



YEAR 12 2026

ASSESSMENT

BOOKLET

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Disclaimer

The processes and procedures stated within this policy document have been developed to align with requirements as stated by the NSW Education Standards Authority (NESA) and the NSW Department of Education (DoE). While every effort has been made to ensure accuracy in the alignment of assessment requirements, this policy document is subject to change in order for compliance with NESA and the DoE regulations.

Eligibility for the HSC

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

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

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed [All My Own Work \(AMOW\)](#) or its equivalent, and
- have demonstrated the [minimum standard of literacy and numeracy](#), and
- have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Pattern of Study

To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:

- a Year 11 pattern of study comprising at least 12 units, and
- a Year 12 pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Year 11 and Year 12 must include:

- two units of a Board Developed course in [English](#)
- at least four more units of Board Developed courses
- at least three courses of two or more units (which may be either Board Developed or Board Endorsed), and
- at least four subjects.
- a maximum of six units of Year 11 [Science](#) courses, and seven units of Year 12 Science courses.



In addition, students must meet specific eligibility requirements before enrolling in the following courses:

- English EAL/D
- Continuers course in language
- Beginners course in language
- Literature course in language
- Context course in language.

Pathways

A student may take up to five years to accumulate their ten Year 12 units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

Students following a life skills special program of study will be eligible for the award of the HSC provided the above requirements are met. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Vocational Education and Training

NESA's Vocational Education and Training (VET) courses are based on national Training Packages or accredited courses. VET courses for [Stage 5](#) and [Stage 6](#) must be delivered by a registered training organisation (RTO) that has the relevant qualification and units of competency on their scope of registration, and follow the course developed or endorsed by NESA. Schools retain overall responsibility for monitoring course delivery and for duty of care while students are participating in courses conducted by an RTO.

Students in Years 11 and 12 may access VET courses through two curriculum pathways:

- [Stage 6 VET Industry Curriculum Frameworks](#) (Board Developed courses)
- [Stage 6 VET Board Endorsed courses](#)

All VET courses studied as part of Lambton High School's curriculum offering will count towards the award of the RoSA and the HSC provided that the student has satisfactorily completed the course, including any mandatory work placement requirements.

Board Developed VET courses include an optional HSC examination, which provides the opportunity for students to have this HSC examination mark, where undertaken, contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.



If a student fails to undertake any mandatory work placement component of a VET course by the end of the course, it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an ‘N’ determination.

HSC All My Own Work

[HSC: All My Own Work \(AMOW\)](#) is a program designed by NESA to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices as part of their HSC studies. It comprises of content across four topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others. AMOW also educates students about the use of artificial intelligence (AI) in their academic studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. Students will complete this program towards the conclusion of Year 10 in timetabled Careers lessons. Students who do not complete this program during this time will be required to complete it prior to commencing Year 11 courses.

Responsibilities

Each student has the responsibility to:

- understand NESA course requirements and procedures for each course of study
- follow a pattern of study that meets their educational needs and not make any unapproved changes
- confirm their pattern of study by signing the Confirmation of Entry form
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- adhere to the Illness/Misadventure Policy for any assessment tasks not completed as per published date
- make a serious attempt at each task and act on constructive feedback
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- submit work that is the student’s own work, acknowledging sources which have been consulted and/or quoted
- adhere to HSC assessment guidelines.

Schools have the responsibility to:

- develop tasks that meet syllabus requirements in the course
- publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- demonstrate an understanding of course content, objectives and outcomes
- implement classroom assessment procedures according to school and NESA requirements
- ensure that students have copies of all relevant course documents



- provide parents/students with information that gives a true reflection of student progress
- provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- ensure learning is based on current material and meets student/syllabus needs
- identify students causing concern and employ strategies to support them and communicate with parents
- provide strategies to support high potential and gifted and talented students
- provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence.

HSC Credentials

The Higher School Certificate

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

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

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student’s name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



Additional Information: The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students> The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.

The image displays three sample Higher School Certificate Record of Achievement documents. Each document is titled 'HIGHER SCHOOL CERTIFICATE Record of Achievement' and includes the NSW Education Standards Authority logo. The documents are for 'Sample Student' at 'Sample High School'. The first document shows 'STAGE 6 HSC COURSES' with a table of results for various subjects. The second document shows 'STAGE 6 PRELIMINARY COURSES' with a table of results for various subjects. The third document shows 'STAGE 6 COURSES' with a table of results for various subjects. Each document includes a 'SAMPLE' watermark and a signature at the bottom.

Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses, students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses, students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into six bands:

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

Each Extension course is divided into four bands:

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

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools, using the Common Grade Sale for Year 11 courses, award A – E grades for Stage 6 Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Stage 5 grades: Schools, using the Common Grade Scale and course performance descriptors, award A – E Grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Moderation: Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admission Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC Board Developed courses. These courses must include at least:

- 10 units of HSC Board Developed courses
- two units of English
- three [HSC Board Developed courses](#) of two units or greater
- four subject areas. Your ATAR is then calculated from your:
- best two units of English
- best eight units from your remaining units.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at:

<https://www.uac.edu.au/>



Student Assessment

Principles of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment Schedule

General Guidelines:

- Assessment for the Year 12 Course may commence in Term 4 of the year prior to the HSC examination in that course
- Students who have been admitted to the HSC course on probation, due to exceptional circumstances and approved by the Principal, will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

Trial HSC:

- All courses will have a Trial HSC Examination (except English Extension 2 and some Board Endorsed courses)
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty



Students:

- are required to wear school uniform
- need only attend during the time of their scheduled examinations during the Trial HSC and Preliminary Examination period
- are not permitted to leave the examination earlier than the finish time

If a student is absent from the Trial HSC they are required to:

- Contact the Deputy Principal on the day of the examination via phone or the Lambton High School email: lambton-h.school@det.nsw.edu.au
- Complete an Illness / Misadventure form with attached required documentation, where grounds for misadventure apply
- Complete the task within the scheduled examination period as directed by the Deputy Principal.

Number of Tasks

NESA mandate that schools must follow their school-based assessment program for each course, and set formal assessment tasks in accordance with the course-specific components and weightings as prescribed in the syllabus. This is typically represented by:

- a maximum number of formal assessment tasks being three in Year 11 and four in Year 12
- a maximum of one formal written examination task that mimics the HSC examination per course.

Types of Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students.

All assessment tasks for a course should be completed by each candidate.

Students will be required to acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Students who are at school and indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.



Assessment Blocks Year 12 2025 / 2026

Information regarding assessment blocks at Lambton High School:

- all tasks take place in the assessment periods unless published otherwise as below
- the load of tasks is balanced by timetable lines and managed by the Deputy Principal
- courses are not required to place an assessment task in every assessment block
- students should avoid taking planned leave – including family holidays – during assessment periods; these are published at the start of every course.

Week	Term 4 2025	Term 1 2026	Term 2 2026	Term 3 2026
1				ASSESSMENT BLOCK 5 (HSC TRIAL EXAMS)
2				
3				
4			ENGLISH EXTENSION 2	
5		ASSESSMENT BLOCK 2		HISTORY EXTENSION SCIENCE EXTENSION VISUAL ARTS SLR
6	HISTORY EXTENSION			
7		ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES MODERN HISTORY ANCIENT HISTORY	ASSESSMENT BLOCK 4	
8	ASSESSMENT BLOCK 1			
9		ASSESSMENT		
10	ENGLISH EXTENSION 2	BLOCK 3	ENTERPRISE COMPUTING	
11				



Task Notification

In addition to the information in this Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification via Canvas a minimum of 14 calendar days prior to the task that contains:

- components and weightings, as per the assessment schedule
- syllabus outcomes assessed
- type of assessment task
- scheduled date and time for attempting or submitting the task
- marking criteria (where appropriate).
- an indication of the length of the task (word limits/time limits) if applicable
- the time allowed for the task if it is an in-class task
- administrative procedures for the collection of the task if applicable
- feedback procedures.

Additional information:

- students are required to acknowledge that they have received the assessment task notification
- the teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESAs requirements. This is counter signed by the Head Teacher (or delegate) to certify the task
- the Deputy Principal will approve all Stage 6 task notifications prior to them being issued to students
- a copy of the Stage 6 task notification is filed in the relevant Stage 6 Monitoring Folder
- if a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to acknowledge receipt of the notification via the Canvas course page as soon as possible. *Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.*

Submission/Completion of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted **by 9.30am on the due date**. Hard copies (on paper) must be submitted as indicated on the task notification. Where an electronic copy is required only, electronic copies must be submitted to Canvas as directed on the assessment notification. Students have a responsibility to ensure:

- The correct electronic file is attached
- The file is not corrupt **Note: technology fault is not grounds for appeal**



Change of dates for assessment tasks to outside the assessment schedule will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet, then at least two weeks notice in writing will be given to all students concerned.

Formal Submission of Drafts

Opportunities for formal drafting and feedback on drafts is outlined in notifications for some assessment tasks. In these instances, the number of drafts, and the type and amount of feedback offered will be stipulated within the notification. Additionally, any deadlines published must be adhered to or formal feedback on drafts will not be provided.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day to protect the integrity of the task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone or smart watch and place it in their phone pouch. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Malpractice

Malpractice is any dishonest behaviour undertaken by a student that allows them to gain an unfair advantage over others. It involves misrepresentation, plagiarism, collusion and breaches of assessment conditions. To assist understanding of malpractice, students complete the All My Own Work (AMOW) program prior to the commencement of Stage 6. Refer to Page 6 of this booklet for information regarding AMOW. Common examples of malpractice include, but is not limited to:

- Copying someone else’s work in part or in whole, and presenting it as their own
- Using material directly from books, journals, textbooks or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as their own (including the unauthorised use of artificial intelligence)
- Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date



- Knowingly assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises teacher professional judgement and a digital plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task or a component of the task. Penalties are applied at the discretion of the Principal. A student penalised for malpractice has access to the appeals process (refer to the Appendices of this booklet for the Mark Review/Malpractice Appeal Request Form). Students confirmed to have committed malpractice will be recorded on the NESA Malpractice Register.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable due to malpractice, then an alternative assessment task may be given or zero marks awarded. Where malpractice is detected by the Classroom Teacher, the Head Teacher and Senior Executive will form the Review Team to determine any consequences to be applied.

Students may be called upon to re-submit a task, to provide photographic evidence that they have completed a task or provide evidence of the drafting process and development of a task over time where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing submission tasks are advised to keep a photographic record and a document trail of the development of their work. If a student cannot meet this condition they may be penalised.

In addition, NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests. If an assessment task reflects a [non-serious attempt](#) it may be awarded zero. If this was to occur a student would also receive an N-Warning letter. HSC students who do not make a serious attempt at the exam may not receive a result in the course concerned. This may render some students ineligible for the award of the HSC.

Procedures for Awarding Marks

The HSC requires that a standards-referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly. The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

The final assessment mark will not be revealed to the students, however, students will be informed of their final assessment rank. This will be provided as the assessment rank on their Semester Two report.



Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

For students who transfer into the school before 30 June in the year of the HSC examination:

- Request the former school forward information regarding:
 - assessment marks, task weightings and rank
 - N-Warnings
- The marks provided can be used as the basis of estimates for tasks that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

For students who transfer into the school after 30 June in the year of the HSC examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the HSC, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- student attainments in the task relative to the outcomes
- student relative positions within the course group
- individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Principal

Requesting a Mark Review

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review within 5 days of the task being returned using the proforma in the appendix. The Head Teacher's (or their delegate's) decision, in consultation with the Principal, in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is final. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Note: The Principal is the final arbiter in all procedural matters.



Disability Provisions

NESA may approve [disability provisions](#) that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher, along with staff in the Learning Support Hub, are responsible for the identification and management of students requiring Disability Provisions.

- Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability Provisions also apply to temporary and emergency-related disabilities, such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
 - a permanent condition, such as diabetes or reading difficulty
 - a temporary condition, such as a broken arm, or
 - an intermittent condition, such as back pain when sitting for long periods.
 - Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Lambton High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable, these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for Stage 6 assessments and examinations. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year

Applying for Disability Provisions:

Students seeking Disability Provisions must approach the Learning and Support Teacher (LaST) to complete an application. All applications must include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address application requirements. Further details of the application process includes:

- All paperwork must be fully completed and submitted to LaST a minimum of 2 weeks prior to next assessment block to allow for scheduling
- Students supplying relevant documentation/medical evidence (not older than one year) of the special examination need
- Evidence will be evaluated against NESA determined criteria and approved if criteria met.
- If a student is granted the use of a computer, they will only have access to a school-provided computer with Wi-Fi access disabled and/or lockdown browser.
- Students who have been awarded Disability Provisions have the responsibility to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.
- HSC Disability Provisions applications for known conditions are to be submitted by the Principal to NESA by the last day of Term 1 in the year the student sits the HSC exams.

Further information can be found on the NESA website:

<https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>



Procedures for Late Submission and Task Non-Completion

The expectation is that students will submit or attend their scheduled tasks on time except when unsafe to do so, or against specific documented medical advice.

Students:

- must notify their Deputy Principal immediately if unable to attend a HSC; Trial HSC or Year 11 (Preliminary) exam
- who are in doubt about their illness or injury may seek advice from their Deputy Principal
- who do not attend or submit tasks as scheduled – including tasks handed in late, or completed late – will receive a zero mark for that task
 - this zero mark can be appealed, where there are grounds for appeal, if the student is prevented from submitting or attending a scheduled assessment task due to illness or misadventure which occurred **immediately before or during** a scheduled task **and** was beyond their control.
- will receive course N-Warning if the task is not submitted or completed and no communication is received by the school with 5 school days after the due date
 - subsequent completion or submission of the task will resolve any course N-Warning; however, the zero mark will stand unless an illness/misadventure application is upheld

Students cannot submit an appeal on the basis of:

- technology fault
- alleged inadequacies in teaching
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the scheduled task; or
- matters avoidable by the student including but not limited to: misreading the examination timetable; misreading assessment task or examination instructions; waking up late, etc.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Other commitments such as holidays, participation in entertainment, work placement, sporting or cultural events, or attendance at examinations conducted by other institutions or organisations are not valid reasons for submitting a task late. For these commitments, arrangements must be made well in advance, at the discretion of the Deputy Principal (via the illness misadventure form) to complete the task early where possible.

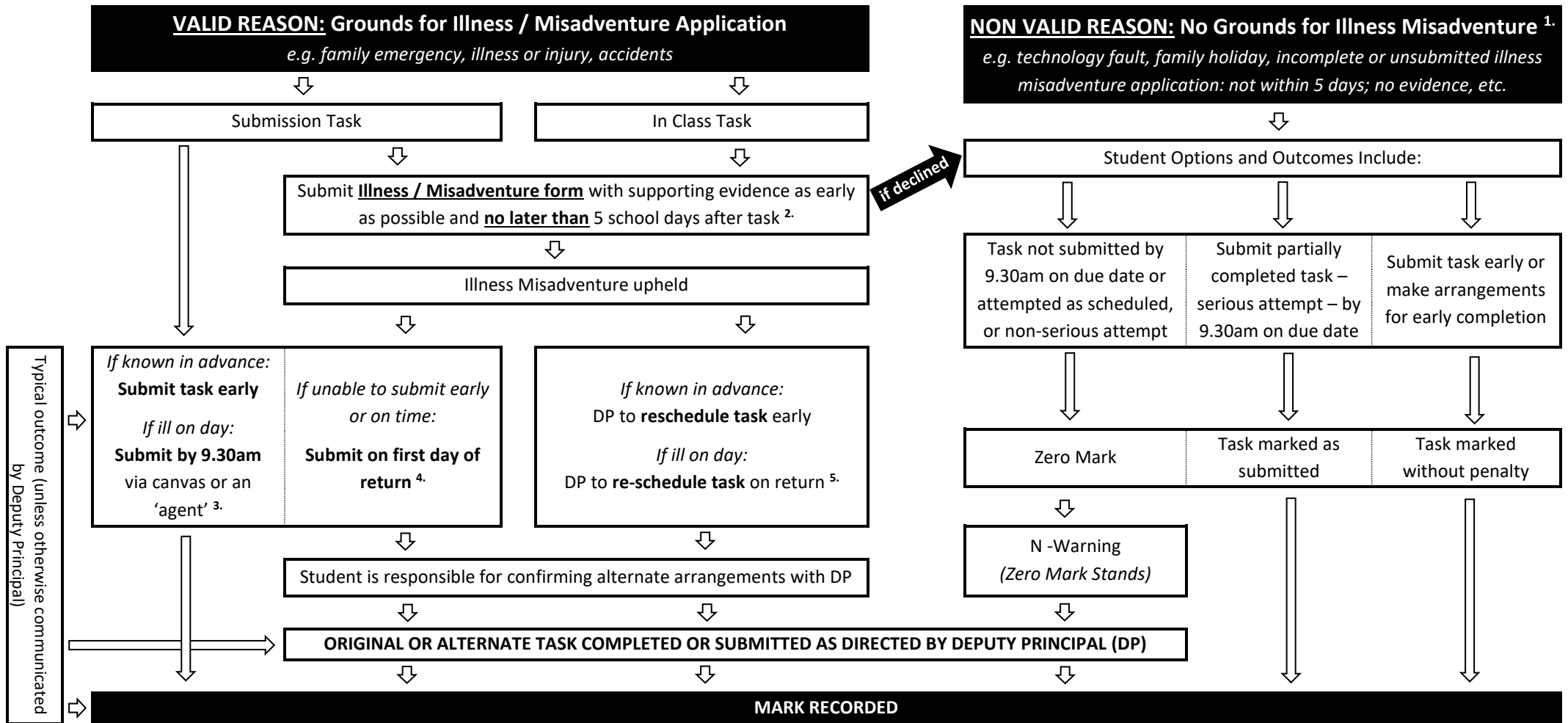


Students are responsible for:

- completing all applicable sections of the illness/misadventure online application form via the Canvas Year Group Home Page
- seeking independent evidence on the same day, either immediately before or after each missed task
- providing independent supporting evidence:
 - that is current and specific to the date and time of the task
 - that clearly **outlines the impact experienced by the student** at the time of attempting the scheduled task
 - is attached and uploaded in the illness/misadventure application as a pdf or jpeg file
- submitting individual illness/misadventure online applications to their Deputy Principal:
 - within 5 business days after the assessment task for which illness/misadventure is being applied for unless if incapacitated. A parent or guardian of a student who is incapacitated may submit an application on the student's behalf



Task Non-Completion or Late Submission Flowchart



1. see additional examples of reasons that are not grounds for misadventure on pp.19-20
2. found on canvas year page or website. See p.19 for additional information about expectations and requirements for supporting evidence covering the day of absence
3. the preference and expectation, unless exceptional circumstances apply, for a submission task when illness occurs on the day the task is due is that the task should have been completed during the notification period (minimum of two weeks prior to due date), and so should be submitted on time – on canvas or in person or via an agent (parent or fellow student)
4. (first day not covered by medical certificate) or as communicated by Deputy Principal if an extension is granted due to extended illness
5. can be on first day of return (first day not covered by medical certificate) – or as communicated by Deputy Principal

Procedures for Illness/Misadventure Appeals

Completing the Illness/Misadventure Appeal – Step by Step:


An illness/misadventure form is used when an assessment task is:

- Not submitted on time *with a valid reason*.
- Submitted incomplete
- During extraordinary circumstances.

Refer to “Procedures for Late Submission and Task Non-Completion” and the task non completion flowchart on the previous page for further information


Where a student experiences a misadventure, they must complete an Illness/Misadventure Application by completing the online form which can be access via their Year Group Mentoring Canvas Page (or the school website under [Rules and Policies](#)). As detailed in the “Procedures for Late Submission and Task Non-Completion”; this must be done on the same day where possible, or within 5 days of the due date of the task.

Section 1: Complete your personal details as requested:

 Print form

Year 12 Illness/Misadventure Application

Lambton High School



Student Details

Student Name *	<input type="text" value="Your name."/>
Student Email Address *	<input type="text" value="@education.nsw.gov.au"/>

Section 2: Complete the details regarding the assessment task that the application you are making applies to:

Assessment Task Information

Faculty of Assessment Task Class *	<input type="text" value="Select faculty"/>
Date of Assessment Task *	<input type="text" value="DD/MM/YYYY"/>
Class Teacher *	<input type="text" value="Select staff"/>
Subject Name *	<input type="text" value="E.G - English Standard"/>
Task Type *	<input type="text"/>

Be sure to select the correct faculty so the form is delivered to the correct Head Teacher for processing in a timely manner



Section 3: Provide details for the circumstances that have required you to make this application and you must attach relevant documentation to support your application (e.g. doctor’s certificate, statutory declaration, other)

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; align-items: center; gap: 10px;"> Dr Certificate.pdf ✓ Remove Upload Browse ... </div> <p style="font-size: small; margin-top: 5px;">Please upload any justification or evidence as required.</p> </div>

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	Outcome
-----------	---------

*Be sure to select the **upload** button as circled above after browsing for your supporting documentation or the file will not attach*

It is the student’s responsibility to complete the Illness/Misadventure Appeal. **The outcome will be returned to the student email supplied on the application.** Late appeals may be considered but only in the event of exceptional circumstances.

Process

The appeal is then reviewed by the relevant Head Teacher of the faculty and completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeal Process

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- Uphold the appeal
- Dismiss the appeal

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.



N-Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an N-Determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an N-Determination and it may result in the non-award of the HSC.

A warning letter may be given in circumstances such as the following:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence
- A student is found to have engaged in malpractice in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Warning the student must complete the outstanding work detailed in the 'N' Warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- Attendance: A student with attendance concerns and resulting non-completion of coursework may not be able to demonstrate completion of course outcomes
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N-Determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school

If a decision is made to progress with an N-Determination:

- The principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required)
 - If the appeal is upheld, award the marks for the course
 - If the appeal is declined, forward all documentation to NESA for determination.

If an N-Determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.



Procedures for Acceleration and Accumulation

Acceleration

Acceleration occurs when individual students access a course(s) that is beyond their chronological stage of schooling. Decisions about students accelerating into a course(s) must be made on an individual case-by-case basis. Students accelerating must satisfactorily complete the preceding course(s) (compressed curriculum) in less than the stated indicative time. A student may also be considered for acceleration if there is no related course in the student’s chronological stage of schooling and the student has demonstrated superior ability and a readiness to undertake the course.

Students who are accelerated must be able to demonstrate completion of NESA syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum ‘compacting’, not omission.

Students who accelerate into a Stage 5 or Stage 6 course may begin to accumulate results towards the award of the RoSA or HSC. These students may undertake Year 11 and/or Year 12 courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses. Such candidates will be considered as outstanding or exceptional academic students, whom the school can confidently expect will receive an ‘A’ grade in Stage 5.

Students studying in an accelerated course are to complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual program in the subject. Individual accelerants should be withdrawn from class to join their Year 11 and/or Year 12 cohort class for task notifications and assessment examinations (where relevant). Marks and ranking for accelerants will be calculated according to their performance within the cohort group. Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their year cohort, may:

- Undertake additional units for the HSC
- Undertake an HSC extension course, if requirements are met
- Undertake a university level course, e.g. a Distinction Course or University Extension Course
- Undertake external or part-time study at University or TAFE
- Undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result will be counted for ATAR purposes.



Accumulation

There is no restriction on the accumulation of Year 11 courses. Students may accumulate Year 12 courses towards the Higher School Certificate over up to five years.

Students who are accumulating courses will receive a Record of Achievement.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs.

Practical and Submitted Works

The following courses require students either to undertake practical examinations or to submit major works or projects:

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Industrial Technology
- Languages
- Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision and that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation. Students must sign to acknowledge the receipt of NESAs guidelines.

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESAs and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.



Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue (minimum 15 minutes prior to the commencement the examination)
- need not attend other lessons during the formal examination period as communicated on the examination timetable
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit. Subject groups will sit together
- must place all mobile phones and smart watches in bags on silent mode
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- may consult their dictionary during reading time (for examinations where dictionaries are permitted)
- must read the instructions on the examination paper carefully as well as all questions
- write clearly in black pen
- write answers in the correct answer booklets
- must follow the supervisor’s instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher.
- will provide a doctor’s certificate for each day they are absent for an examination during the Trial HSC Examination period and complete any missed examinations on the first day they return to school after absence or as negotiated with the Deputy Principal.

If a student is absent on the day of a scheduled examination, they are to contact the Deputy Principal and refer to the flowchart on p.23.

HSC Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch



- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language exams
- Correction fluid or tape.

Specific course equipment can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA’s list of approved scientific calculators. The list of approved scientific calculators, can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Procedure for Reviewing the Procedures

These procedures are reviewed annually to ensure:

- The implementation of procedures which satisfy the requirements for the award of the HSC
- It meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Year 11 and Year 12 Monitoring Folders
- Assessment schedules.

Other Relevant Documents / Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/cc622f90-e1ec-4708-b2eb-0ff58a704284/english-prescriptions-2019-2025-english-stage-6-prescriptions-modules-electives-and-texts-word.docx?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practical-performance-exams>



Individual Assessment Schedules



Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Source based study: Communications task Core Study: Cities of Vesuvius	Historical Analysis: Research and In-class Extended Response: Historical Period	Research Task & Extended Response Personalities in their Times	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 7	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%		10%
Weighting	100%	25%	25%	20%	30%
Outcomes Assessed		AH12.1, AH12.2, AH12.6, AH12.7, AH12.9	AH12.1, AH12.3, AH12.4, AH12.5, AH12.7, AH12.8, AH12.9	AH12.1, AH12.3, AH12.4, AH12.5, AH12.9	AH12.1, AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.7, AH12.9, AH12.10

Course Outcomes

Knowledge and Understanding

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

Skills

- AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7** discusses and evaluates differing interpretations and representations of the past
- AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Topic Test Module 7	Case Study: Epidemiology	Depth Study Module 5	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Skills in Working Scientifically	60%	5%	20%	20%	15%
Knowledge & Understanding of Course Content	40%	15%	5%	5%	15%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		BIO12-4, BIO12-7, BIO12-14	BIO 12-5, BIO 12-6, BIO 12-15	BIO12-1, BIO12-3, BIO12-6, BIO12-7, BIO12-12	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Course Outcomes

Skills

- BIO12-1** develops and evaluates questions and hypothesis for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

Objective: Students develop knowledge and understanding of the effects of disease and disorders

- BIO12-14** analyses infectious diseases in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control and treat non-infectious disease

Business Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research task and Business Report: Operations	Objective response and short answer: Finance	Research task and extended response: Marketing	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus Based Skills	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H2, H5, H7, H8, H9	H5, H8, H9, H10	H1, H2, H3, H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

Course Outcomes

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

Chemistry

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Topic Test: (Module 5)	First-hand investigation and problem-solving task. (Module 6)	Written test based on depth study (Module 7)	Formal Examination (Modules 5-8)
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS (2 Periods)	IN CLASS	TRIAL HSC EXAMINATION
Skills in Working Scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		CH12-5, CH 2-6, CH12-7, CH12-12	CH12-3, CH12-4, CH12-5, CH12-6, CH12-13	CH12-1, CH12-2, CH12-6, CH12-7, CH12-14	CH12-1, CH12-2, CH12-4, CH12-5, CH12-6 CH12-7, CH12-12, CH12-13, CH12-14, CH12-15

Course Outcomes

Skills

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Unit Test: Groups In Context	Research Methodology IRP: - Diary - Project	Extended Response: Social Impact of Technology:	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and Understanding of course content	40%	10%		10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	15%	10%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		H2.2, H3.1, H5.1, H6.2	H4.1, H4.2	H2.3, H3.4	H1.1, H2.1, H3.1, H3.2, H3.3, H5.2, H6.1

Course Outcomes

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of all
- H2.3** critically examines how individual rights and responsibilities in various environments contributes to wellbeing
- H3.1** analyses the socio-cultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals and groups
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable the satisfaction of needs and ensure equity
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish positive roles for society
- H7.1** appreciates differences among individuals, groups and families and values their contribution to society
- H7.2** develops a sense of responsibility for the wellbeing of themselves and others
- H7.3** appreciates the value of resource management in response to change
- H7.4** values the place of management in coping with a variety of role expectations

Design & Technology – Multimedia

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Major Design Project Presentation	Innovation Case Study	Design Portfolio Submission	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT	SUBMIT	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%		30%	10%
Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		H1.2, H4.1, H4.2, H5.1, H5.2	H2.1, 2.2, H3.1, H4.1, H6.2	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H4.3, H6.2

Course Outcomes

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

Earth and Environmental Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Depth Study: Earths Processes	Topic test: Module 6	Problem Solving and Analysis Task	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Skills in Working Scientifically	60%	25%	5%	15%	15%
Knowledge and Understanding of CourseContent	40%	5%	15%	5%	15%
Weighting	100%	30%	20%	20%	30%
Outcomes Assessed		EES12-1, EES12-3, EES12-4, EES12-7, EES12-12	EES12-5, EES12-6, EES12-7, EES12-13	EES12-2, EES12-4, EES12-5, EES12-6, EES12-7, EES12-14	EES12-1, EES12-2, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES 12-13, EES12-14, EES12-15

Course Outcomes

Skills

- EES11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5** analyses and evaluates primary and secondary data and information
- EES11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- EES12-12** describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13** describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by the Earth's systems
- EES12-14** analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15** describes and assesses renewable and non-renewable Earth resources and how their extraction, use consumption and disposal affect the Earth's systems

Economics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Case Study Research task and In-Class Response: The Global Economy	Objective response and short answer: Australia's Place in the Global Economy	Research Task and extended response: Economic Issues	Objective response, short answer, extended response
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Weeks 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT & IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-Based Skills	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H2, H3, H5, H6, H7, H8, H9, H10, H12	H1, H2, H4, H7, H8, H10, H11	H1, H5, H6, H7, H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11

Course Outcomes

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

Engineering Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Civil Structures Engineering Solution (Bridge Truss) + Report Component	Topic Test: Personal and Public Transport	Report: Aeronautical Engineering	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9 / 10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	60%	15%	10%	15%	20%
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	15%	5%	10%	10%
Weighting	100%	30%	15%	25%	30%
Outcomes Assessed		H1.2, H2.1, H3.1, H3.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1	H1.1, H1.2, H2.1, H3.2, H3.3, H4.1, H5.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3

Course Outcomes

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

English Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation (Common Module)	Craft of Writing (Module C)	Critical Response (Module A)	Formal Examination (Including 5% for Craft of Writing)
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 7	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	50%	12.5%	10%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	12.5%	10%	12.5%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		EA12-1, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-9,	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8

Course Outcomes

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

English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative response and reflection	Critical response with related text	Formal Examination
Timing		Term 1 2026 Week 5/6	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of complex texts and how and why they are valued	50%	20%	15%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	15%	15%
Weighting	100%	40%	30%	30%
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12 -1, EE12-2, EE12-3, EE12-4

Course Outcomes

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

English Extension 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Viva Voce (including written proposal) + Major Work Journal Monitoring	Literature Review + Major Work Journal Monitoring	Critique of the creative process + Major Work Journal for Monitoring
Timing		Term 4 2025 Week 10	Term 2 2026 Week 4	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT & IN CLASS	SUBMIT	SUBMIT
Skills in extensive independent investigation	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
Weighting	100%	30%	40%	30%
Outcomes Assessed		EEX12-1, EEX12-4, EEX12-5	EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5

Course Outcomes

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

The Major Work Journal must be submitted with each task for review and monitoring. This is not part of the formal assessment.

English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		(Common Module) Multimodal Presentation	(Module C) Craft of Writing	(Module B) Critical Response	Formal Examination <i>(Including 5% for Craft of Writing)</i>
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 7	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	50%	12.5%	10%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	12.5%	10%	12.5%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7,	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7

Course Outcomes

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

English Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Critical Response (Common Module)	Multimodal Research Presentation	Course Work Portfolio (All Modules)	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 7	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT	SUBMIT	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	50%	12.5%	12.5%	15%	10%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	12.5%	12.5%	15%	10%
Weighting	100%	25%	25%	30%	20%
Outcomes Assessed		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9

Course Outcomes

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

English as an Additional Language or Dialect (EALD)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation (Speaking and Writing) (Module A)	Short answers and extended response based on unseen material and prescribed text (Module C)	Portfolio of Work - Focus on Writing (Module D)	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT & IN CLASS	IN CLASS	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	50%	10%	12.5%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	12.5%	12.5%	15%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8

Course Outcomes

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

Enterprise Computing

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Data Analysis Task	Data Visualisation Task	Individual enterprise project	HSC trial examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 Week 10/11	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT	SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Knowledge and skills in the practical application of the content	50%	10%	10%	15%	15%
Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		EC-12-02, EC-12-04, EC-12-05	EC-12-04, EC-12-05, EC-12-06, EC-12-11	EC-12-01, EC-12-03, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

Course Outcomes

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

Exploring Early Childhood

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Starting School Resource Kit	Children's Activity & Food Product	In Class Test	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT	SUBMIT	IN CLASS	TRIAL HSC EXAMINATION
Knowledge & Understanding of course content	50%	10%	10%	10%	20%
Skills	50%	15%	15%	15%	5%
Weighting	100%	25%	25%	25%	25%
Outcomes Assessed		1.3, 2.1, 2.2, 2.4, 6.1, 6.2	1.2, 1.3, 1.4, 3.1	1.4, 2.2, 2.3, 4.2, 6.2	1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 6.1

Course Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children.
- 1.3 examines the nature of different periods in childhood: infant, toddlers, preschool and the early school years.
- 1.4 examines ways in which families, community and culture influence the growth and development of young children
- 1.5 examines the Implications when a child has special needs
- 2.1 analyses issues relating to a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 explain strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communications skills with children and or adults
- 4.2 interacts appropriately with children and adults from a wide variety of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates understanding of the decision-making process
- 6.2 critically examines all issues including beliefs that may influence interactions with others



School Name: LAMBTON HIGH SCHOOL

Assessment Schedule Year 12 – 2026

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 3	Task 4	Task 5	Task 6
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Health and client assessments (55)	Group exercise (45)	Instructing fitness clients (25)	First aid (20)
		Week 5 Term 4 Date: 14/11/25	Week 5 Term 1 Date: 27/01/26	Week 1 Term 2 Date: 24/04/26	Week 5 Term 2 Date: 22/05/26
Code	Unit Name				
SISFFIT032	Complete pre-exercise screening and service orientation 20	X			
SISFFIT052	Provide healthy eating information 20	X			
SISFFIT033	Complete client fitness assessments 15	X			
SISFFIT035	Plan group exercise sessions 20		X		
SISFFIT036	Instruct group exercise sessions 25		X		
SISXCAI009	Instruct strength and conditioning techniques 25			X	
HLTAID011	Provide first aid (Online Delivery through IVET 20				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30321 Certificate III in Fitness.

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



School Name: LAMBTON HIGH SCHOOL

Assessment Schedule Year 12 – 2026

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 7 Focusing on fitness clients (50)	Task 8 Promoting fitness opportunities for all (20)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week 5	Week 9
		Term 3	Term 3
Code	Unit Name	Date: 21/08/26	Date: 18/09/26
BSBOPS304	Deliver and monitor a service to customers 20	X	
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients 30	X	
SISXDIS001	Facilitate inclusion for people with a disability 20		X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30321 Certificate III in Fitness.

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”.

Food Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Australian Food Industry – Test	Food Manufacture Test (In-class) Practical	Food Product Development/ Contemporary Nutrition Issues – Folio & Practical	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS & PRACTICAL	SUBMIT & PRACTICAL	TRIAL HSC EXAMINATION
Knowledge & Understanding of course content.	40%	5%	10%		25%
Knowledge and skills in designing, researching, analysing and evaluating.	30%	15%		10%	5%
Skills in experimenting with and preparing food by applying theoretical concepts.	30%		15%	15%	
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H1.2, H1.4, H3.1	H1.1, H4.2	H4.1, H1.3, H5.1, H3.2	H1.1, H1.2, H1.3, H2.1, H5.1

Course Outcomes

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

Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Ecosystems and Global Biodiversity fieldwork and extended response	Stimulus based skills and short answer – Global Sustainability	Rural and Urban Places structured response	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Geographical skills and tools	20%		15%		5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%		5%	10%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		GE12-01, GE12-02, GE12-03, GE12-06, GE12-07	GE12-01, GE12-04, GE12-05, GE12-08, GE12-09	GE12-01, GE12-02, GE12-04, GE12-07, GE12-09	GE12-01, GE12-02, GE12-03, GE12-04, GE12-05, GE12-07, GE12-08, GE12-09

Course Outcomes

- GE-12-01** analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
- GE-12-02** analyses geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-12-03** assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE-12-04** evaluates responses and management strategies, at a range of scales, for sustainability
- GE-12-05** synthesises and evaluates relevant geographical information from a variety of sources
- GE-12-06** justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-12-07** selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-12-08** applies mathematical ideas and techniques to analyse complex geographical data
- GE-12-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Written responses (Health for individuals and communities)	Short answer & extended response writing (Health for individuals and communities)	In class knowledge application (The body and mind in motion)	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Skills in analysis, communication, creative thinking, problem-solving and research	60%	15%	10%	20%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		HM12-01, HM12-06, HM12-07, HM12-09	HM12-01, HM12-02, HM12-03, HM12-06, HM12-07, HM12-08, HM-12-09,	HM12-04, HM12-05, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10,	HM12-01, HM12-02, HM12-03, HM12-04, HM 12-05, HM12-06, HM12-07, HM12-08, HM12-09, HM12-10

Course Outcomes

HM-12-01 Analyses the health status of Australians at a national and international level

HM-12-02 Examines how technology and data can achieve better health for all Australians

HM-12-03 Evaluates how the Sustainable Development Goals can be used to improve the health of a community

HM-12-04 Investigates factors that impact movement and performance

HM-12-05 Analyses individual and group training programs to improve performance

HM-12-06 Analysis: critically analyses the relationships and implications of health and movement concepts

HM-12-07 Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts

HM-12-08 Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts

HM-12-09 Problem-solving: proposes and evaluates solutions to complex health and movement issues

HM-12-10 Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

History Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		History Project: Historical Process (Proposal)	Formal Examination	History Project: Essay (40%) History Project: Historical Process (Process Log, Annotated Sources) (20%)
Timing		Term 4 2025 Week 6	Term 3 2026 Week 1/2/3	Term 3 2026 Week 5/6
Assessment Component		SUBMIT	TRIAL HSC EXAMINATION	SUBMIT
Knowledge and understanding of significant historical ideas and processes	40%	5%	15%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	5%	15%	40%
Weighting	100%	10%	30%	60%
Outcomes Assessed		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4

Course Outcomes

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

Certificate II in Hospitality



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Lambton High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
		Week 9 Term 4 (2024) Date 13.9.24	Week 10 Term 1 Date 11.4.25	Week 10 Term 2 Date 4.7.25	Week 1-3 Term 3 Date 1.8.25
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the weighting of 40% for the Preliminary and 60% for the HSC Trial examinations.

* **Examinable units to be confirmed by teacher.**

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”.

Industrial Technologies – Timber Products & Furniture Technologies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Summary of Major Development Project Design and Planning	Product Analysis and Industrial Connections	Published Project Development & Management Folio	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%		5%	5%	30%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%	15%	25%	
Weighting	100%	20%	20%	30%	30%
Outcomes Assessed		H3.1, H3.2, H3.3, H5.1	H3.2, H4.1, H4.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1 H5.1, H5.2, H6.2	H1.1, H1.2 H1.3 H3.1, H4.3, H7.1, H7.2

Course Outcomes

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

Legal Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		CORE: Crime Topic Test	Human Rights Case Study Research and in-class response	Focus Study: In-class extended response	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	SUBMIT & IN CLASS	TRIAL HSC EXAMINATION
Knowledge and Understanding of Course Content	40%	15%		5%	20%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%		10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		H1, H2, H3, H4, H6, H9	H2, H8	H5, H6, H7, H10	H1, H2, H4, H5, H9

Course Outcomes

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

Mathematics Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Alternative task with summary sheet, limited topics: - Statistical Analysis - Functions - Probability	Alternative task with summary sheet, limited topics: -Calculus -Curve Sketching -Integration -Exponential and log functions with calculus	Alternative task with summary sheet: -Trigonometric Functions - Further Statistical Analysis -Calculus -Curve Sketching	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Understanding, Fluency and Communicating	50%	12.5%	10%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		MA12-1, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Course Outcomes

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

Mathematics Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Alternative task with summary sheet, limited topics: -Proof by Mathematical Induction - Introduction to Vectors -Further Operations with Vectors	Alternative task with summary sheet, limited topics: - Trigonometric Equations -Further Calculus Skills -Further area and Volumes of Solids of Revolution -Differential Equations	Alternative task with summary sheet, limited topics: -Further Calculus Skills -Differential Equations -Trigonometric Equations -Bernoulli and Binomial Distributions -Normal Approximation for the sample Proportion - Projectile Motion	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Concepts, skills and techniques	50%	12.5%	10%	12.5%	15%
Reasoning and Communication	50%	12.5%	10%	12.5%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

Course Outcomes

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Alternative task with summary sheet, limited topics: - Complex Numbers	Alternative task with summary sheet: - Proof Integration Complex numbers	Alternative task with summary sheet: - Integration - Vectors - Mechanics	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	SUBMIT	TRIAL HSC EXAMINATION
Concepts, Skills and techniques	50%	12.5%	12.5%	10%	15%
Reasoning and Communication	50%	12.5%	12.5%	10%	15%
Weighting	100%	25%	25%	20%	30%
Outcomes Assessed		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7 MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6 MEX12-7, MEX12-8

Course Outcomes

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

Mathematics Standard 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Alternative task with summary sheet, limited topics: -Financial Mathematics -Statistical Analysis	Alternative task with summary sheet, limited topics: LIMITED TOPICS: -Scale Drawings - Measurement	Alternative task with summary sheet, limited topics: LIMITED TOPICS. - Financial Maths - Algebra -Measurement -Statistical - Analysis	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		MS1-12-2, MS1- 12-5, MS1-12-7, MS1 -12-9, MS1-12-10,	MS1 – 12-3, MS1- 12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1 -12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1- 12-10

Course Outcomes

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

Mathematics Standard 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Alternative task with summary sheet, limited topics: Financial Mathematics	Alternative task with summary sheet, limited topics: Networks Rates & Rations	Alternative task with summary sheet, limited topics: Measurement , Financial Mathematics Statistical, Analysis	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MS212-5, MS212-9, MS212-10	MS212-3, MS212-4, MS212-8, MS212-9, MS212-10	MS212-2, MS212-3, MS212-4, MS212-5, MS212-7, MS212-9, MS212-10	MS212-1, MS212-2, MS212-3,MS212-4, MS212-5, MS212-6, MS212-7, MS212-8, MS212-9MS212-10

Course Outcomes

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

Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Core Study: Power and Authority in the Modern World 1919-1946 Topic Test	National Study Research, Essay Scaffolds & In-class Extended Response	Peace and Conflict Historical Analysis: Research and In-class Extended Response	Formal Examination
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Week 7	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	SUBMIT & IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MH12-1, MH12-4, MH12-6	MH12-2, MH12-3, MH12-8	MH12-2, MH12-6, MH12-8, MH12-9	MH12-3, MH12-5, MH12-6, MH12-7, MH12-9

Course Outcomes

Knowledge and Understanding

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes and effects of events and developments
- MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4** analyses the different perspectives of individuals and groups in their historical context
- MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

Skills

- MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7** discusses and evaluates differing interpretations and representations of the past
- MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Music 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Presentation of Elective 1 and Viva Voce	Composition Portfolio and Aural Analysis	Presentation or Submission of Elective 2	Formal Examination: Written Examination, Core Performance and Presentation or submission of Elective 3
Timing		Term 4 2025 Weeks 8/9	Term 1 2026 Weeks 9/10	Term 2 2026 Weeks 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Performance Core	10%				10%
Composition Core	10%		10%		
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Electives	45%	15%		15%	15%
Weighting	100%	25%	20%	15%	40%
Outcomes Assessed		H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8 *	H1, H2, H3, H4, H5, H6, H7, H8 *

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

Checkpoint 1 – Term 1, Week 10

Checkpoint 2 – Term 2, Week 10

Course Outcomes

Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

Objective: to develop the skills to evaluate music critically.

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

Objective: to develop the understanding of the impact of technology on music

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

Objective: to develop personal values about music.

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Physics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Data Analysis & Problem-Solving Module 6	Depth Study Module 5	Topic Test Module 8	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAMINATION
Skills in Working Scientifically	60%	20%	15%	10 %	15%
Knowledge and understanding of Course Content	40%	5%	10%	10%	15%
Weighting	100%	25%	25 %	20 %	30%
Outcomes Assessed		PH12-7, PH12-13, PH12-5, PH12-6	PH12-5, PH12-7, PH12-12, PH12-1, PH12-2, PH12-3,	PH12-1, PH12-7, PH12-15, PH12-6, PH12-12,	PH12-2, PH12-3, PH12-4, P12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15

Course Outcomes

Skills

- PH12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Science Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Scientific Research Proposal & Poster	Formal Examination	Scientific Research Portfolio
Timing		Term 4 2025 Week 8/9	Term 3 2026 Week 1/2/3	Term 3 2026 Week 5
Assessment Component		IN CLASS	TRIAL HSC EXAM	SUBMIT
Communicating scientifically	30%	10%	10%	10%
Gathering, recording, analysing and evaluating data	30%	10%	10%	10%
Application of scientific research skills	40%	10%	10%	20%
Weighting	100%	30%	30%	40%
Outcomes Assessed		SE-1, SE-3, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7

Course outcomes

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Analysis Task: Core: Social and Cultural Continuity and Change	Depth Study Response	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 3 2026 Week 1/2/3
Assessment Component		SUBMIT & IN CLASS	IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of content	50%	10%	20%	20%
Application and evaluation of social and cultural research methods	30%	20%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
Weighting	100%	35%	35%	30%
Outcomes Assessed		H1, H2, H3, H4, H5, H7, H8, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10

- **HSC Society & Culture has a major work component which is externally assessed in addition to the final HSC examination**

Course Outcomes

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

Sport, Lifestyle and Recreation (SLR)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical: Games and Sport Application 2	Practical: Resistance Training	Practical: Individual Games and Sport Applications
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 10/11	Term 3 2026 Week 5/6
Assessment Component		IN CLASS	IN CLASS	IN CLASS
Knowledge and understanding of course content	50%	10%	30%	10%
Skills	50%	20%	10%	20%
Weighting	100%	30%	40%	30%
Outcomes Assessed		H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	H1.2, H1.3, H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H4.4	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4

Course Outcomes

- H1.1** applies the rules and conventions that relate to participation in a range of physical activities
- H1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3** demonstrates ways to enhance safety in physical activity
- H1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6** describes administrative procedures that support successful performance outcomes
- H2.1** explains the principles of skill development and training
- H2.2** analyses the fitness requirements of specific activities
- H2.3** selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4** describes how societal influences impact on the nature of sport in Australia
- H2.5** describes the relationship between anatomy, physiology and performance
- H3.1** selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2** designs programs that respond to performance needs
- H3.3** measures and evaluates physical performance capacity
- H3.4** composes, performs and appraises movement
- H3.5** analyses personal health practices
- H4.1** plans strategies to achieve performance goals
- H4.2** demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3** makes strategic plans to overcome the barriers to personal and community health
- H4.4** demonstrates competence and confidence in movement contexts
- H4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Studies of Religion 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Extended Response (Religious Depth Study)	Structured Response & Research (Religious Depth Study)	Extended Response & Research (Religion & Peace)	Formal Examination
Timing		Term 4 2025 Week 8/9	Term 1 2026 Week 9/10	Term 2 2026 Week 6/7	Term 3 2026 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	SUBMIT & IN CLASS	TRIAL HSC EXAMINATION
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Source-based skills	20%	5%	5%	5%	5%
Investigation and Research	20%		10%	10%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		H5, H6, H9	H1, H2, H4, H7, H8	H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9

Course Outcomes

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H3** examines the influence and expression of religion and belief systems in Australia
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in the life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Development of Body of Work Explicit documentation of research, planning and experimentation, critical evaluations of material and conceptual practice.	Written Extended Response Account for the critical and /or historical impact(s) of artists practice over time.	Formal Examination	Resolution of the Body of Work Submit completed and curated artworks with title, artist statement and VAPD.
Timing		Term 4 2025 Week 8/9	Term 2 2026 Week 6/7	Term 3 2026 Week 1/2/3	Term 3 2026 Week 5
Assessment Component		IN CLASS	IN CLASS	TRIAL HSC EXAMINATION	SUBMIT & IN CLASS
Art criticism and art history	50%		25%	25%	
Artmaking	50%	15%			35%
Weighting	100%	15%	25%	25%	35%
Outcomes Assessed		H1, H2, H3, H4	H7, H8, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, \ H6

Checkpoint 1 – Term 1, Week 8, 2026: HSC BOW Progress check

Checkpoint 2 – Term 2, Week 8, 2026 : HSC BOW Progress check

Course Outcomes

Artmaking Outcomes.

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Outcomes.

- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Appendices

Line Structure 2026

Line 1 – A	Line 2 – B	Line 3 – C	Line 4 – D	Line 5 – E	Line 6 – F	Offline
Biology	Community & Family Studies	Biology	Business Studies	English Advanced	Mathematics Advanced	English Extension 1
Chemistry	Community & Family Studies	Biology	Engineering Studies	English Advanced	Mathematics Advanced	English Extension 2
Enterprise Computing	Ancient History	Business Studies	Food Technology	English Advanced	Mathematics Standard 2	Maths Extension 1
Fitness	Sport, Leisure & Recreation	Exploring Early Childhood	Health & Movement Science	English Standard	Mathematics Standard 2	Maths Extension 2
Geography	Sport, Leisure & Recreation	Earth & Environmental Science	Industrial Technology: Timber	English Standard	Mathematics Standard 2	Science Extension
Hospitality	Design & Technology: Multimedia	Hospitality	Legal Studies	English Standard	Mathematics Standard 2	History Extension
Health & Movement Science	Economics	Industrial Technology: Timber	Studies of Religion 2	English Standard	Mathematics Standard 2	
Music 1	Physics	Modern History	Skills For Work	English Standard	Mathematics Standard 1	
Society & Culture	Society & Culture		Visual Art	English Studies	Ancient History	
				EALD		



