HSC

LUCAS HEIGHTS COMMUNITY SCHOOL

HSC Assessment Guidelines

Parent, Student & Staff Handbook

2025 – 2026

Assessment Guidelines – HSC Course

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Important Dates 2025 – 2026

Year 12 school dates are below. Attendance is an essential component for a students success. If a student requires a leave of absence during term time. A leave application should be made to the school Principal or they may incur an assessment penalty.

NB: Examination periods and formal assessments are published on School Bytes, as well as in the assessment booklets handed out to Years 9/10/11 and 12 at the start of each academic year. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

Family holidays

For HSC students, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

Term dates for NSW public schools	
Term 4 2025	14/10/2025-19/12/2025
Summer Break	22/12/2025-26/01/2026
Term 1 2026	02/02/2026-02/04/2026
Autumn Break	07/04/2026-17/04/2026
Term 2 2026	22/04/2026-03/07/2026
Winter Break	06/07/2026-17/07/2026
Term 3 2026	21/07/2026-25/09/2026
Spring Break	28/09/2026-09/10/2026
HSC 2026	TBA

Note: The official examination timetable for HSC examinations is published at the start of Term 2, 2026.

Major Work submission dates and external marking windows are published during late Term 1, 2026. These can be found at:

https://www.nsw.gov.au/education-and-training/nesa/key-dates/hsc-written-exam-timetable

NSW Education Standards Authority (NESA) Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results. In addition, Students Online has links to other relevant sites.

NSW Education Authority (NESA)
GPO Box 530
Sydney NSW 2001
Telephone 1300 138323
Website: https://studentsonline.nesa.nsw.edu.au

Preface

This booklet gives you information about what Lucas Heights Community School expects of you while studying Higher School Certificate courses.

You should also read the additional assessment information that will come to you from your teachers about the particular courses you are studying.

The NSW Education Standards Authority (NESA) Assessment Requirements for the Higher School Certificate are implemented by this school. A copy of NESA's Rules and Procedures for 2026 Higher School Certificate Candidates will be sent to you during your course.

It can also be downloaded from:

https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2026-guide

A message to all Year 12 students

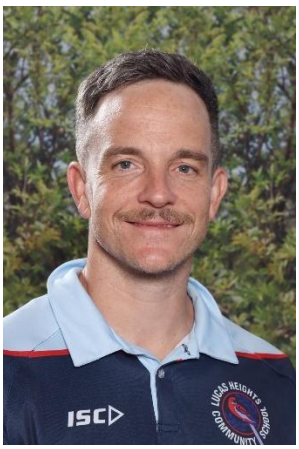
As you embark on your HSC journey, we want to remind you of the importance of complying with the guidelines set out in your assessment booklet and the rules and regulations set out by New South Wales Education Standards Authority (NESA). These guidelines and rules are in place to ensure a fair and consistent assessment process for all students.

To achieve your best possible performance, it's essential to be organised and prepared, and to stay motivated and inspired to study. We know that the HSC can be challenging but remember that hard work and dedication will pay off in the end.

If you have any concerns or questions about the HSC assessment process, please do not hesitate to contact the Deputy Principal for assistance. They are here to support you and guide you through this exciting and rewarding time.

We wish you the best of luck in your studies and hope that your HSC experience is both fulfilling and enjoyable.

Deputy Principal
Ms Julie Rogers



Year 12 Advisor
Mr Hunt

Contact us at:

Phone: 02 9543 8317
Email: lucasheigh-c.school@det.nsw.edu.au

What credentials does a student receive?

The Higher School Certificate (HSC)

The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements for the HSC.

The HSC Record of Achievement

The HSC Record of Achievement is awarded to students who have satisfactorily completed a Board Developed HSC course. It will show the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

Each student's examination mark and moderated assessment mark is averaged to create the HSC mark. It is this mark that NSW Education Standard Authority (NESA) uses to determine the student's performance band. The performance band will contain a description of a student's overall performance in a course.

The Record of Achievement will contain a statement indicating whether or not a student is eligible for the award of the HSC.

How does a student become eligible for the HSC?

To be eligible for the award of the HSC a student must:

1. have gained the Stage 5 ROSA or other satisfactory qualification;
2. have attended a government or accredited non-government school;
3. have satisfactorily completed courses which comprise the pattern of study required by NESA;
4. sit for and make a serious attempt at the HSC examinations.

What is the Australian Tertiary Assessment Rank (ATAR)?

The requirements for the Australian Tertiary Assessment Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT. A candidate's ATAR is calculated from the aggregate of the scaled marks in the best ten units in Board Developed HSC courses, subject to certain restrictions. These are:

(a) at least two units of English must be included

(b) at least 5 units of Board Developed Courses

(c) at least three courses of two units value or greater must be included

(d) courses from at least four subjects (including English)

(e) a maximum of seven units of Science may be included in the Year 12 pattern of study.

The ATAR may include units accumulated by a student over a time span of five years. If a student repeats a unit, only the latest attempt will be included in the ATAR.

How does a student accumulate the Higher School Certificate?

A student may accumulate HSC courses towards the Higher School Certificate over up to five years. The five year period will commence in the first year a student attempts an HSC course examination.

A student should submit a Higher School Certificate entry form by the due date in any year in which a HSC course is attempted. Year 11 courses may, but need not, be accumulated within this period.

If a student accumulates a course they will receive a Record of Achievement. These cumulative transcripts will record all Year 11 and HSC courses satisfactorily completed, including repeat attempts. A student may accumulate an Extension course by presenting the 2 unit component in one year and the related Extension component in a subsequent year within the five-year period. The same applies for the Extension 2 courses. Mathematics and English Extension 1 courses start at the beginning of stage 6.

What are assessment tasks?

Formal tasks

Teachers must assess the students' performance and achievement of outcomes for each course. Students will be given up to four formal assessment tasks, including exams, in many of their subjects. These tasks may assess a wider range of syllabus outcomes than may be measured by the external HSC examination and will be allocated marks or weights. The marks from these tasks will be used to give an indication of student achievement relative to other students in the same course and will be submitted to NESA as the student's school assessment.

Submission of assessment marks to NESA

In presenting their assessments to NESA, it is not the absolute value of the assessment mark that is important, but the position in the school's rank order and the relative difference between students' assessments for the course.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important. They also indicate satisfactory completion of a course. Student performance on ALL tasks will assist in determining the extent to which you have achieved the outcomes of the course and the level of achievement they receive on the school report, although the results of these tasks will not be submitted to NESA.

Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course and therefore, their overall performance standard.

What is the formal assessment period?

Assessment will not commence before the beginning of the HSC course (in Term 4 Year 11) and for most courses will generally conclude with the Trial HSC examination.

How will tasks be scheduled?

Where possible, students will be given at least two weeks notice of a formal task. Staff will endeavour to ensure that students are not over–burdened at any one time.

Students will be informed about the following:

- the scope of the task eg. Land and Time Measurement
- the form the assessment task will take eg. test, class essay, assignment.
- the proposed timing and duration of the task eg. Friday 13 August, periods 3-4.
- the weight of the task eg. 10%

NB: the principal reserves the right to reduce task notification timelines, reschedule tasks, or assign alternate tasks, should exceptional circumstances arise.

How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements in the relevant syllabus and the school's judgement of the relative importance of each task.

What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled and a substitute task given.

Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task as close as possible to each other.

What feedback will be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

Will students be given a cumulative rank?

Students will be given information about your cumulative position in the course at intervals throughout the course although this need not be every time a task is returned. What feedback will be given to students about their final achievement?

Students will receive a school report which details their achievement of outcomes of each course. Students will not be given their final assessment marks (those marks submitted to NESA), as they are subject to moderation by NESA and may therefore change.

A sheet for each student, detailing their rank within the school group for each course presented, may only be made available to a student on request, any time after the final HSC examination at the school and within the period of time for appeals.

What are your responsibilities?

Students must read carefully each subject's task schedule for each subject you are studying. These schedules will inform students of the following:

1. the number and nature of the tasks for the subject eg. assignment, essay etc;
2. the value of each task in comparison to the whole course;
3. any special requirements for each of the tasks.

It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

Where tasks are attempted at school, the onus is on the student to submit the task to the teacher conducting the task. Where a task is completed at home, the task must be submitted to the teacher conducting the task when advised eg by the time and date provided for online or inclass submissions.

If the teacher is absent, then the task is to be handed to the Head Teacher of that course or in the last instance the Deputy Principal. Students must not leave the task at the front office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task may receive zero.

It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date for all subjects if requested rather than online submissions.

What are the penalties in relation to assessment tasks?

Genuine attempt at assessment tasks

Students must make a genuine attempt to complete course requirements. NESA stipulates that a genuine attempt is defined as assessment tasks which total in excess of 50% of assessable marks. In addition, students must sit for all requisite HSC examinations.

Late or non submission of an assessment task

Assessment tasks must be submitted by the assigned time online OR during or before the lesson on the date the task is due. If a student is going to be absent for any reason (including school business, school representation or illness) on the day the task is due then the work must be submitted online by the due date and time or for in class submissions it should be emailed to the school before 8:50am. “Attention: Name of the class teacher” lucasheigh-c.school@det.nsw.edu.au.

Tasks not submitted by the assigned time/date or during or before a lesson will be treated as late submissions and may receive zero.

If work is submitted late, due to illness however, students must complete the illness/misadventure claim form (see back page of booklet) and supply a doctor’s certificate. In this situation, students must submit the claim form to the relevant Head Teacher on the first day back at school following the absence. The school assessment panel may grant an extension or accept late assessments under extenuating circumstances presented in writing and supported with independent evidence. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Missing an in-school task

It is important for students to present for all tasks. If an in-school task is missed for any reason considered jointly by the Head Teacher and School Executive to be unreasonable, then you will be given a zero for the task. **If a student misses a task due to illness,** they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task.

Acceptable supporting evidence will be required to validate the student’s claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School Executive. These are to be given to the Head Teacher of the subject during the student’s first day back at school, even if they do not have a lesson in the course from which the task was missed.

It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s). Where appropriate, Head Teachers will organise for the task to be completed on that day or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Head Teacher apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may approve the giving of an estimate.

On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day at 8.50am.

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply acceptable supporting documentation or they may be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

Non-serious attempt

If a student fails to make a serious attempt at a task, they may be given a zero award which could jeopardise their completion of the Higher School Certificate course.

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be a student's own work.

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice. If your work is used by another student, both of you may be considered guilty of plagiarism.

Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This guideline is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work. Detected malpractice will see the following apply: zero marks for part or all of the assessment.

A zero mark and Non completion (N warning) may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

Students are advised not to bring mobile phones and/or smart watches to school. Should a student be in possession of a mobile phone and/or smart watch. If the mobile phone and/or smart watch rings or is used during a formal assessment task, then the coordinator may deem this a form of malpractice and zero may be awarded.

Any malpractice will be recorded on NESA's malpractice register.

Conducting yourself during exams

Follow your school's usual rules

You must follow the day-to-day rules of the school or institution where you sit for your exams. If you do not follow these conduct rules, you may get zero marks for the exam or no result for the course. If this reduces your completed courses to less than 10 units, you may no longer be eligible for the HSC.

Behave politely and take exams seriously

During each exam, you **must**;

- always follow the supervisors' instructions
- make a serious attempt at the exam by answering a range of question types (note: answering only multiple-choiced questions is not considered a serious attempt – you may have the course cancelled)
- answer in English, unless the question paper directs otherwise. If you do not write in English, you will get zero marks for your answer
- behave politely and courteously towards the supervisors and other students

What will happen to students if they engage in malpractice in the HSC exam?

If a student does not comply with NESA's examination rules they may have their paper cancelled for the course(s) concerned. This may render a student ineligible for the award of a Record of Achievement and/or a Higher School Certificate.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year will be withheld by NESA. Students may, however, meet the requirements for the award of the Higher School Certificate within the five-year accumulation period.

Assessment Panel

The school convenes as assessment panel to review all illness and misadventure applications and malpractice reviews. This panel is comprised of at least two Executive staff members and one Senior Executive staff member.

All My Own Work

Students are to have completed the online NESA course, All My Own Work, by the due date set by the school in line with NESA guidelines.

Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files/ double saving to different places/media, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem may result in a zero mark unless overwhelming evidence about extenuating circumstances is submitted in writing and deemed so by the assessment panel. A zero may be given in cases where any malpractice, such as cheating or attempt to cheat occurs including any use of Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions.

How does a student know if they have satisfied requirements for the Higher School Certificate Course?

Principals are required to certify that students have satisfactorily completed the Higher School Certificate courses.

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

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

What constitutes satisfactory attendance?

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Absences will be regarded seriously by the Principal, who will give students early warning of the consequences of such absences. These may include that a student may be deemed to be not meeting course outcomes and/or not demonstrating sustained diligence and effort. It is important for students to note that attendance is required to participate in the activities provided by the school to assist students to meet outcomes. Having a complete set of class notes on its own does not necessarily constitute evidence that a student meets the outcomes necessary to qualify for an award in that course.

What will happen to students who are not working to a satisfactory standard?

Teachers will monitor that students complete all tasks. If work is not completed, an official warning letter will be sent by the school. A second official warning letter may follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the Higher School Certificate Course, the Principal will conduct an interview with the student and their parent(s) where a recommendation for an "N" Determination will be formally made.

Official Warning Letters

Where a student fails to comply with NESA or school requirements for the satisfactory completion of the Higher School Certificate course, the parent/carer will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

"N" Determination [Non Award]

If a student fails to comply with NESA's requirements for the Higher School Certificate Course, they will receive an "N" determination. This means that the relevant course may not appear on the students Record of School Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the Higher School Certificate in that year.

Consequence of an "N" Determination

An 'N' Determination or NESA decision to withhold a course will have the following consequences:

- in a 1 or 2 unit or Extension course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses, that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

Can you change HSC courses?

A student may not change HSC courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary course of the subject that they wish to enter;
- will be able to complete all HSC course requirements, including assessment.

No changes in HSC entries may occur after 30th June in the Higher School Certificate examination year, except that the Principal may approve a decrease in the unit value within a related course or withdrawal from a course(s) up until the due date for the submission of assessments.

Can a student seek a review of your assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an assessment review if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The teacher's judgement of the task's worth is not subject for review. The review will be conducted within the school; however, students also have the right to appeal to NESA if they are not satisfied with the school's review. NESA will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. There is no appeal against the marks awarded for individual assessment tasks.

The school's assessment review will focus on:

1. whether the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in subject manuals or the relevant syllabus;
2. the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
3. there are no computational or clerical errors or the order of merit achieved as a result of such errors.

Students also have the right to appeal an "N" determination.

Appeals will be heard within the school in the first instance, or if necessary, by NESA. Students must be able to demonstrate that they have satisfied all of NESA requirements for satisfactory completion of the Higher School Certificate Course. Such appeals must be submitted in writing to the Principal and any further appeals to NESA must be submitted through the Principal by the NESA due date.

Where else can students go for advice on NESA Assessment Guidelines?

There are a number of people that students may speak to if they have any queries about the HSC. In the first instance, they may speak to their Year Advisor, Deputy Principal or Principal. They may wish to also speak to NESA Liaison Officer who may be contacted at the Wollongong Office of NESA.

For advice on ATAR see the Careers Advisor or Deputy Principal.

Summary: Rules for extensions, Illness/Misadventure for assessment tasks and examinations

All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible at least two days prior to the due date.

Appropriate documentation for Illness, Misadventure or Extension is by submission of the school's Illness/Misadventure form (available on the school website or from the Deputy Principal) for any school based assessments eg online, take home or in class tasks.

If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.

Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

Acceptable reasons for an extension

Any school related business that cannot be reasonably avoided.

Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.

Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 9/10/11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

Family holidays

For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

VET Work Placement (see individual VET courses)

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the Area Office Work Placement Coordinator on an area wide basis so sometimes clashes are unavoidable. It is the student's responsibility to be aware of any assessment task which is due for submission or to be completed during a scheduled Work Placement. The student must advise the teacher or Head Teacher of the course in question of their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

Assessment of VET Courses (see individual VET courses)

VET courses are competency based. A student is judged as either 'competent' or 'not yet competent'. Teachers have specific competencies that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses.

Construction (240 hours) and Hospitality (240 hours) have a Higher School Certificate external assessment consisting of an optional written examination. **All LHCS VET students will be automatically entered for the examination** and should notify the DP in writing should they wish to be withdrawn.

The written examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's ability to receive AQF qualifications. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the Australian Tertiary Assessment Rank. Students studying a VET course who require those units to make them eligible for an ATAR must sit the external HSC examination in that VET Course. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualification Framework (AQF).

All VET students must successfully complete 35 hours of work placement in year 12 – failure to do so may result in a zero mark and Non-course completion (N award).

Disability Provisions

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties. To claim disability provisions, students must speak to the Learning Support teachers, the Deputy Principal or a School Counsellor.

In the HSC year, an application form for NESA including evidence documents required by NESA must be completed by the end of Term 1 of the HSC calendar year eg by December the year prior to finishing their HSC.

The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

Course Assessment Schedules

This next section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

ASSESSMENT TASK SCHEDULE

HSC Course: Ancient History Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms		
AH12.3, 12.4, 12.5, 12.6, 12.7, 12.9, 12.10	1. CORE: Pompeii and Herculaneum – in class task	5%	5%	5%	5%	**20%**	Term 4 2025 Week 8
AH12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.9	2. New Kingdom Egypt OR Sparta – in class task	10%	5%	5%	5%	**25%**	Term 1 2026 Week 4
AH12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9	3. Akhenaten – Historical Analysis task including objective response questions	5%	5%	10%	5%	**25%**	Term 2 2026 Week 8
ALL	4. Trial HSC examination	20%	5%		5%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**20%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Biology Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in working scientifically		
BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	1. Model Building	5%	15%	20%	Term 4 2025 Week 8
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-13	2. Practical Skills Task	5%	15%	20%	Term 1 2026 Week 7
BIO11/12-1, BIO11/12-4,BIO11/12-5 BIO11/12-6, BIO11/12-7, BIO12-14	3. Infectious Disease Depth Study	10%	20%	30%	Term 2 2026 Week 8
BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12-12 BIO12-13, BIO12-14, BIO12-15	4. Trial Examination	20%	10%	30%	Term 3 2026 Week 4/5
	Homework	Homework tasks to be submitted in class		Complete/ incomplete	Fortnightly
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Business Studies Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
H2,4,7,9	1. Operations – in class task	5%	5%	5%	5%	**20%**	Term 4 2024 Week 8
H3,5, 6,8,10	2. Finance – in class task	10%	5%	5%	5%	**25%**	Term 1 2025 Week 8
H4,5 7,8,9	3. Human Resources – extended response – hand in task	5%	5%	10%	5%	**25%**	Term 2 2025 Week 8
ALL	4. All Topics – Trial HSC examination	20%	5%		5%	**30%**	Term 3 2025 Week 4/5
Total weighting of each component		**40%**	**20%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Chemistry Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Investigation skills		
CH 11/12-1, CH11/12-2, CH11/12- 3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7,CH12-12	1. Depth Study on Equilibrium	5%	25%	30%	Term 4 2025 Week 9
CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH12-5, CH12-7, CH12-13	2. Practical Investigation	5%	15%	20%	Term 1 2026 Week 4/5
CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH12-6, CH11/12-7, CH12-2, CH12-13	3. Mid-course examination	10%	10%	20%	Term 1 2026 Week 9/10
CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	4. Trial Examination	20%	10%	30%	Term 3 2026 Week 4/5
	5. Homework and summary units	Students submit in class		Complete/ incomplete	Terms 4, 1, 2 & 3 Week 9
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Community and Family Studies Year: 2025 / 2026

Outcomes to be assessed	Task	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, methodology, analysing and communicating		
H4.1, H4.2	1. Independent Research Project	5%	15%	**20%**	Term 4 2025 Week 9
H2.1, H3.2, H3.4, H5.2	2. Parenting & Caring Research & In Class Test	10%	15%	**25%**	Term 1 2026 Week 10
H2.3, H3.3, H7.2	3. Groups in Context Research Task & Critical Thinking Questions	10%	15%	**25%**	Term 2 2026 Week 8
H1.1- H6.2	4. Trial HSC Examination	15%	15%	**30%**	Term 3 2026 Weeks 4 & 5
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Design & Technology Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Designing and producing	Innovation and emerging technologies		
H1.1, H2.1, H4.1, H5.2,	1. Needs analysis presentation	30%		**30%**	Term 4 2025 Week 9
H2.2, H3.1, H3.2, H6.2	2. Case study of an innovation		20%	**20%**	Term 1 2026 Week 9
H1.1, H1.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	3. Record of Production	20%		**20%**	Term 2 2026 Week 10
All	4. Trial HSC examination	10%	20%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**60%**	**40%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Drama Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Making	Performing	Critically studying		
H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	1. Contemporary Australian Theatre: workshop and essay	5%	10%	5%	**20%**	Term 4 2025 Week 7
H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	2. Studies in Drama and Theatre: performance and review	10%	5%	5%	**20%**	Term 1 2026 Week 9
H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5	3. Individual Project: log, rationale, research, draft of project, show and tell Group performance: log, contribution to ensemble performance	20%	10%	10%	**40%**	Term 2 2026 Week 9
H2.4, 3.1, 3.2, 3.3, 3.4, 3.5	4. Trial HSC examination: two extended responses			20%	**20%**	Term 3 2026 Week 4/5
Total weighting of each component		**35%**	**25%**	**40%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: English Extension 1 Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis composition and investigation		
EE12-1, EE12-2, EE12-5	1. Creative writing and tutorial discussion	20%	20%	40%	Term 1 2026 Week 5
EE12-1, EE12-3, EE12-4	2. Critical response with related text(s)	15%	15%	30%	Term 2 2026 Week 7
EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	3. Trial HSC Examination	15%	15%	30%	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: English Extension 2 Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis composition and investigation		
EEX12-1, EEX12-4	1. Viva Voce	15%	15%	30%	Term 4 2025 Week 9
EEX12-1, EEX12-2, EEX12-3, EEX12-4	2. Literature review	20%	20%	40%	Term 2 2026 Week 2
EEX12-1, EEX12-2, EEX12-3, EEX12-4	3. Critique of the creative process	15%	15%	30%	Term 3 2026 Week 3
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: English Standard Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis, composition and investigation		
EN-12-1, EN12-2, EN12-3, EN12-5, EN12-6	1. Common Module: Texts and Human Experiences Multimodal presentation with related text	10%	15%	**25%**	Term 4 2025 Week 10
EN12-4, EN12-5, EN12-7, EN12-8	2. Module A: Language, Identity and Culture Analytical response	15%	10%	**25%**	Term 1 2026 Week 9
EN12-1, EN12-4, EN12-5, EN12-6, EN12-9	3. Module C: The Craft of Writing Writing portfolio and reflection	10%	10%	**20%**	Term 2 2026 Week 8
EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	4. Trial HSC Examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: English Advanced Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of texts	Skills in analysis, composition and investigation		
EN12-2, EN12-3, EN12-7, EN12-8	1. Common Module: Texts and Human Experiences Multimodal presentation with related text	10%	15%	**25%**	Term 4 2025 Week 10
EN12-3, EN12-4, EN12-6, EN12-8	2. Module A: Textual Conversations Analytical response	15%	10%	**25%**	Term 1 2026 Week 9
EN12-1, EN12-4, EN12-5, EN12-9	3. Module C: The Craft of Writing Writing portfolio and reflection	10%	10%	**20%**	Term 2 2026 Week 8
EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	4. Trial HSC Examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: English Studies Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in analysis, composition and investigation		
ES12-1, ES12-2, ES12-5, ES12-7, ES12-8	1. Common Module: Texts and Human Experiences Analytical response	10%	10%	**20%**	Term 4 2025 Week 8
ES12-2, ES12-3, ES12-6, ES12-10	2. Module 1: The Way We Were Research project and presentation	15%	15%	**30%**	Term 1 2026 Week 9
ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	3. Portfolio of classwork	15%	15%	**30%**	Term 2 2026 Week 10
ES12-1, ES12-3, ES12-4, ES12-5, ES12-9	4.Trial HSC examination	10%	10%	**20%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Food Technology Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts		
H1.1, H4.2	1. Food manufacture – assignment		10%	10%	**20%**	Term 4 2025 Week 10
H1.3, H4.1	2. Food product development – assignment	10%		10%	**20%**	Term 1 2026 Week 9
H2.1, H3.2, H5.1	3. Nutrition – assignment	10%	10%	10%	**30%**	Term 2 2026 Week 10
H1.1, H1.2, H1.3 H1.4, H2.1	4. Trial examination	20%	10 %		**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**30%**	**30%**	**100%**	

ASSESSMENT TASK SCHEDULE

Year 12 Course: Health & Movement Science (HMS) Year: 2025 / 2026

Outcomes to be assessed	Task	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in analysis, communication, creative thinking, problem-solving and research		
HM-12-04, HM 12-05, HM-12-06	1. Training for Improved Performance (Extended Response Questions)	10%	5%	**15%**	Term 4 2025 Week 5
HM-12-04, HM-12-07, HM-12-09, HM-12-10	2. Training For Improved Performance (Athlete Analysis – Depth Study 1)	10%	20%	**30%**	Term 1 2026 Week 4
HM-12-01, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10	3. Health in an Australian & Global Context (Health Expenditure Podcast)	5%	25%	**30%**	Term 2 2025 Week 8
HM-12-01 – HM-12-10	4. Trial HSC	15%	10%	**25%**	Term 3 2026 Weeks 4 & 5
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: History Extension Year: 2025 / 2026

Outcomes to be assessed	Task	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of significant historical ideas and processes	Skills in designing, undertaking and communicating historical inquiry and analysis		
H12.2, 12.3, 12.4	1. History Project – Historical Process (proposal, process log, annotated sources).	10%	20%	**30%**	Term 2 2026 Week 8
ALL	2. History Project – Essay.	10%	30%	**40%**	Term 3 2026 Week 1
ALL	3. Trial HSC examination.	20%	10%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Industrial Technology – Multimedia Technologies Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content.	Knowledge and skills in the management, communication and production of projects.		
H3.2, H3.3, H4.2, H5.1	1. Design and Planning Presentation	5%	30%	**35%**	Term 4 2025 Week 10
H3.2, H4.3, H5.2, H6.1	2. Record of Production Video	25%	10%	**35%**	Term 2 2026 Week 8
H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	3. HSC Trial Examination	10%	20%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Legal Studies Year: 2025 / 2026

Outcome to be assessed	Task	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms		
H1,2,6,8,9	1.CORE: Human Rights – research in class task	5%	5%	5%	5%	**20%**	Term 4 2025 Week 8
H1,7,8,9,10	2.Option: Consumers OR Family – research task / hand in	5%	5%	10%	5%	**25%**	Term 1 2026 Week 8
H1,7,8,9,10	3.CORE: Crime – in class task	10%	5%	5%	5%	**25%**	Term 2 2026 Week 8
ALL	4.Trial HSC examination	20%	5%		5%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**20%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics Advanced Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Concepts, skills and techniques	Reasoning and communication		
MA12-1, MA12-5, MA12-9, MA12-10	1. Topic Task 1 – Open book	10%	10%	**20%**	Term 4 2025 Week 8
MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	2. Topic Task 2	15%	15%	**30%**	Term 1 2026 Week 9
MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	3. Topic Task 3 – Investigation	10%	10%	**20%**	Term 2 2026 Week 10
MA12-1 to MA12-10	4. Trial HSC examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Extension 1) Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge & understanding	Reasoning interpretive communicative skills		
ME12-1, ME12-3, ME12-6, ME12-7	1. Topic task 1 – Investigation	10%	10%	**20%**	Term 4 2025 Week 9
ME12-1, ME12-2, ME12-3, ME12-4	2. Topic task 2	15%	15%	**30%**	Term 1 2026 Week 8
ME12-5, ME12-6, ME12-7	3. Topic task 3	10%	10%	**20%**	Term 2 2026 Week 10
MA12-1 to MA12-10, ME12-1 to ME12-7	4. Trial HSC examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Extension 2) Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Concepts, skills and techniques	Reasoning and communication		
E1 to E4, E9	1. Topic Task 1	10%	10%	**20%**	Term 4 2025 Week 9
E1, E2, E3, E6	2. Topic Task 2	15%	15%	**30%**	Term 1 2026 Week 8
E1, E2, E6 to E8	3. Investigation Task	10%	10%	**20%**	Term 2 2026 Week 7
E1 to E9	4. Trial HSC examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Standard Course 1) Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Skills	Applications		
MS1-12-8, MS1-12-9, MS1-12-5, MS1-12-3	1. Task 1- Open Book Test	10%	10%	**20%**	Term 4 2025 Week 9
MS1-12-1 to MS1-12-6, MS1-12-8	2. Task 2 Topic Test	15%	15%	**30%**	Term 1 2026 Week 9
MS1-12-1 to MS1-12-8	3. Task 3 – Investigation	10%	10%	**20%**	Term 2 2026 Week 10
MS1-12-1 to MS1-12-10	4. Formal examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Mathematics (Standard Course 2) Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate Scheduling of task
		Concepts, Skills and Techniques	Reasoning and Communication		
MS2-12-8, MS2-12-9, MS2-12-5, MS2-12-3	1. Task 1 – Open Book Test	10%	10%	**20%**	Term 4 2025 Week 9
MS2-12-1 to MS2-12-6, MS2-12-8	2. Task 2 Topic test	15%	15%	**30%**	Term 1 2026 Week 9
MS2-12-1 to MS2-12-8	3. Task 2 – Investigation	10%	10%	**20%**	Term 2 2026 Week 10
MS2-12-1 to MS2-12-10	4. Trial HSC Examination	15%	15%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Modern History Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms		
MH12-3, 12-4, 12-5, 12-6, 12-7,12-9	1. CORE: Power and Authority in the modern world 1919-1946 – research task	5%	5%	5%	5%	**20%**	Term 4 2025 Week 8
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-9	2. Peace and Conflict: Indochina 1954-1979. Historical Analysis task, including objective response questions.	5%	5%	10%	5%	**25%**	Term 1 2026 Week 8
MH12-1, 12-3, 12-4, 12-5, 12-7, 12-9	3. National Studies – Russia and Soviet Union 1917-1941 – in class task	10%	5%	5%	5%	**25%**	Term 2 2026 Week 8
MH12-1. 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	4. All Topics – Trial HSC examination	20%	5%		5%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**40%**	**20%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Music Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components							Total weighting of each task	Approximate scheduling of task
		Performance Core	Composition Core	Musicology Core	Aural Core	Elective 1	Elective 2	Elective 3		
H2, H3, H5, H7	1. **Instrument and Its Repertoire Composition**		10%						**10%**	Term 4 2025 Week 7
H10, H11 H1-11	2. **Music of the 20th/21st Centuries** supported with detailed aural analyses using musical excerpts. **Elective 1 Musicology Core Aural**			10%		15%			**25%**	Term 1 2026 Week 7
H1-11 H4, H6, H10, H11	3. **Popular Music Elective 2 & 3** Depending on the elective, this may be a performance; or a musicology viva voce or musical composition with detailed scoring including composition portfolio						15%	15%	**30%**	Term 2 2026 Week 7/8
H1-11	4. **Small Ensembles** Trial HSC **Aural Written Core** examination and **Performance Core**	10%			25%				**35%**	Term 3 2026 Weeks 4/5 Trial Examination Performance Core, Electives 1,2,3 presented (with score & portfolio) Performance Core and Aural assessed.
Total weighting of each component		**10%**	**10%**	**10%**	**25%**	**15%**	**15%**	**15%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Physics Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in working scientifically		
PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	1. Depth Study on mechanics	5%	25%	30%	Term 4 2025 Week 8
PH11/12-1, PH11/12-5, PH11/12-7, PH12-12, 12-14	2. Mid-course examination	10%	15%	25%	Term 1 2026 Week 6/7
PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11,12-7, PH12-15	3. Practical task on electromagnetism	5%	10%	15%	Term 2 2026 Week 6
PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	4. Trial Examination	20%	10%	30%	Term 3 2026 Week 4/5
	5. HSC summary / ER book / KISS notes	Students submit in class		Complete / incomplete	Terms 4, 1, 2 & 3 Week 9
Total weighting of each component		**40%**	**60%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Spanish Beginners Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
H2.1, 2.2, 2.3, 2.5, 2.6	1. Response in English to written/audio texts	10%	10%			**20%**	Term 4 2025 Week 8
H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	2. Response in English to audio texts/speech and composing spoken texts in Spanish	10%		15%		**25%**	Term 1 2026 Week 8
H2.4, 2.5, 3.1, 3.2, 3.3, 3.4	3. Response in English to a written text and composing texts in Spanish		10%		15%	**25%**	Term 2 2026 Week 9
ALL	4. All Topics – Trial HSC Examination	10%	10%	5%	5%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**30%**	**30%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Spanish Continuers Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
H2.1, 2.2, 2.3, 2.5, 2.6	1.Response in English to written/audio texts	10%	10%			**20%**	Term 4 2025 Week 9
H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	2.Response in English to audio texts/speech and composing spoken texts in Spanish	10%		15%		**25%**	Term 1 2026 Week 9
H2.4, 2.5, 3.1, 3.2, 3.3, 3.4	3.Response in English to a written text and composing texts in Spanish		10%		15%	**25%**	Term 2 2026 Week 9
ALL	4.All Topics – Trial HSC Examination	10%	10%	5%	5%	**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**30%**	**30%**	**20%**	**20%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Visual Arts Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Art criticism/ Art history	Art making		
H7, H8, H9, 10	1. Historical/critical casework task and extended response test	20%		**20%**	Term 4 2025 Week 9
H1, H2, H3, H4, H5, H6	2. Body of Work concept investigations and progress review		20%	**20%**	Term 1 2026 Week 2
H1, H2, H3, H4, H5, H6	3. Body of Work final exhibition and presentation		30%	**30%**	Term 3 2026 Week 2
H7, H8, H9, 10	4. Trial HSC examination	30%		**30%**	Term 3 2026 Week 4/5
Total weighting of each component		**50%**	**50%**	**100%**	

ASSESSMENT TASK SCHEDULE

HSC Course: Visual Design HSC Stage 6 Year: 2025 / 2026

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Design Making	Design history & criticism		
CH2, CH3, CH4	1. Designer profile/case study written and presented		20%	**20%**	Term 4 2025 Week 4
DM4, DM5, DM6	2. Presentation & Portfolio of designed works, illustrated storybook & VDPD	30%	5%	**35%**	Term 1 2026 Week 7
DM1, DM2, DM3, DM4, DM6, CH1, CH2	3. Presentation & Portfolio of designed works & VDPD	20%	5%	**25%**	Term 2 2026 Week 8
DM1, DM2, DM3, DM4, DM5, DM6	4. Final Presentation & Portfolio of designed works	20%		**20%**	Term 3 2026 Week 3
Total weighting of each component		**70%**	**30%**	**100%**	

Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid Passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours for the Preliminary course and 35 hours for the HSC course totaling 70 hours).
Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

Construction students are required to complete a 6-hour face to face White Card Induction Course (at their own cost). Online White Card certificates are not eligible and will not receive any RPL.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

PUBLIC SCHOOLS NSW ULTIMO RTO 90333
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2025 – HSC 2026
QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 Construction, Plumbing and Services

NESA course code
2 U X 2 YR - 26211
2025 HSC Exam: 26299
LMBR UI Code:
CPC20220126211B or CPC20120126211B

Assessment Tasks for

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

Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.

***Task 2** completion may be carried over to HSC year

Code	Unit of Competency	HSC Examinable	**Task 1** White card	**Task 2** Tools and equipment	**Task 3** Work safe	**Task 4** Working it out	**Prelim Exam**
							30%
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	✓		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X		
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	✓				X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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

PUBLIC SCHOOLS NSW ULTIMO RTO 90333
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2025 – HSC 2026
QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 Construction, Plumbing and Services

NESA course code
2 U X 2 YR - 26211
2024 HSC Exam: 26299
LMBR UI Code:
CPC20220126211B or CPC20120126211B

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			**Task 5** Tiling	**Task 6** Project planning	**Task 7** Group project	**TRIAL EXAM**
Code	**Unit Name**	**HSC Examinable**				70%
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

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

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

NSW GOVERNMENT Education	**HOSPITALITY** **Cohort 2025 - 2026** QUALIFICATION: SIT20322 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality				**RTO - Department of Education - 90333**
Assessment Tasks for *SIT20322 Certificate II in Hospitality* *Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.*			**Task 1** Safety in the kitchen	**Task 2** Service please	**PRELIM EXAM** **30%**
			Week: 9 Term: 1	Week: 9 Term: 2	Week: Term: 3
Code	**Unit of Competency**	**HSC Examinable**	Date: 2025	Date: 2025	Date: 2025
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

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

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

HOSPITALITY – RTO DEPARTMENT OF EDUCATION - 90333
Cohort 2025 – 2026
QUALIFICATION: SIT20322 Certificate II in Hospitality
Training Package: SIT Tourism, Travel and Hospitality

Assessment Task for **Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students**			**Task 3** The hospitality industry	**Task 4** Working in the industry	**TRIAL EXAM** **70%**
			Week 9 Term: 4	Week 8 Term 2	Week:4/5 Term: 3
Code	Unit Name	HSC Examinable	Date 2025	Date: 2026	Date: 2026
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

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

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

PUBLIC SCHOOLS NSW ULTIMO RTO 90333
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2025 – HSC 2026
QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training
Package: SIS Sport, Fitness and Recreation

NESA Course: 50418
LMBR UI Code: (11 or 12)
SIS30521150418

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		**Task 1** Tournament time	**Task 4** The Community Coach
		Week 3 **Term** 2 **Date** 16/05/25	**Week** 8 **Term** 3 **Date** 12/09/25
Code	**Unit of Competency**		
HLTWHS001	Participate in workplace health and safety	X	
SISXIND006	Conduct sport, fitness and recreation events	X	
SISSSCO002	Work in a Community Coaching Role		X
SISSSCO005	Continuously Improve Coaching Skills and Knowledge		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30521 Certificate III in Sport Coaching.

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

PUBLIC SCHOOLS NSW ULTIMO RTO 90333
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2025 – HSC 2026
QUALIFICATION: SIS30521 Certificate III in Sport Coaching
Training Package: SIS Sport, Fitness and Recreation

NESA Course: 50418
LMBR UI Code: (11 or 12)
SIS30521150418

Assessment Schedule Year 12 – 2026

Assessment Task for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		**Task 6** First Aid	**Task 3a** Officiating in Sport	**Task 2** Coaching the Individual	**Task 3b** Inclusive Coaching	**Task 5** Next level coaching
		Week 4 **Term** 4	**Week** 10 **Term** 4	**Week** 5 **Term** 2	**Week** 1 **Term** 3	**Week** 10 **Term** 3
Code	Unit Name	**Date** 07/11/2025	**Date** 19/12/2025	**Date** 01/05/2026	**Date** 24/07/2026	**Date** 25/09/2026
HLTAID011	Provide First Aid	X				
SISSSOF002	Continuously Improve Officiating Skills and Knowledge		X			
SISSSCO003	Meet Participant Coaching Needs			X		
BSBPOS403	Apply Business Risk Management Processes			X		
SISXDIS001	Facilitate inclusion for people with a disability				X	
SISSSCO012	Coach sports participants up to an intermediate level					X

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

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

ASSESSMENT TASK SCHEDULE PLANNER: Term 4, 2025

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2026

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
Midcourse					
Midcourse					
10					
11					

ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2026

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2026

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
Trials					
Trials					
6					
7					
8					
9					
10					

X *Attach any supporting evidence here with a staple or a pin*

Lucas Heights Community School

ILLNESS, MISADVENTURE OR EXTENSION CLAIM FORM

Student's name: ..... Year: ..... Roll class: .....

Parent's name: ..... Daytime parent contact phone no: .....

Exam or assessment task affected: .....

..... Due date of task: ..... /..... / .....

Subject: .....Class teacher's name: .....

Type of claim: (please tick✓) ❑ Illness ❑ Misadventure ❑ Extension

Describe your reasons for submitting this claim (describe the illness, misadventure or reason for extension). (Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....
.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent's/Caregiver's signature: ..... Date: ...../ ..... /.....

INSTRUCTIONS: (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. It may also be submitted before the task is due, when applying for an extension.
3. Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day and date claim received by Head Teacher: M T W T F ..... /...../ .....

Head Teacher's name: ..... Signature: .....

This claim form should be filed in the student's master file. ◯ Claim Upheld ◯ Claim Denied