or oral feedback provided on student performance related to the marking criteria/rubric. This may include:
 - Individual or group feedback;
 - The marker of the task or the question provides feedback to all students across all classes;
 - explicit statements about your strengths and weaknesses;
 - your status in the group – may be class or cohort rank, average, etc.
 - what to do, so as to improve.
- Best sample answers are provided and discussed to demonstrate the standards in evidence related to the marking criteria/rubric.

Post Task Strategies

- Self reflection – includes students writing their own comment on their own work, work effort and areas for improvement.
- Blank syllabus – self reflection – try fitting your answer into the learn to/learn about.
- Resubmit the task for feedback after the worked solutions.
- Peer marking using the marking criteria/rubric.

Please Note: You should refer to the KHS HSC Course Assessment Handbook also available on the school website www.kingsgrove-h.schools.nsw.edu

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations must be a student's own or must be acknowledged appropriately (DoE, 2025).

Malpractice may occur where generative AI:

- has been used, when specifically prohibited, as part of an assessment task
- output has not been cited – all work presented in assessment tasks must be a student's own or must be acknowledged appropriately
- has been used in a way that contradicts the school's malpractice policy (DoE, 2025).

☑ or ☒	Level	Use of AI	Disclosure	Examples
	1 No AI	AI use is not permitted for the learning task or assessment.	Not required	
	2 AI assists with editing	AI can be used to support editing such as checking for grammar, spelling and general proofreading.	Yes, write an acknowledgement only	Acknowledgement: Generative AI was used to help [Insert broad description of task such as checking for grammar, spelling and general proofreading etc.]. All content is my own work. Example: Generative AI was used to check the grammar. All content is my own work.
	3 AI assists with ideas and planning	AI can be used to support tasks such as brainstorming ideas, planning projects, helping structure an assessment and presentation.	Yes, write an acknowledgement only	Acknowledgement: Generative AI was used to help [Insert broad description of task such as brainstorming, planning, etc.]. All content is my own work. Example: Generative AI was used to help brainstorm research ideas. AI was used for slide generation. All content is my own work.
	4 AI completes part of the final task or assessment	AI can be used to complete part of the content for the learning task or assessment. Examples include writing a paragraph for a presentation or creating a table for a report.	Yes, write an acknowledgement, in-text citation and full reference	Acknowledgement: Generative AI was used to help [insert broad description of task and output generated]. I reviewed the AI output. Example: Generative AI was used to help write a paragraph on renewable energy. I reviewed the AI output. In-text citation: (Name of Generative AI tool, year). Full reference: Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website.
	5 Full AI use to generate final content	AI can be used to complete the full learning task or assessment.	Yes, write an acknowledgement, full reference and provide prompt used	Acknowledgement: This work was generated by (Name of Generative AI tool, year). The prompt that generated this content [Insert broad description of prompt]. I reviewed the AI output. Full reference: Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website. Prompt: (Copy prompt here)

SAMPLE LETTER

Dear {Parents}

OFFICIAL WARNING - Non Completion of a Higher School Certificate Course

I am writing to advise you that your {SonAndDaughter}, **{FirstName} {Surname}**, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in **{IncidentSubject}**.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the **{IncidentHistoryPosition}** official warning we have issued notifying you that {FirstName} is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on [insert dates].

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

{FirstName} is not currently meeting one or more of these requirements. In particular, **{IncidentNawardReasons}** .

Opportunity to correct the problem.

The following tasks or requirements need to be completed by {FirstName} to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{Percentage Weighting}	{Due Date}	{Action Required}	{Completion Date}

Action by parent/guardian

To support {FirstName} in meeting the course requirements, we request that you discuss this matter with {HimAndHer}, and encourage and support {HimAndHer} to carry out the required actions. If you have any questions about this matter, please contact {IncidentHeadTeacherName} on {SchoolPhone}.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Principal
Ms Olga Sofo

Head Teacher
{Faculty}

Class Teacher
{Subject}

Acknowledgement.of.Official.Warning

I have received the letter dated {TodaysDate} advising me that {FirstName} is in danger of not meeting the course completion requirements for {IncidentSubject}, and am aware that this is the **{IncidentHistoryPosition}** official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Attachment A:

Kingsgrove High School

REQUEST FOR ILLNESS/MISADVENTURE
(Please hand to the HT T&L)

Student's DoE Email: _____@education.nsw.edu.au

Student Name: _____

Course: _____ Year (please circle): **10** **11** **12**

Nature of the Task: (please circle)

<i>Examination</i>	<i>Performance</i>	<i>In Class Assessment</i>	<i>Field Work</i>
<i>Research Task</i>	<i>Practical Task</i>	<i>Hand in Task</i>	<i>Multimodal Task</i>

Other (please specify): _____

Student's reason for the application (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

Medical Certificate attached Other verification: _____

Student's Signature: _____ Date: _____

Parent's/Caregiver's support comment:

Parent/Caregiver signature: _____ Date: _____

To be completed by Head Teacher

Head Teacher Name: _____ Faculty: _____ Course: _____

Head Teacher Recommendation:

Head Teacher's signature: _____ Date: _____

To be completed by Head Teacher Teaching and Learning

Comment:

HT T&L Signature _____ Date Stamp: _____

Copy to: Student emailed (Original) Student file Relevant HT/CT/DP/YA emailed A/C emailed Recorded in Excel

Attachment B:

Kingsgrove High School
REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS
(Please hand to the HT T&L)

Student's DoE Email: _____@education.nsw.edu.au

Student Name: _____

Course: _____ Year (please circle): **10** **11** **12**

Nature of the Task: (please circle)

Examination

Performance

In Class Assessment

Field Work

Research Task

Practical Task

Hand in Task

Multimodal Task

Other (please specify): _____

Student's reason for the application (Describe in detail why you will be unable to complete or submit an assessment task on the due date).

Documentation or supporting letter attached

Student's Signature: _____ Date: _____

Parent's/Caregiver's support comment:

Parent/Caregiver signature: _____ Date: _____

To be completed by Head Teacher

Head Teacher Name: _____ Faculty: _____ Course: _____

Date of rescheduled task: _____

Head Teacher's signature: _____ Date: _____

To be completed by Head Teacher Teaching and Learning

Comment:

HT T&L Signature _____ Date Stamp: _____

Copy to: Student emailed (Original) Student file Relevant HT/CT/DP/YA emailed A/C emailed Recorded in Excel

Attachment C:

**Kingsgrove High School (Request for Consideration)
HSC Course Group Performance Illness/Misadventure Application
(Please hand to the HT T&L)**

Section A:

(To be completed by Class Teacher.)

Teacher: _____ **Course:** _____

List of students affected (attach list of names)

Name of Task: _____ **Date Task Given:** _____

Date Task Due: _____ **Weighting: (%)** _____

Outline reasons for this application.

Attention: If an individual student's illness/misadventure is responsible for this group illness/misadventure application the individual student MUST also complete an individual illness/misadventure form (Attachment A) otherwise they may be awarded a mark of zero '0'.

Section B:

(To be completed by the Head Teacher and forwarded to the Head Teacher Teaching and Learning).

Head Teacher: _____ **Faculty:** _____

Course: _____ **Date:** _____

Receipt date of Group Illness/Misadventure form: _____

Task submitted/completed? Yes No

If No, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students.)

Head Teacher signature: _____ Date: _____

Section C:

(To be completed by the Assessment Review Panel.)

ARP members' signatures: _____ Date: _____

Outcome _____

Copy to:

- Student/Parent/Carer copy Student file Relevant HT/CT/DP/YA emailed Recorded in Excel

Attachment D: STUDENT FORM

HSC Assessment Task Appeal

To be submitted to the HT T&L

Students Name: _____ Roll Class: _____ Teacher: _____

Subject: _____ Due date of Assessment Task: _____

Title of the affected Assessment Task: _____ Date of this application: _____

Reason for appeal

- The marks awarded with reference to the published marking criteria or rubric.
- The administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- Whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.
- The rank on the basis that the Faculty's processes did not correctly determine their final assessment mark for a course correctly.
- A student may appeal their grade on the basis that the Faculty's processes did not correctly align with NESA's advice. (Only English Studies, Mathematics Standard 1, or Numeracy).
- Determination of malpractice.

Please explain your reasons for the appeal:

Response from your Class Teacher/Head Teacher about your claim. Name:

Appeal Result

Assessment Review Panel: _____

Decision and reason: _____

Panel members' signatures: _____

- Copy to:** Student emailed (Original) Student file Relevant CRT/HT/DP/YA emailed AC sign
 Recorded in Excel Copies to ARP/HTA, HTE, YA Scanned in folder

Attachment E: ARP FORM

**Kingsgrove High School (Request for Consideration) HSC Course
Illness/Misadventure Appeal**

Student's DoE Email: _____@education.nsw.edu.au

A student will need to complete this form if they wish to appeal against an illness/misadventure decision. This form must be submitted with all necessary documentation to the HT T&L.

Student Name: _____ Course: _____ Teacher: _____

Name of Task: _____ Date Task Given: _____

Date Task Due: _____ Weighting (%): _____

Tick as appropriate (Additional documentation supplied)

Yes (please specify) _____

No

Outline reasons for this application and attach all relevant documentation

Student Name: _____ Date: _____

Student signature: _____ Parent/Caregiver signature: _____

Assessment Review Panel

ARP Members: 1 _____ 2 _____ Date: _____

Issued discussed:

Decision reached:

Refer to the Principal:

Resolution: _____

ARP members' signatures:

Date: _____

Copy to:

Student/Parent/Carer copy
 AC emailed

(Original) Student file
 Recorded in Excel

Relevant HT/CT/DP/YA emailed
 ARP/HTA/THE/YA emailed

PROCESS FOR DETERMINING 'N' WARNINGS FOR STAGE 6 COURSES

N-warning letter 1:

- Student does not complete task
- Teacher informs HT the process was not followed/ appeal process was unsuccessful
- Award zero '0' mark
- Student informed and class teacher conducts interview with student. Meeting/outcome recorded on SENTRAL
- Letter authorised by HT
- Class teacher informs parent/caregiver by phone and records on SENTRAL
- Letter issued to parent/ caregiver

N-warning letter 2:

- Teacher notifies HT
- HT conducts interview with student and records on SENTRAL
- HT informs parent/caregiver by phone and records on

N-warning letter sent

Task completed- Resolve on SENTRAL
(Do not remove letter from SENTRAL- keep for future records)

N-warning letter 3 (in the same curriculum area):

- Class Teacher informs curriculum HT
- Letter authorized by curriculum HT
- DP liaises with curriculum HT and notifies HT T&L
- HT T&L liaises with appropriate DP and/or conducts an Interview with student and records on SENTRAL
- HT T&L informs parent / caregiver of concern (phone call) and records on SENTRAL

Repeat process per letter 1 and 2

Improvement Program

A student who has been identified by DP as having 1 'unredeemed' 'N' Warning Letter across three subjects will be placed on an Improvement Program.

Deputy Principal will meet with the parents/caregivers to:

- Inform parents of the situation
- Explain plans to rectify problem
- Inform of the consequences of continuing non-completion of tasks
- Student and parents/caregivers sign off on the improvement program
- Student is required to attend the Senior Study Program in the Library Wednesday periods 4 and 5. Students will be expected to complete outstanding tasks with the guidance and/ or assistance of the supervising teacher within a two-week period
- Student will continue to attend the Senior Study Program until all outstanding work is resolved.

N-warning letter 4 (in the same curriculum area):

- Interview with Assessment Review Panel (ARP), led by DP
- HT T&L organises ARP interview with student and parent/caregiver
- Student placed on learning contract to resolve outstanding work
- Curriculum HT and classroom teacher monitor progress

Repeat process of issuing N-warning letters

Outcome

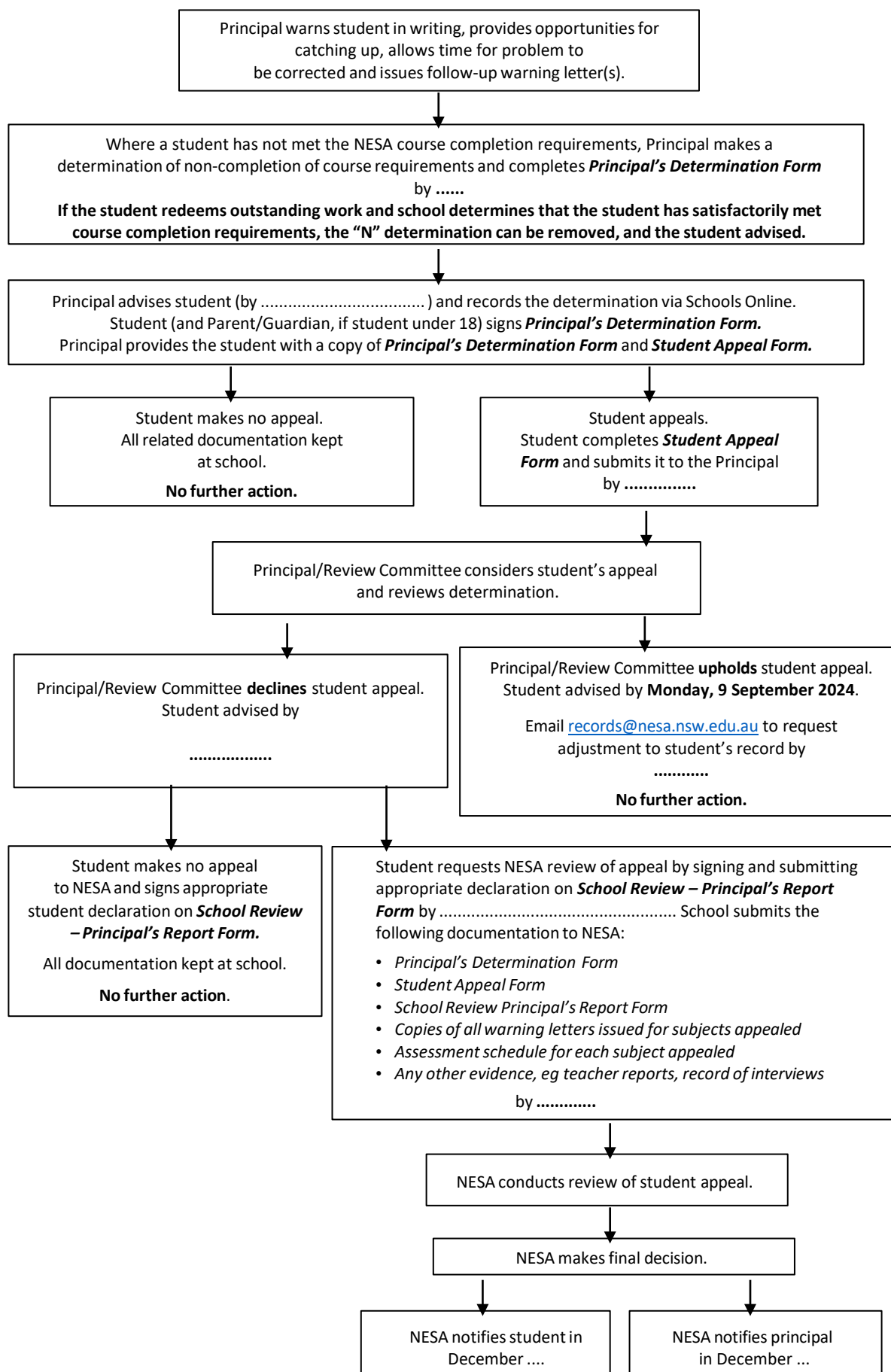
Student resolves outstanding work

Continue N-warning letter process

Student fails to redeem outstanding work

School disciplinary / pastoral measures applied
'N' Determination process begins at the end of the course

HSC DETERMINATIONS OF NON-COMPLETION OF COURSE REQUIREMENTS FLOWCHART



VOCATIONAL EDUCATION COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

EXAMINATION AND TEST INSTRUCTIONS TO CANDIDATES

1. All work must be done on the paper provided. No other paper may be used. No paper may be brought into or taken from the examination room.
2. The only items to be taken into the examination room are pencils, pens, erasers, a stapler and materials used for specialist subjects e.g. calculators, drawing equipment, etc. Calculators must be hand-held, silent and non-programmable. Calculators, pencil cases may be checked by supervisor.
3. All bags, folders, etc. must be left at the rear of the examination room. No food or drink with exception of bottled water, clear pencil case or proven medical needs are to be at your desk.
4. Any candidate who is detected in any of the following breaches will be reported to the Deputy Principal / NESAs and could result in a zero mark being awarded (this list is not exhaustive):
 - a) Malpractice or cheating, which includes being found in possession of unauthorised material in the examination.
 - b) Disobedience to any instruction given by a supervisor.
 - c) Causing a disturbance of any kind or upsetting the conduct of the examination.
 - d) Being under the influence of non-prescribed medication, drugs or alcohol.
 - e) Communicating with anyone other than the exam supervisor after raising your hand.
 - f) Absolutely no mobile phones or electronic devices are to be in your possession or on the desk during an exam. They are to be switched off and left in your school bag at the back of the Hall. You may also leave them with your Deputy but you must do this well before the time you are expected to be seated in the Hall.
5. All candidates must be seated at least 10 minutes before the start of each examination.
6. Candidates will not be allowed to leave the examination room until the allotted time has elapsed.

7. If you do not make a serious attempt in any examination you may not receive a mark in that course and may not be eligible for a result in that subject.

8. In the case of illness, accident or misadventure a candidate may not be given the opportunity to sit for the examination or alternate task at a later time. Where a Doctor's Certificate is supplied it must state your inability to do the examination and be presented to the Head Teacher – Teaching and Learning immediately upon return.

9. DO NOT FORGET to phone (9150 4416 ext 137) the school (Head Teacher – Teaching and Learning) before the start of an Examination if you are UNABLE TO ATTEND.

10. All candidates must present themselves in FULL SCHOOL UNIFORM. Any student out of uniform will need a Uniform Pass before entering an exam.

ASSESSMENT SCHEDULES

Ancient History	Legal Studies
Biology	Mathematics Advanced
Business Studies	Mathematics Extension 1
Chemistry	Mathematics Extension 2
Chinese Beginners	Mathematic Standard 2 (ATAR)
Chinese and Literature	Mathematic Standard 1 (ATAR or Non-ATAR)
Community and Family Studies	Modern History
Construction (VET)	Music 1
Design and Technology	Numeracy (CEC)
Engineering Studies	Physics
English – Advanced	Retail Services (VET)
English – EAL/D	Society and Culture
English – Extension 1	Software Engineering
English – Standard	Sports, Lifestyle & Recreation (CEC)
English Studies (ATAR or Non- ATAR)	Studies of Religion 2
Enterprise Computing	Visual Arts
Food Technology	Work Studies(CEC)
Health and Movement Science	
History Extension 1	
Industrial Technology – Multimedia	

DEFINITIONS

- Components are the parts of courses or major areas to be assessed.
- Weightings are the percentages of marks to be allocated to the components

Ancient History (Assessment Schedule 2026)

Task	Task 1 Historical Analysis	Task 2 Essays	Task 3 Research and Written Responses	Task 4 Trial HSC Examination	
Course Component	Ancient Societies Spartan Society	Historical Periods The Fall of the Roman Republic	Personalities in their Times Julius Caesar	Whole HSC Course <i>Core Study: Cities of Vesuvius Spartan Society Julius Caesar Fall of the Roman Republic</i>	
Due Date	Term 4 (2025) Week 7-8	Term 1 Week 7	Term 2 Week 6	Term 3 During exam period	
Outcomes Assessed	AH 12-4 AH12-6 AH 12-7 AH12-8 AH12-9	AH12-2 AH12-3 AH12-5 AH12-6 AH12-9	AH12-3 AH12-5 AH12-6 AH12-7 AH12-9	AH 12-1 AH12-2 AH12-3 AH 12-4 AH12-5 AH12-6 AH 12-7 AH12-9 AH12-10	
Assessment Component	Weighting				
Knowledge and understanding of course content	40%	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	5	5
Historical inquiry and research	20%	5	5	10	
Communication of historical understanding in appropriate forms	20%	5	5	5	5
Weighting	100%	20%	25%	25%	30%

Biology (Assessment Schedule 2026)

Task		Task 1 Secondary Resource Investigation	Task 2 Evaluation of Genetic Research and Application and Data Processing	Task 3 Depth Study	Task 4 Trial HSC Examination
Course Component		Modules 5 Heredity	Modules 6 Genetic Change and Infectious Disease	Modules 7 & 8 Genetic Change and Non- Infectious Disease	Modules 5-8 Heredity, Genetic Change, Infectious Diseases and Non Infectious Diseases
Due Date		Term 4 (2025) Week 9	Term 1 Weeks 8-9	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed Modules 6, 7 & 8 Genetic Change and Non- Infectious Disease		BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13, BIO12-15	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13, BIO12-14, BIO12-15	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13, BIO12-15
Assessment Component	Weighting				
Skills in Working Scientifically	60%	10	15	25	10
Knowledge and Understanding	40%	10	5	5	20
Weighting	100%	20%	20%	30%	30%

Business Studies (Assessment Schedule 2026)						
Task		Task 1	Task 2	Task 3	Task 4	
Course Component		Operations Business Report	Stimulus based Finance-Task	Marketing Extended Response	Trial HSC Examination	
Due Date		Term 4 (2025) Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 During exam period	
Outcomes Assessed		H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H5, H6, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Component		Weighting				
Knowledge and Understanding of course content	40%	5	5	10	20	
Stimulus- Based skills	20%	5	5	5	5	
Inquiry and Research	20%	5	5	10		
Communications of business information, ideas and issues in appropriate forms.	20%	5	5	5	5	
Weighting	100%	20%	20%	30%	30%	

Chemistry (Assessment Schedule 2026)

Task		Task 1 Practical Task Data Processing	Task 2 Depth Study	Task 3 Research Task	Task 4 Trial HSC Examination
Course Component		Module 5 Equilibrium and Acid Reaction	Module 6 Acid/base Reactions	Modules 7 & 8 Organic Chemistry Applying Chemical Ideas	Modules 5, 6, 7 & 8 Equilibrium and Acid Reactions Acid/base Reactions Organic Chemistry Applying Chemical Ideas
Due Date		Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 During exam period
Outcomes Assessed		CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH12-12, CH12-14	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14, CH12-15	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15
Assessment Component	Weighting				
Skills in Working Scientifically	60%	15	20	15	10
Knowledge and Understanding	40%	5	10	5	20
Weighting	100%	20%	30%	20%	30%

Chinese Beginners (Assessment Schedule 2026)					
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Listening and Responding Speaking	Listening and Responding Reading and Responding Writing	Reading and Responding	Trial HSC Examination
Due Date		Term 4 (2025) Week 8	Term 1 Weeks 8-10 During Assessment period	Term 2 Week 7	Term 3 During exam period
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Assessment Component	Weighting				
Listening	30%	10	10		10
Reading	30%		10	10	10
Speaking	20%	10		10	
Writing	20%		10		10
Weighting	100%	20%	30%	20%	30%

Chinese and Literature (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Oral presentation/response to written texts	Response to visual texts/written texts	Response to spoken/visual texts	Trial HSC Examination
Due Date		Term 4 (2025) Week 8	Term 1 Week 8-10 During Assessment period	Term 2 Week 6	Term 3 During exam period
Outcomes Assessed		1.1, 1.2, 1.3, 4.1, 4.2, 4.3	3.1- 3.8 4.1- 4.3	2.1- 2.4 3.1- 3.8	1.1- 1.3 2.1- 2.4 3.1- 3.8 4.1- 4.3
Assessment Component	Weighting				
Speaking	10%	10			
Listening	20%			10	10
Reading	40%		20	10	10
Writing	30%	10	10		10
Weighting	100%	20%	30%	20%	30%

Community and Family Studies (Assessment Schedule 2026)

Task	Task 1	Task 2	Task 3	Task 4	
Course Component	Groups in Context In class Task	Primary & Secondary Research Task Hand in	Parenting and Caring	Trial Examination	
Due Date	Term 4 (2025) Week 10	Term 1 During Assessment Period	Term 2 Week 10	Term 3 During exam period	
Outcomes Assessed	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H4.1, H4.2	H2.1, H2.2, H2.3, H2.4	H1.1, H2.1, H2.2, H2.3, H3.1 H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Assessment Component	Weighting				
Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors • nature of groups, families and communities	40%	10	5	10	15
Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing	30%	5	5	5	15
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	30%	10	5	10	5
Weighting	100%	25%	15%	25%	35%



Education

Construction

RTO - Department of Education - 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Kingsgrove High School

Joinery

Assessment Schedule Year 12 - 2026

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 5 Tiling	Task 6 Project planning	Task 7 Group project	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week 10 Term 4 Date	Week 8 Term 1 Date	Week 10 Term 2 Date	During Exam Period Term 3
CPCCJN2001	Assemble components		X			50% of final HSC estimated mark
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

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

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

Design and Technology (Assessment Schedule 2026)						
Task		Task 1	Task 2	Task 3	Task 4	
Course Component		Project Proposal and Review	Case Study	Major Project & Portfolio Review	Trial HSC Examination	
Due Date		Term 1 During Assessment Period	Term 2 Week 6	Term 3 Week 4	Term 3 During exam period	
Outcomes Assessed		H1.1, H1.2, H4.1, H5.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H5.2, H6.2	H3.2, H4.1, H4.2, H5.1, H6.1	H1.1, H1.2, H2.1, H52.2, H3.1, H5.2, H6.2	
Assessment Component		Weighting				
Design Theory & Practice		20%	5		15	
Interrelationship of Design, Technology, Society & Environment		20%	5	5	10	
Creativity & Understanding of Innovation & Entrepreneurial Activity		10%		5		
Evaluating Quality Design Products		20%			20	
Research, Communication & Management in Design & Production		15%		5	10	
Current & Emerging Technologies		15%		5	5	
Weighting		100%	10%	20%	40%	30%

Engineering Studies (Assessment schedule 2026)						
Task		Task 1	Task 2	Task 3	Task 4	
Course Component		Civil Engineering Report	Topic Test Transport	Materials Modification Research	Trial HSC Examination	
Due Date		Term 4 (2025) Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 During exam period	
Outcomes Assessed		H1.1, H2.2, H3.2, H3.3, H5.1, H5.2	H3.1, H3.3, H4.3, H6.1	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Assessment Component		Weighting				
Knowledge and understanding of course content		60	10	20	10	20
Knowledge and skills in research, problem solving and communication related to engineering practice		40	15	5	10	10
Weighting		100%	25%	25%	20%	30%

English - Advanced (Assessment Schedule 2026)					
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module: Texts and Human Experiences (including related material) Multimodal Task	Common Module: Texts and Human Experiences Module C: Craft of Writing	Module A: Textual Conversations	Trial HSC Examination Common Module Module A Module B Module C
Due Date		Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 During exam period
Outcomes Assessed		EA12-1, EA12-2, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-9	EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
Assessment Component	Weighting				
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 content across all modes	50%	10	15	10	15
Weighting	100%	20%	30%	20%	30%

English – EAL/D (Assessment Schedule 2026)

Task	Task 1 Module A	Task 2 Module A & Module B	Task 3 Module C	Task 4 Trial HSC Examination	
Course Component	Module A: Texts and Human Experiences (including related material) Multimodal Task	Module A: Texts and Human Experiences. Module B: Language Identity & Culture.	Module C: Close Study of Text	Trial HSC Module A Module B Module C	
Due Date	Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 During exam period	
Outcomes Assessed	EAL12-1A, EAL12- 1B, EAL 12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-2, EAL12-3, EAL 12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	
Assessment Component	Weighting				
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 content across all modes	50%	10	15	10	15
Weighting	100%	20%	25%	25%	30%

English – Extension I (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3
Course Component		Creative and Reflection <i>Common Module: Literary Worlds</i>	Critical response with related texts <i>Elective: Worlds of Upheaval</i>	Trial HSC Examination <i>Common Module & Elective</i>
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Assessment Component	Weighting			
Knowledge and understanding of texts and why they are valued	50%	20	15	15
Skills in complex analysis composition and investigation	50%	20	15	15
Weighting	100%	40%	30%	30%

English - Standard (Assessment Schedule 2026)					
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module: Texts and Human Experiences (including related material) Multimodal Task	Common Module: Texts and Human Experiences Module C: Craft of Writing	Module B: Close Study of Literature	Trial HSC Examination Common Module Module A Module B Module C (5%)
Due Date		Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 During exam period
Outcomes Assessed		EN12-1, EN12-2, EN12-5, EN12-6, EN12-8	EN12-1, EN12-3, EN12-4, EN12 -5, EN12-9,	EN12-1, EN12 -3, EN12-5, EN12-7, EN12-8	EN12 -1, EN12 -3, EN12-4, EN12-5, EN12-7 EN12-8. EN12-9
Assessment Component		Weighting			
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 content across all modes	50%	10	15	10	15
Weighting	100%	20%	30%	20%	30%

English - Studies (Assessment Schedule 2026) (ATAR or NON-ATAR)					
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Common Module: Texts and Human Experiences (including related material)	Common Module: Texts and Human Experiences Elective: Playing the Game	Portfolio of Classwork All Modules	Trial HSC Examination Mandatory Module and Electives
Due Date		Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 During exam period
Outcomes Assessed		ES12-1, ES12-2, ES12-3 ES12-4, ES12-5, ES12-6, ES12-7, ES12-8	ES 12-1, ES12-2, ES12-5, ES12-7, ES12-8, ES 12-9	ES12-1, ES12-4, ES12-6, ES12-7, ES12- 10	ES12-1, ES12-2, ES12- 4, ES12-5, ES12-7, ES12-9
Assessment Component	Weighting				
Knowledge and understanding of course content	50%	10	10	15	15
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10	15	15	10
Weighting	100%	20%	25%	30%	25%

Enterprise Computing (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Design Task Data Data Science	Data Visualisation	Enterprise Project	Trial HSC Examination
Due Date		Term 4 (2025) Week 6	Term 2 Week 5	Term 3 Week 2	Term 3 During exam period
Outcomes Assessed		EC12-02, EC12-04, EC12-05	EC12-01, EC12-06, EC12-11	EC12-01, EC12-03, EC12-08, EC12-09, EC12-10	All outcomes EC12-01 – EC12-11
Assessment Component	Weighting				
Knowledge and understanding of course content	50%	10	10	15	15
Knowledge and skills in the practical application of the content	50%	15	5	15	15
Weighting	100%	25%	15%	30%	30%

Food Technology (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research Task Oral Presentation Australian Food Industry Australian Food Company	Written and Practical Task Food Manufacturing Task	Investigation and Report Food Product Development	Trial HSC Examination
Due Date		Term 4 (2025) Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 During exam period
Outcomes Assessed		H1.2, H1.4, H3.1	H1.1, H1.2, H1.3, H5.1	H1.3, H2.1, H3.2, H4.1 H4.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H4.2
Assessment Component	Weighting				
Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of the impact on society.	15%		10		5
Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health.	5%				5
Knowledge and understanding in researching, analysing and communicating food issues.	30%	15		10	5
Skills in experimenting with and in preparing food by applying theoretical concepts.	30%	5		20	5
Skills in designing, implementing and evaluating solutions to food situations.	20%		10		10
Weighting	100%	20%	20%	30%	30%

Health and Movement Science (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Focus area 1: How healthy are Australians? Australia's Health Care System In class task	Focus area 1: Sustainable Development Goals In class task	Focus area 2: Sports Injuries Depth Study Task	Trial HSC Examination
Due Date		Term 4 (2025) Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 During exam period
Outcomes Assessed		HM-12-01 HM-12-03 HM-12-06 HM-12-08 HM-12-09 HM-12-10	HM-11-03 HM-11-04 HM-11-08 HM-11-10	HM-12-04 HM-12-05 HM-12-06 HM-12-08 HM-12-09	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07
Assessment Component	Weighting				
Knowledge and understanding	40%	5	5	15	15
Skills	60%	15	15	10	20
Weighting	100%	20%	20%	25%	35%

History - Extension (Assessment Schedule 2026)					
Task		Task 1 The History Project Part 1	Task 2 The History Project – Part 2	Task 3 Examination	
Course Component		Proposal, Process Log, Annotated Sources	Essay	Trial HSC Examination	
Due Date		Term 4 (2025) Sections due throughout term	Term 3 Week 1	Term 3 During exam period	
Outcomes Assessed		E1.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3	E1.1, E2.2, E2.3	
Assessment Component	Weighting				
Knowledge and understanding of significant historical ideas and processes	40%	10			30
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20	40		
Weighting	100%	30%	40%		30%

Industrial Technology - Multimedia (Assessment Schedule 2026)					
Task		Task 1 Major Project and Folio Review	Task 2 Industry Study	Task 3 Major Project and Folio Review	Task 4 Trial HSC Examination
Course Component		Design & Management Workplace Communication	Industry Study	Design & Management Industry specific content & production	Industry specific content & production
Due Date		Term 1 During Assessment Period	Term 2 Week 6	Term 3 Week 2	Term 3 During exam period
Outcomes Assessed		H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	H1.1, H1.2, H7.1	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6. 1, H6.2	H1.2, H3.1, H3.2, H4.3, H7.1
Assessment Component	Weighting				
Industry Study	20%		15		5
Design & Management	20%	5		15	
Workplace Communication	10%	5			5
Industry-specific content & production	50%		5	25	20
Weighting	100%	10%	20%	40%	30%

Legal Studies (Assessment Schedule 2026)					
Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research Task In - class Extended Response - Crime	Stimulus Task (In class response) Human Rights & Crime	Research Task- Media Report (in-class response) Human Rights, Family & Consumers	Trial HSC Examination All Topics
Due Date		Term 4 (2025) Week 9	Term 1 Week 7	Term 2 Week 10	Term 3 During exam period
Outcomes Assessed		H1, H2, H3, H4, H5, H6, H7, H8, H9 H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Assessment Component	Weighting				
Knowledge and Understanding of Course Content	40%	5	5	5	25
Analysis and evaluation	20%		10	10	
Inquiry and research	20%	10		10	
Communication of legal information, issues and ideas in appropriate forms	20%	5	5	5	5
Weighting	100%	20%	20%	30%	30%

Mathematics Advanced (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<u>In class test</u> Differential Calculus C2 Trigonometric Functions T3	<u>In class test</u> Calculus C4 Graphing Techniques F2	<u>In class test</u> Financial Mathematics M1	Trial HSC Examination All topics
Due Date		Term 4 (2025) Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed		MA 11-7 MA 12-2 MA 12-4	MA 12-3 MA 12-5 MA 12-6 MA 12-8	MA 12-1 MA 12-6 MA 12-7	MA 12-1 to MA 12-10
Assessment Component	Weighting				
Concepts, skills and techniques	50%	10	15	10	15
Reasoning and Communication	50%	10	15	10	15
Weighting	100%	20%	30%	20%	30%

Mathematics Extension I (Assessment Schedule 2026)						
Task		Task 1	Task 2	Task 3	Task 4	
Course Component		<u>In class test</u> Trigonometric Functions T1, T2, T3 Proof P1	<u>In class test</u> Vectors V1	<u>In class test</u> Applications of Calculus C3	Trial HSC Examination All Topics	
Due Date		Term 4 (2025) Week 10	Term2 Week 2	Term 2 Week 8	Term 3 During exam period	
Outcomes Assessed		ME 11-3 ME11-3 ME12-7	ME12-4 ME12-7	ME 12-2 ME 12-5	ME 12-1 To ME 12-7	
Assessment Component		Weighting				
Concepts, skills and techniques		50%	10	15	10	15
Reasoning and communication		50%	10	15	10	15
Weighting		100%	20%	30%	20%	30%

Please note that this is a 1-unit course.

For students only undertaking Extension 1, the final mark for this course will be reported as a mark out of 50.

For students undertaking Extension 2, the final mark for this course will be reported as a mark out of 100.

Mathematics Extension II (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<u>In class test</u> Complex Numbers N1	<u>In class test</u> Proof 1 Complex Numbers N2	<u>In class test</u> Integration	Trial HSC Examination All topics
Due Date		Term 1 Week 3	Term 2 Week 3	Term 2 Week 5	Term 3 During exam period
Outcomes Assessed		MEX 12-1 MEX 12-4 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-3 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2	MEX 12-1 To MEX 12-8
Assessment Component	Weighting				
Concepts, skills and techniques	50%	10	15	10	15
Reasoning and Communication	50%	10	15	10	15
Weighting	100%	20%	30%	20%	30%

Mathematics Standard II (Assessment Schedule 2026) (ATAR)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<u>In class test</u> Rates Investments (Common with Standard 1)	<u>In class test</u> Non-Right Triangle Trigonometry Simultaneous Linear Equations	<u>In class test</u> Annuities Normal Distribution	Trial HSC Examination All topics
Due Date		Term 4 (2025) Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed		F1.3, M7	N2.1, N2.2, F4, M6	A4.1, S4, F5	All outcomes
Assessment Component	Weighting				
Understanding, Fluency and Communicating	50%	10	15	10	15
Problem Solving, Reasoning and Justification	50%	15	10	10	15
Weighting	100%	25%	25%	20%	30%

Mathematics Standard I (Assessment Schedule 2026) (ATAR or NON-ATAR)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<u>In class test</u> Rates Investments (Common with Standard 2)	<u>In class test</u> Right-Angled Triangles Simultaneous Linear Equations	<u>In class test</u> Statistical Investigation Process Depreciation and Loans	Trial HSC Examination All topics
Due Date		Term 4 (2025) Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed		F1.3	N1, F2	S3.1, F3	All outcomes
Assessment Component	Weighting				
Understanding, Fluency and Communicating	50%	10	15	10	15
Problem Solving, Reasoning and Justification	50%	15	10	10	15
Weighting	100%	25%	25%	20%	30%

Modern History (Assessment Schedule 2026)						
Task		Task 1 Source Analysis	Task 2 Research Essays	Task 3 Historical Analysis	Task 4 Trial HSC Examination	
Course Component		Power and Authority in the Modern World 1919–1946	Conflict in the Pacific	National Studies USA 1919 - 1941	Whole HSC Course <i>Core Study National Studies Peace and Conflict Change in the Modern World</i>	
Due Date		Term 4 (2025) Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 During exam period	
Outcomes Assessed		MH12-1 MH12-3, MH12-4, MH12-6 MH12-9	MH12-1 MH12-2, MH12-5, MH12-8 MH12-9	MH12-2 MH12-3 MH12-6 MH12-7 MH12-9	MH 12-1 MH 12-2 MH12-3 MH 12-4 MH12-5 MH 12-6 MH 12-7 MH12-9	
Assessment Component		Weighting				
Knowledge and understanding of course content		40%	10	10	5	15
Historical skills in the analysis and evaluation of sources and interpretations		20%	5		5	10
Historical inquiry and research		20%	5	10	5	
Communication of historical understanding in appropriate forms		20%	5	5	5	5
Weighting		100%	25%	25%	20%	30%

Music (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Performance Core Composition Core Topic 1 Compositional activities representing current topic, based on the performance piece.	Elective 1 Viva Voce Topic 2 Presentation on current topic supported with detailed aural analyses	Presentation or Submission: Elective Options Topics 3 and Own Choice Presentation of performance and/or composition portfolio and/or viva voce	Trial HSC Examination Aural Skills
Due Date		Term 4 (2025) Week 10	Term 1 Assessment Period	Term 3 During exam period	Term 3 During exam period
Outcomes Assessed		H1, H3, H5, H7, H8	H1- H8	H1-H8	H4, H6
Assessment Component	Weighting				
Performance Core	10%	10			
Composition Core	10%	10			
Musicology Core	10%		10		
Aural Core	25%				25
Elective 1	15%		15		
Elective 2	15%			15	
Elective 3	15%			15	
Weighting	100%	20%	25%	30%	25%

Numeracy (CEC) (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<u>Assignment</u>	<u>Assignment</u>	<u>Assignment</u>	<u>Assessment Numeracy Test</u>
Due Date		Term 4 (2025) Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Outcomes Assessed		N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.2, N6-2.2, N6-2.5, N6-3.2	N6-1.1, N6-2.1, N6-2.3, N6-3.1	N6-1.1, N6-3.1, N6-3.2
Assessment Component	Weighting				
Knowledge and understanding	50%	10	10	15	15
Skills	50%	15	10	10	15
Weighting	100%	25%	20%	25%	30%

Physics (Assessment Schedule 2026)

Task		Task 1 Depth Study	Task 2 Practical Task / Data Processing	Task 3 Research Task	Task 4 Trial HSC Examination
Course Component		Module 5 Advanced Mechanics	Module 5 Advanced Mechanics Module 6 Electromagnetism	Module 7 The Nature of Light Module 8 From the Universe to the Atom	Modules 5,6,7 and 8 Advanced Mechanics Electromagnetism The Nature of Light From the Universe to the Atom
Due Date		Term 4 (2025) Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 During exam period
Outcomes Assessed		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH12-5, PH12- 6, PH12-7, PH12-12, PH12-13	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7,PH12-14, PH12-15	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PMH11/12-7, PH12-12, PH12-13, PH12-14 & PH12-15
Assessment Component	Weighting				
Skills in Working Scientifically	60%	20	15	15	10
Knowledge and understanding	40%	10	5	5	20
Weighting	100%	30%	20%	20%	30%



School Name: Kingsgrove High School

Assessment Schedule Year 12 – 2026

Assessment Task for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 Cash, count secure	Task 4 Serving the customer	Task 5 Going, going sold	Task 6 Plan, create display	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week 10 Term 4 Date	Week 8 Term 1 Date	Week 10 Term 2 Date	Week 7 Term 3 Date	During Exam Period
SIRXSLS002	Follow Point-of-Sale Procedures	✓	X				60% of final HSC estimated mark
SIRRRTF001	Balance and secure point-of-sale terminal		X				
SIRXRSK001	Identify and Respond to Security Risks	✓	X				
SIRXCEG001	Engage the Customer	✓		X			
SIRXCEG002	Assist with Customer Difficulties			X			
SIRXCEG003	Build Customer Relationships and Loyalty			X			
SIRXPDK001	Advise on Products and Services				X		
SIRXSLS001	Sell to the Retail Customers	✓			X		
SIRRMER001	Produce Visual Merchandise Displays					X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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 the trial HSC examination (60%) and Preliminary examination (40%).

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”.

Society and Culture (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research and report – PIP proposal	Continuity and Change Task	In class extended response – Depth Study 1	Trial HSC Examination
Due Date		Term 4 (2025) Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 During exam period
Outcomes Assessed		H1, H4, H6, H7, H8, H9, H10	H1, H2, H3, H5, H6, H9, H10	H1, H2, H3, H5, H7, H8, H9, H10	H1, H2, H3, H5, H6, H9, H10
Assessment Component	Weighting				
Knowledge and understanding of course content	50%	5	15	10	20
Application and evaluation of social and cultural research	30%	10	5	10	5
Communication of information, ideas and issues in appropriate forms.	20%	5	5	5	5
Weighting	100%	20%	25%	25%	30%

Software Engineering (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Secure software Architecture Research Task	Web Dev Project Programming Task	Software Engineering Project	Trial HSC Examination
Due Date		Term 4 (2025) Week 9	Term 2 Week 6	Term 3 Week 5	Term 3 During exam period
Outcomes Assessed		SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	All outcomes SE-12-01 - SE-12-09	All outcomes SE-12-01 - SE-12-09	All outcomes SE-12-01 - SE-12-09
Assessment Component	Weighting				
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
Weighting	100%	20%	20%	30%	30%

Sports, Lifestyle & Recreation (CEC) (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3
		In Class Task	Practical	Research
Course Component		Sports Administration	Fitness	Resistance Training
Due Date		Term 1	Term 2	Term 3
Outcomes Assessed		1.1, 1.3, 4.2, 4.5	1.2, 2.2, 3.2, 4.1	1.3, 2.2, 2.5, 3.3, 4.4
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	10	15	25
Skills in critical thinking, research, analysis and communication	50%	25	20	5
Weighting	100%	35%	35%	30%

Studies of Religion II (Assessment Schedule 2026)

Task		Task 1 Research and Interview	Task 2 Take Home Task	Task 3 Essays	Task 4 Trial HSC Examination
Course Component		Religion & Non-Religion Religion and Belief Systems in Australia post-1945	Religious Traditions: Judaism and Christianity Religion & Non- Religion	Religious Tradition: Study: Islam	Whole HSC Course <i>Religion and Belief Systems</i> <i>Religion and Non Religion</i> <i>Religious Tradition Studies</i> <i>Religion and Peace</i>
Due Date		Term 4 (2025) Week 6	Term 1 Week 7	Term 2 Week 9	Term 3 During exam period
Outcomes Assessed		H1, H2, H3, H7, H8, H9	H1, H2, H4, H5, H8, H9	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Assessment Component	Weighting				
Knowledge and understanding of course content	40%	5	10	5	20
Source-based skills	20%		5	10	5
Investigation and research	20%	10	5	5	
Communication of information, ideas and issues in appropriate forms	20%	5	5	5	5
Weighting	100%	20%	25%	25%	30%

Visual Arts (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Essay Case study 1 Extended written research response.	Development of the Body of Work Presentation and submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame, including a written account of artmaking practice through the conceptual framework.	Trial HSC Examination Art Criticism and Art History Written Examination.	Resolving the Body of Work Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.
Due Date		Term 4 (2025) Week 9	Term 1 During Assessment Period	Term 3 During examination period	Term 3 During examination period
Outcomes Assessed		H8, H9	H1, H2, H3, H4	H7, H10	H5, H6
Assessment Component	Weighting				
Artmaking	50%		20		30
Art Criticism and Art History	50%	15		35	
Weighting	100%	15%	20%	35%	30%

Work Studies (CEC) (Assessment Schedule 2026)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Personal Finance Budget	Workplace Issues Media File	Team work and Enterprise Skills Case Study	Workplace Diary
Due Date		Term 4 (2025) Week 9	Term 2 Week 2	Term 2 Week 9	Term 3 Week 8-9
Outcomes Assessed		2, 5	2, 4, 5	2, 3, 6	1, 2, 7
Assessment Component	Weighting				
Knowledge and understanding	40%	15	10	10	5
Skills	60%	20	15	15	10
Weighting	100%	35%	25%	25%	15%