

Northlakes High School

Opportunities for Future Success

STAGE 6 (Year 12)

**Assessment Handbook &
Schedules**

2026



Northlakes High School HSC Assessment Guidelines

A student's HSC mark is determined by their level of achievement of the outcomes in each HSC course that they complete successfully. The HSC mark is based on performance in the:

- School-based internal assessment program, and
- Higher School Certificate examinations

The school-based assessment program and the HSC exams each contribute 50% towards the HSC mark.

The marks indicated on the HSC credentials will reflect the student's level of achievement based on the Performance Bands (please ask your teacher for a copy of the Performance Bands relevant to each of your courses).

The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects. The school has to provide a mark (out of 100 in a 2 Unit course) to the NSW Education Standards Authority (NESA) for inclusion in the HSC mark.

This booklet provides an outline of the school-based assessment program for the HSC courses offered. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

NESA and the school place a lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks regardless of task weighting.

General information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New School Wales schools. It is awarded to NSW students who have satisfactorily completed the Preliminary Certificate (Year 11) and HSC. To be eligible, students must meet both the Preliminary and HSC course requirements and sit state-wide HSC examinations, where applicable. On completion of school, students will receive certificates issued by NESA for the highest credential completed (RoSA, Preliminary or HSC).

Eligibility [1.2.2](#)

For students to be eligible for the award of the HSC, they must:

- a. have completed Year 10, and
- b. have completed [All My Own Work \(AMOW\)](#), and
- c. have demonstrated the [minimum standard of literacy and numeracy](#), and
- d. have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- e. undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

Pattern of Study [12.1.1](#)

Students must satisfactorily complete:

- a. Preliminary pattern of study comprising at least 12 units, and
- b. an HSC pattern of study comprising at least 10 units.

Within the pattern of study in both Preliminary and HSC, students must:

- a. Complete two units of a Board Developed Course in English,



- b. complete at least six units of Board Developed Courses,
- c. at least three courses of two or more units (which may be either Board Developed or Board Endorsed), and
- d. at least four subjects.
- e. students must meet all other [course eligibility](#) requirements, and HSC eligibility requirements to be granted the [HSC credential](#).
- f. a maximum of six units of Science in Year 11, and a maximum of seven units of Science in Year 12.

Satisfactory completion of HSC Courses 4.1.2

Students are required to make a genuine attempt to complete the courses requirements. Teachers and Principal professional judgement will be used to determine whether a student has made a genuine attempt to complete requirements.

Students must;

- a. follow the course developed or endorsed by NESA
- b. apply themselves with diligence and sustained effort to all the set tasks and experiences provided in the course; including classwork, assessments, projects, revisions, homework and compulsory excursions
- c. achieve some or all of the course outcomes
- d. in addition to the formal assessment program, students must also sit for and make a serious attempt at HSC Trial examinations (where applicable)
- e. make a genuine attempt at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying an HSC course must make a genuine attempt to complete the course requirements.

Assessment Marks

School-based assessment tasks are developed to measure students performance against course outcomes. In all courses students will complete a variety of assessment tasks including tests, written and oral assessments, practical activities, fieldwork and projects. Northlakes High School submits assessment marks to NESA for every student in every course. NESA then uses these marks through a process of moderation to ensure fair comparisons in each course across different schools.

Examination Marks

HSC examination, which occur throughout Term 4 2026 is administered by NESA. These examinations consist of written papers and some specific subjects include speaking and listening examination, practical examination or major works, which are submitted for external marking. Students' achievement is assessed and reported against subject-specific performance descriptors. Student completion of these examinations are a requirement to achieving the HSC certificate

HSC Marks

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

Performance Bands

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

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

HSC Commencement [3.1.2](#)

Schools must be satisfied that students, have [satisfactorily completed](#) prerequisite requirements of the [Preliminary course](#) before commencing the HSC course. At Northlakes High School to complete the 120-Hour Preliminary course requirement, students will commence HSC courses in Week 3 Term 4 2025 for all courses except English subjects. English will commence HSC courses Week 1 Term 4 2025.

Changing HSC Courses [3.3.5](#)

Principals have discretion to make decisions regarding students' changes of HSC courses. However, these are not to occur after 30th June in the HSC exam year. Additionally, students must;

- a. have satisfactorily demonstrated the Preliminary course outcomes and content of the course they wish to enter, and
- b. will complete all HSC course requirements including assessment

To complete a change of course parents/ carers of students need to complete forms available from the Deputy Principal offices.

Applying for Leave during HSC Courses

Students wishing to take leave during the HSC Year must seek approval from the Principal, and;

- Provide a reason for request
- Negotiate the completion of course work
- Negotiate the completion of any assessment requirements

Student Transfers

Students who transfer to Northlakes High School after the period of HSC formal assessment has commenced will be assessed with all other students in the course. For students who arrive after the completion of some or all school-based assessments, but before the final date of HSC entry will be required to complete alternate tasks as developed in coordination with the Head Teachers and Deputy Principal.



School Assessment Procedures

School-based Assessment [2.1.2](#)

Students and teachers must comply with NESAs requirements for upholding the integrity of HSC assessment and exams. This assessment handbook provides students with Northlakes High School's procedures for school-based assessment, including a formal schedule for all subjects, except Life Skill courses to be completed by Year 12 students. Changes made to this schedule after publication will require written notification to individual students. This schedule further provides details related to illness and misadventure, malpractice procedures, and appeal procedures for Northlakes High School.

Responsibilities of the School

At the commencement of the HSC courses, the school will provide:

- Students with a copy of the Year 12 Assessment Handbook 2026, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6. This includes information related to assessment administrative requirements, malpractice guidelines and procedures for managing malpractice.
- Students with a copy of the Year 12 Assessment Schedules for all courses that outline the outcomes to be assessed, along with components, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.

During the HSC Course, the school will provide

- appropriate reporting of student achievement based on subject components.
- students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- a review/appeals procedure for candidates dissatisfied with disputes arising during the assessment program.
- special consideration to students with a disability and others with special needs, for school-based assessment tasks. This will need to be endorsed by the Principal.

At the conclusion of the HSC course, the school will provide

- NESAs with an assessment of students' achievement in each course they have studied in Year 12.
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.

Assessment Notification

Northlakes High School will provide students with written notification a minimum of 14 calendar days prior to the due date of the assessment tasks. Within the written notification, students will receive;

- a. components and weightings as published in the assessment schedule
- b. syllabus outcomes to be assessed
- c. type of assessment task
- d. scheduled date and time for attempting or submitting the task, and
- e. where appropriate a marking criteria

For tasks to be submitted, notifications must include sufficient details on the preferred version of submission (electronically, paper copy or practical components).



Whenever a student is absent from school, it is their responsibility to ensure they know what work has been missed and to catch up. This same condition applies for assessment notifications. Students with prolonged absences, on the day of their return to school may submit an assessment task appeal application.

Dates for the HSC Trial Examination are firmly set to begin in Week 4 of Term 3, 2026.

Changes to formal Schedule

In some cases, components, weighting and timing of assessment may need to be adjusted after the publication of the assessment handbook. Any adjustments will be communicated to students through an updated written notification process. Changes to task dates do not require a full 14 calendar day's notice, provided the task is not moved earlier than the original date published in the schedule.

Submission of Assessment Tasks

Tasks completed at home must be submitted before 2:30pm on the due date, in accordance with the task notification. In the event of that classroom teacher is unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are required to submit assessment tasks as outlined on the assessment notification. In some instances this will be via Google Classroom, email or by other digital media. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must ensure they have entered the correct email or placed the digital version of the task as described in assessment notification.

School Assessments under Examination Conditions

In-school assessments are occasionally carried out under examination conditions. Northlakes High School uses examination procedures modelled on those used for NESA external examinations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students can respond to the best of their ability without disruption from others. Students must make a serious attempt. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.



Examination Periods

Formal examination periods offer an opportunity for students to experience examination conditions under the HSC examination format. The trial examination period for Year 12 in 2026 is Week 4/5 Term 3. During this period an allocated examination for applicable courses will be scheduled. Students will continue to attend school as normal during these weeks.

Examination Procedures and Rules

- Students must check your exam timetable well before the exam period and report any problems to HT Administration.
- Go to House Check In. After House Check the students promptly make their way to the exam rooms.
- Misreading the timetable will not be considered in a misadventure appeal. Extra time will not be given for late arrival.
- Students are required to stay for the entire exam time no early leaving will be allowed during school based assessments.
- Students are required to attend normal classes for Periods 3 and 4, unless they have an exam.

Equipment

Examination Equipment list	
Approved Equipment	Equipment Not Approved
• Black pens to write (recommended) – ensure to bring spare pens • Ruler • NESA Approved Calculators • Highlighters • Pencils • Sharpener • Water in a clear label-free bottled • Watches but should be taken off and placed in clear view on desk.	• Mobile phones • Programmable watch • Electronic devices • Paper or any printed material (Presiding officer can provide working paper) • Print dictionaries • Correction fluid

Further details can be found at: [NESA Equipment Rules](#)

Examination Room Conduct and Procedures

- Exam supervisors are in charge of students:
 - i. when assembling before an examination.
 - ii. during the examination.
 - iii. after the examination until all students have left.
- You must always follow the supervisors' instructions and behave in a courteous manner towards the supervisors and other students.

You must not:

- Take a mobile phone, a programmable watch or device, or bag into the examination room. Bags must be left in the designated area. Mobile phones found in the examination room will be confiscated and switched off for the examination period. Phones left in bags are also to be



switched off.

- Speak to any person other than a supervisor during an examination.
- Disturb the work of any other student or upset the conduct of the exam.
- Eat or drink in the examination room except as approved by the supervisor eg diabetics.
- Take any writing booklets, whether used or not, from the examination room.
- Leave the examination room before the end of the examination. Permission to use the toilet will be given in only extreme circumstances and names will be recorded.

Other considerations:

- For each exam ensure you complete an individual attendance sheet.
- All exams have 5 to 10 minutes 'Reading Time' as well as 5 minutes 'Administration Time'.
- Full school uniform is to be worn.
- If you do not follow examination rules, or if there is a breach in any way, you may be asked to leave the examination room and report to the Deputy Principal. You may also be awarded zero marks.
- If you do not make a serious attempt at an examination, you may not receive a result in that course.
- Disability Provisions should check exam venues with HT Secondary Studies.

Assessment of Life Skills Outcomes in Stage 6

Stage 6 Life Skills <https://ace.nesa.nsw.edu.au/studying-hsc-life-skills-courses> courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course. Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

Illness/Misadventure - School Based Assessment

If a student requires additional time to complete an assessment or was absent on the day an assessment was due and there is genuine reason, the student may complete an Illness/Misadventure Appeal form. This form is to be completed by the student, signed by the parent and handed to the faculty Head Teacher within 3 days following the specified due date or by the first day of return to school after an absence which encompasses the due date (whichever is sooner).

Students are strongly urged to supply evidence, such as a medical certificate, to support consideration of their claim in such circumstances. If an appeal is not lodged under these conditions, then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.





Where possible, appeals must be submitted to the Deputy Principal prior to assessment due date. Appeals must be submitted no later than 3 days after the students return to school or 5 days after the original assessment due date, whichever comes first.

Student to complete:	
Student Name:	Subject:
Teacher:	Circle one: HSC / Preliminary / RoSA
Task Title:	Original Due Date:
Details of circumstance that led to failure to complete/submit by the due date or details of misadventure	
If more space is required, use overleaf.	
Student Signature	Date
Parent Signature	Date

You must attach additional information; Medical Certificate/ Statutory Declaration or any other documentation to support your appeal. Insufficient supportive evidence will not assist the appeal panel in making a determination. Appeals are only considered based on the information provided with this form

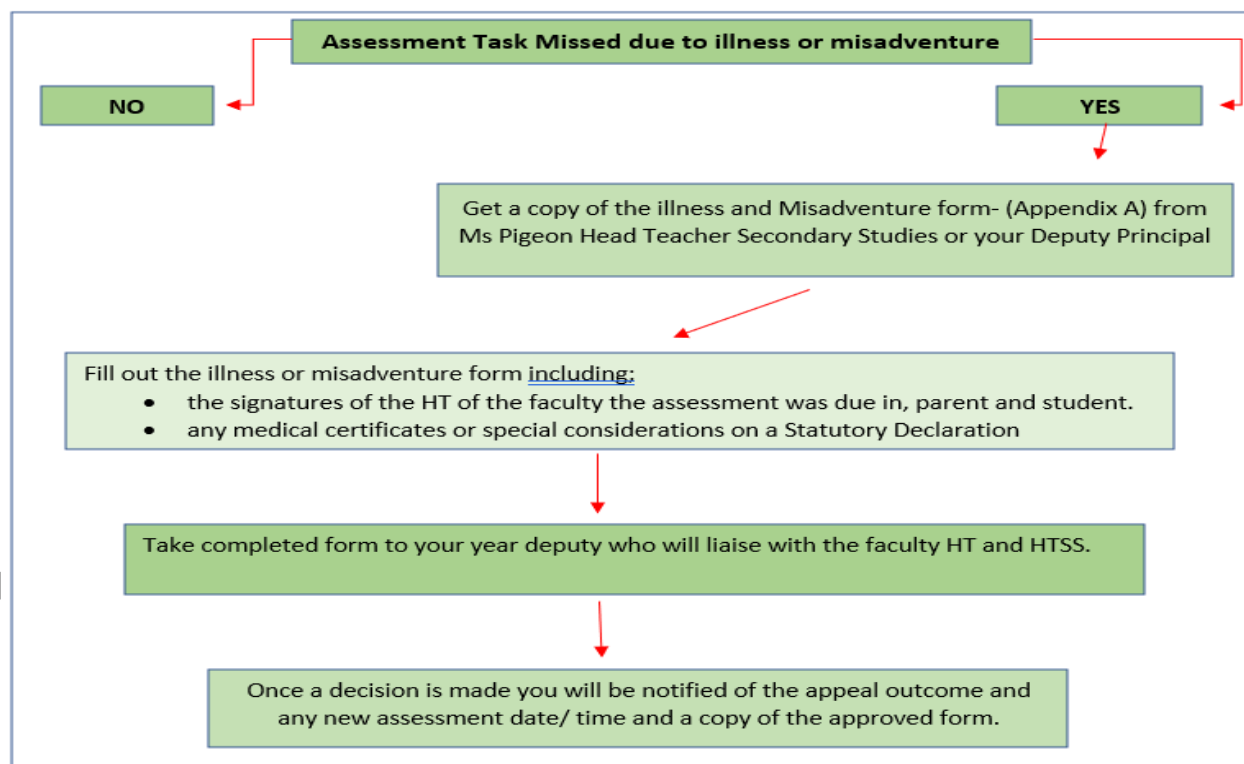
Faculty Head Teacher to complete - Student Consultation:	
Task details are correct?	☐ Yes ☐ No
Medical Certificate or Stat Dec attached?	☐ Yes ☐ No
HT Recommendation: Should this appeal be approved?	
☐ Yes	☐ No
☐ Alternate task: Due Date: _____	Justification:
☐ Extension: Due Date: _____	
☐ Estimated Result: Estimate: _____	
☐ Other	
Head Teacher	Signature
	Date

Deputy Principal to complete	
Approval	
☐ Yes - Approved	☐ No - Not Approved
☐ Alternate task: Due Date: _____	Justification:
☐ Extension: Due Date: _____	
☐ Estimated Result: Estimate: _____	
☐ Other	
Deputy Principal	Signature
	Date

Distribute copies: ☐ Student, ☐ Faculty, ☐ Original in PRC, ☐ Sentral Data Entry

Note:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESA guidelines of illness and misadventure shall form the basis for determination of appeals.



In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines.

Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities such as sport. This must be done prior to work placement or school-sanctioned activities. Missing an assessment due to a school sanction activity is not grounds for a misadventure appeal.

Absence due to Suspension

Students absent from school due to suspension will not be entitled to apply for an extension of assessment. At the time of suspension;

- the Deputy Principal will notify the Head Teacher Secondary Studies (HT SS) and relevant Head Teachers.

Head Teacher Secondary Studies will;

- for Hand-in assessment tasks, student will be responsible to submit task on time either by delivery to school by a third party or online, when applicable.
- for in-class assessment tasks, HT SS and relevant Head Teacher will reschedule an alternative date for the tasks, which will be communicated to the students and parent/carer.
- for examinations, HT SS will arrange for student to sit the examination at the schedule time in an alternative school-based location. This will be communicated to the student, parent/carer and relevant faculty Head Teacher.

Failure to comply with these procedures may result in a zero mark being awarded.

Extensions

If there are difficulties of which students are aware of before the due date of a task, students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning will usually mean that an application for an extension is not necessary.

Feedback on performance:

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt as part of receiving this information. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being.

School-based Disability Provision [6.1.3](#)

School-based disability provisions are at the discretion of the Principal. Students who require school-based disability provisions need to be referred to the school Learning Support Team (LST) by classroom teachers, Year advisors or Head Teachers. LST will consider each application on a case-by-case basis. Student's who believe they are eligible for school-based provisions should speak with classroom Teacher, Year Advisor or Head Teacher.

Northlakes High School 'N' Determination Procedures [4.2](#)

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

Stage One – Warning No. 1

1. Classroom teacher sends an "N" Warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements.
2. A new due date for the task is recorded on the letter.
3. Letter is signed by Head Teacher and Deputy Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.

Stage Two – Warning No. 2

1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher and Deputy Principal and posted home to parents.
3. Concerns are discussed with the Parent and student by the faculty Head Teacher and/or Deputy Principal.
4. Head Teacher implementation plan developed.

Stage Three – Warning No. 3- Non completion

1. If the student has not redeemed assessment tasks, or completed course requirement parents will be notified by the Deputy Principal and informed that their child is at-risk of not meeting requirements in that subject.
2. DP implementation plan developed

Stage Four – Ongoing failure to complete N-warning or additional N-warnings issued

1. If the student hasn't completed the work required or additional N-warnings are issued, then a parent meeting will be organised with the Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld by the Principal, the parent can then appeal to NESA.
3. Parents, Students and the Deputy Principal will discuss educational and/or employment pathways.

Non-completion of Course 'N' Determination [4.2.2](#)

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 course in which they are enrolled in accordance with the requirements issued.



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

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal in writing.
- The school upholds the appeal, the school advises NESA that the 'N' determination can be removed and the grade/assessment mark reinstated
- If the appeal is declined, the student may appeal to NESA. This is completed through the student declaration form as part of the 'N' Determination documentation.

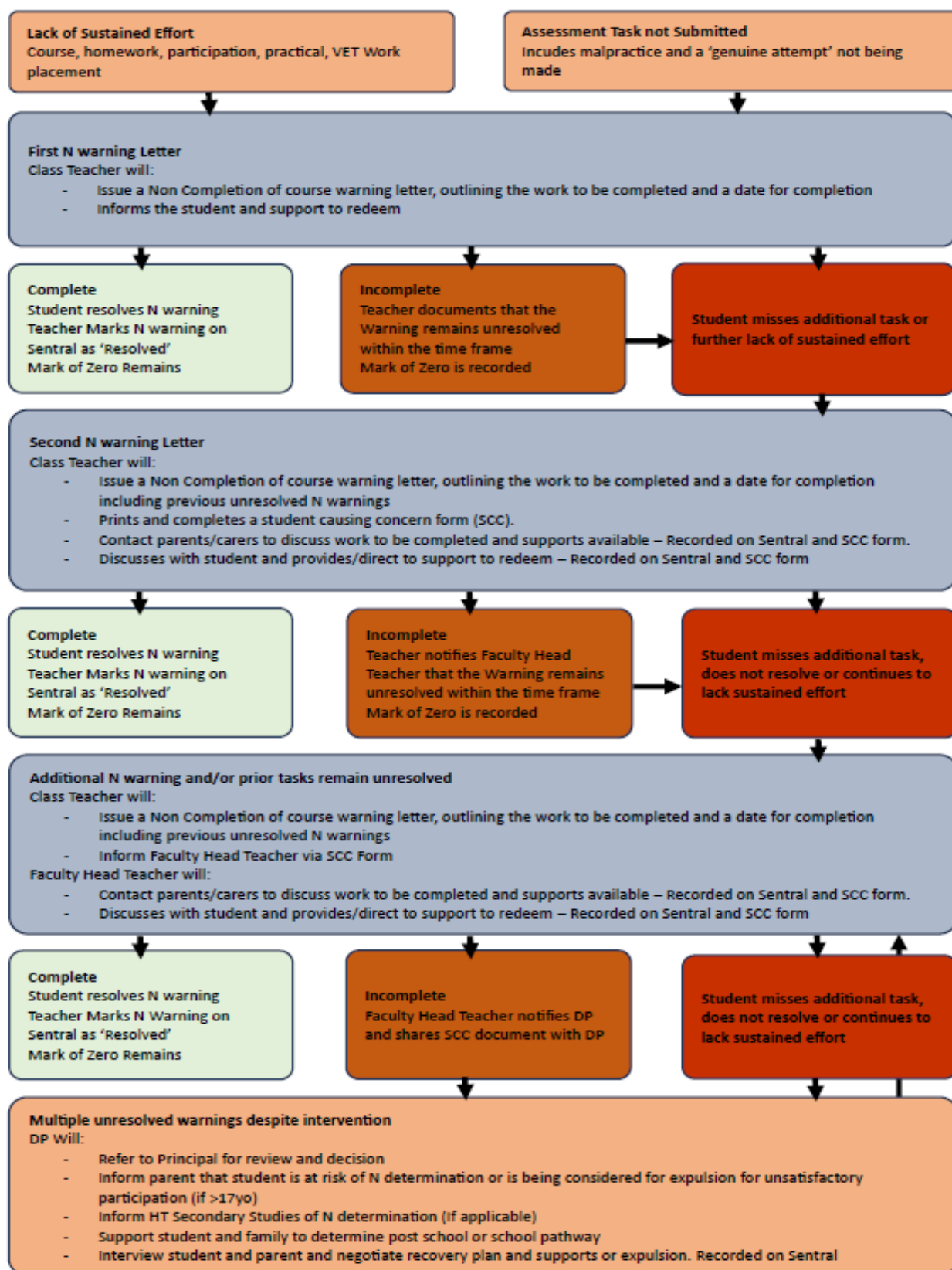
NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESA will advise students and Principals of the outcome of any appeal as soon as possible.

N Warning Process

Effective from Term 2, 2024



Northlakes High School
Opportunities for Future Success



Appealing of Final Rank/ Grades [2.2.5 & 2.2.6](#)

Students may request a school review of rank order for a course based on their performance during the course. They cannot seek a review of teachers' judgment of the worth of individual performance in assessment tasks or appeal marks or grades in individual assessment tasks. To request a school review, students must;

- in writing to the Head Teacher Secondary Studies, submit a review request. Head Teacher Secondary Studies will then submit the review request to the Principal, who will convene a panel consisting of themselves, Head Teacher Secondary Studies, Head Teacher of the faculty review concerns and Year 12 Deputy Principal. Where reviews are required multiple faculties, the Principal will determine the most appropriate Head Teacher representative.

Academic Integrity

Malpractice [10.1](#)

Honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in assessment undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. NESA also considers students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Malpractice is any attempt to gain an unfair advantage over other students. This includes plagiarism, collusion, misrepresentation, and breach of assessment procedures.

Plagiarism

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

Common Forms of Plagiarism include but not limited to;

- downloading an assignment from an online source and submitting it as your own work.
- copying a section of a book, article or AI and submitting it as your own work.
- quoting from a source 'word for word', without using quotation marks
- copying, cutting and pasting text from an electronic source and submitting it as your own work.
- using the words of someone else and presenting them as your own.
- using significant ideas from someone else and presenting them as your own.
- putting someone else's ideas into your own words and not acknowledging the source.
- copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- relying too much on other people's material.

Collusion

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

Collusion includes but is not limited to:



- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Misrepresentation

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

Misrepresentation can include but is not limited to:

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

Assessment Breaches

Student who attempt to gain an unfair advantage over other students in relation to assessment includes but is not limited to:

- A student being absent from school, the day prior to a scheduled task or the due date of a hand-in task, without a completed illness or misadventure appeal form,
- A student being absent from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due. Students are required to attend all scheduled lessons and school activities, including house check-in (HCI) and lessons 1-4, unless they have received prior approval from the Year 12 Deputy Principal.
- Arriving late to school on the day of a scheduled assessment task or hand-in task, that varies from normal schedule school routine.
- Failing to comply with HSC Rules and Procedures
- Failing to comply with HSC minimum standard test rules [8.3.2](#)

Review of Malpractice

Where staff believe malpractice has occurred they need to advise Head Teacher of the faculty. Head Teachers investigate and provide this information to Deputy Principal who will consult with Head Teacher on requirements for further action. During this process an interview will be completed with students involved and parents/Carers notified of suspected malpractice.

Students are encouraged to provide evidence of time stamps as they progress with the completing assessments, this protects students in cases of suspected malpractice and can be provide to Deputy Principal during interview.

Consequence of Malpractice

If it is deemed that a student has gained an unfair advantage consequences for malpractice may include;

- A zero mark being recorded for an affected assessment task or examination,
- A partial mark being recorded for an affected assessment task or examination,
- A formal warning to the student and record of incident to NESA as part of the Malpractice Register [10.1.3](#).
- Requirement to complete components of All My Own Work related to breach, and/or
- Cancellation of submitted work or examination result.

Appealing Findings of Malpractice

Should the student wish to appeal a decision of malpractice, they must submit in writing to the Head Teacher Secondary studies within two school days of the decision being taken. This will be provided to the Principal, who will convene a panel including Head Teacher of faculty, Head Teacher Secondary Studies, Year Advisor and themselves to review information related to malpractice

Responsibilities of the Student

Students are responsible for:

- being familiar with the procedures and course information contained in the Year 12 Assessment Handbook 2026.
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring, when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work
- ensuring, when absent from school, on the day an assessment task notification is issued, students are responsible for contacting their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. This included school-sanctioned events, work placement or work experience opportunities. No extension or leave will be granted if a student fails to carry out this action.
- speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program
- being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- lodging appeals against marks awarded for an assessment task within 14 calendar days of receiving the marked assessment task. Note: This 14 calendar days exclude school holidays.

Post Compulsory School Age Students

Students who are 17 Years and older and have received a 1B attendance letter will be considered a non-completion of course 'N' determination. Northlakes will withdraw the student from all courses except English as the student has not demonstrated due diligence. Students can request a review of school processes using the Review of 'N' Determination as previously outlined.

Marks, Grading & Reporting

HSC Assessment Marks

For all Board Developed Courses (except VET, English Studies, Mathematics Standard 1 and Life Skills courses) Northlakes High must submit a school-based assessment mark to NESA. NESA will moderate assessment marks and report these on student's HSC Record of Achievement.

For students completing Board Endorsed courses, Northlakes High will submit school-based assessment marks, but these will not be moderated by NESA and marks will appear on HSC Record of Achievement as reported.

Under the Assessment Certification Examination Rule 2.2.3, Northlakes High School must not advise students of their final submitted HSC school-based assessment mark. However, students may request the school to review their placement in the rank order for a course based on their performance during the course.

Appeals on Assessment Tasks:

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Principal for a review of the process. This must be done within 5 school days of receiving marks and be provided in writing to the Head Teacher Secondary Studies or Deputy Principal.

Invalid or unreliable Assessment Tasks

If the Head Teacher believes an assessment task is invalid, unreliable, or non-discriminatory they will immediately raise the issue with the Deputy Principal. The Deputy Principal & Head Teacher, will assess the validity and reliability of the task and decide the appropriate course of action. This can include;

- Creation of a new task, which will result in a change to the original task date. Student will be notified in writing of the new date
- If the task is found invalid or unreliable after being issued or completed. A new task will be created, students will be informed in writing and provided 14 calendar days to prepare for the new task.

Maintaining records [2.1.2](#), [2.2](#) & [2.4](#)

Schools are required to maintain records of marks awarded for each assessment tasks identified as part of the assessment schedule for all HSC courses. School will retain a sample of assessment evidence, including projects, assignments, test papers and practical exercises. For English Studies, Mathematics Standard 1 and Numeracy, NESA require these samples when awarding final grades. Faculty Head Teachers are responsible for maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student). Head



Teachers also establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.

Grade Determination

NESA descriptors and other grading information are used to assess student learning evidence and report on student achievement. Grade calculating is determined based on the evidence of students' learning against predetermined performance descriptors for each course.

Integrity in marking

Head Teachers are responsible to ensure all assessments are fair, unbiased and consistent. Additionally, where appropriate assessment tasks and examination will require students to use NESA number instead of name. Numbers are used to support anonymous marking.

Reporting on Student Progress

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding of content concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades do not correlate to the HSC performance bands and, therefore, cannot be used to predict results in a student's HSC Record of Achievement.

Each HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

NESA Requirements

HSC Minimum Standards [8.1](#)

Students need to show they meet the HSC minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are essential skills for everyday life, with students needing to achieve a Level 3 or 4 in a short online reading, writing and numeracy tests. Students master basic skills at different stages so there are multiple opportunities available for students to successfully pass the minimum standard online tests. Throughout Year 10, Year 11 and Year 12 students will be supported to achieve HSC minimum standards. Additionally, student who don't complete HSC minimum standards may apply to NESA within 5 years to attempt one or more minimum standard tests.

Students with disabilities studying Life Skills courses in English or Mathematics may be exempt from meeting minimum standards to receive their HSC credential.

HSC: ALL My Own Work [10.2](#)

HSC: [All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC 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 Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Northlakes High School the HSC: All My Own Work program is delivered prior to completion of Year 11 assessments.

Life Ready

Life Ready is a mandatory program designed to prepare and support senior students as they encounter situations related to health and safety. The program explores content associated with independence, mental health, relationships, sexuality and sexual health, drugs and alcohol and safe travel.

Life Skills [11.2](#)

All students are entitled to participate in and progress through curriculum. Life Skill courses provide options for students with disabilities in Year 11-12, who cannot access the regular course outcomes. Decisions on about appropriate Life Skills Courses involves collaboration between Parents/ Carers and Northlakes High Learning Support Team. Students completing a Life Skills course will be required to complete assessment tasks adjusted based on the individual needs of the student and course requirements.

Disability Provisions [6.1.2](#)

Disability provisions <https://ace.nesa.nsw.edu.au/disability-provisions> are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination

situation. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

Schools must submit an online application to NESA through Schools Online to apply for provisions. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online, and the school will communicate this decision to the student. Students and parents/caregivers are strongly advised to consult the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> for more information about Disability Provisions.

Vocational Education Training

Students at Northlakes High School have the option to study VET courses at school, through TAFE or other accredited providers. VET courses with Industrial Curriculum Frameworks can count as Board Developed unit to meet the HSC credentials. Students studying a 240-hours VET Industry Curriculum Framework course may also enter for an HSC examination in course endorsed by NESA. Students should discuss these options with Head Teacher VET. Students completing VET courses are assessed against competency, which includes two mandatory 35-hour work placement components.

Procedure for ensuring the security of major works [2.5.2](#)

Major works encompass tasks of a practical nature (structures, artwork, furniture etc) are to be placed in a secure environment when students are not working on major work. Individual faculties are responsible for major work security. The security of major works during transportation to and from school is the responsibility of the student. Students are encouraged to maintain evidence of work progression on all major works. This can include but not limited to photos, retaining diagrams/plans and/or digital records of work progress.

On the due date of major works, students and Head Teachers are required to coordinate the collection of the pieces of major work into allocated areas and certify student's practical components. These are secured by a member of senior executive, until external markers can assess student's work.

Students online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and requirements of the HSC. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please Head Teacher Secondary Studies. It is also important to note that at any time, students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. To access [Students online](#), click the provided link or go to <https://studentsonline.nesa.nsw.edu.au/>. Student can activate their student's online account using their school email address. Additional, support can be provided by NESA through its student Enquiry Centre (1300 13 83 23).



STUDENTS ONLINE

for NSW students in Years 10 to 12

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About Students Online

About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), HSC [exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

[Your account – My Details](#)

My Details is where you will find your personal study details, including your:

Login

Login below or [activate your account now](#)

Student Number:

PIN:

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Click on activate your account now



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Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the

YEAR 12 ADVANCED ENGLISH

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 8 2026	Term 2, Week 7 2026	Term 3, Week 4-5 2026
		<i>Reading Section and Extended Response</i>	<i>Portfolio of writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills	50%	15%	15%	10%	10%
Knowledge	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		EA12-1, EA12-5, EA12-7	EA12-3, EA12-4, EA12-9,	EA-12-2, EA12-6, EA12-8	EA12-3, EA12-5, EA12-6, EA12-7

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Use language to shape and make meaning according to purpose, audience and context	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Think in ways that are imaginative, creative, interpretive and critical	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Express themselves and their relationships with others and their world	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Learn and reflect on their learning through their study of English	
EA12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

YEAR 12 ENGLISH EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 5 2026	Term 2, Week 9 2026	Term 3, Week 4-5 2026
		<i>Imaginative Response and Reflection</i>	<i>Critical Response with Related Text</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EE12-1, EE 12-4, EE 12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Articulate understanding through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express understanding of how cultural, historical and social contexts are represented in critical and creative texts	
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Reflect on and evaluate their own processes of learning and creativity	
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

YEAR 12 ENGLISH EXTENSION 2

Components	Weighting	Task 1	Task 2	Task 3
		Term 4, Week 10 2025	Term 1, Week 9 2026	Term 3, Week 1 2026
		<i>Viva Voce (including written proposal)</i>	<i>Literature Review</i>	<i>Reflection of the Creative Process</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EEX12-1 EEX12-4	EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Articulate understanding through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	
EEX12-2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express understanding of how cultural, historical and social contexts are represented in critical and creative texts	
EEX12-4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Reflect on and evaluate their own processes of learning and creativity	
EEX12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition

YEAR 12 STANDARD ENGLISH

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 9 2026	Term 2, Week 5 2026	Term 3, Week 4-5 2026
		<i>Reading Section and Extended Response</i>	<i>Writing and Critical Reflection</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills	50%	15%	15%	10%	10%
Knowledge	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		EN12-1, EN12-6, EN12-7	EN12-4, EN12-9,	EN-12-2, EN12-8	EN12-3, EN12-5, EN12-6, EN12-7

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Use language to shape and make meaning according to purpose, audience and context	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Think in ways that are imaginative, creative, interpretive and critical	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Express themselves and their relationships with others and their world	
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Learn and reflect on their learning through their study of English	
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

YEAR 12 ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 8 2026	Term 2, Week 9 2026	Term 3, Week 4-5 2026
		<i>Reading Section and Extended Response</i>	<i>Multimodal Task</i>	<i>Portfolio of Writing</i>	<i>Trial HSC Examination</i>
	50%	15%	15%	10%	10%
	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		ES12-1, ES12-5, ES12-7	ES12-2, ES12-6, ES12-8	ES12-4, ES12-9, ES12-10	ES12-3, ES12-5, ES12-6, ES12-7

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Use language to shape and make meaning according to purpose, audience and context	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Think in ways that are imaginative, creative, interpretive and critical	
ES12-7	Represents own ideas in critical, interpretive and imaginative texts
ES12-8	Understands and explains the relationships between texts
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Express themselves and their relationships with others and their world	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Learn and reflect on their learning through their study of English	
ES12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

YEAR 12 ENGLISH EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 5 2026	Term 2, Week 9 2026	Term 3, Week 4-5 2026
		<i>Imaginative Response and Reflection</i>	<i>Critical Response with Related Text</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EE12-1, EE 12-4, EE 12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Articulate understanding through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	
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
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Express understanding of how cultural, historical and social contexts are represented in critical and creative texts	
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:	
Reflect on and evaluate their own processes of learning and creativity	
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

YEAR 12 STANDARD ENGLISH

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 9 2026	Term 2, Week 5 2026	Term 3, Week 4-5 2026
		<i>Reading Section and Extended Response</i>	<i>Writing and Critical Reflection</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills	50%	15%	15%	10%	10%
Knowledge	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		EN12-1, EN12-6, EN12-7	EN12-4, EN12-9,	EN-12-2, EN12-8	EN12-3, EN12-5, EN12-6, EN12-7

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

Communicate through speaking, listening, reading, writing, viewing and representing

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

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

Use language to shape and make meaning according to purpose, audience and context

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

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

Think in ways that are imaginative, creative, interpretive and critical

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

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

Express themselves and their relationships with others and their world

EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

Learn and reflect on their learning through their study of English

EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
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YEAR 12 ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 8 2026	Term 2, Week 9 2026	Term 3, Week 4-5 2026
		<i>Reading Section and Extended Response</i>	<i>Multimodal Task</i>	<i>Portfolio of Writing</i>	<i>Trial HSC Examination</i>
	50%	15%	15%	10%	10%
	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		ES12-1, ES12-5, ES12-7	ES12-2, ES12-6, ES12-8	ES12-4, ES12-9, ES12- 10	ES12-3, ES12-5, ES12-6, ES12-7

OUTCOMES TO BE ASSESSED

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Communicate through speaking, listening, reading, writing, viewing and representing	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Use language to shape and make meaning according to purpose, audience and context	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Think in ways that are imaginative, creative, interpretive and critical	
ES12-7	Represents own ideas in critical, interpretive and imaginative texts
ES12-8	Understands and explains the relationships between texts
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Express themselves and their relationships with others and their world	
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
Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:	
Learn and reflect on their learning through their study of English	
ES12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

YEAR 12 MATHEMATICS ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 6 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		Topic/Content	Topic/Content	Topic/Content	Topic/Content
		MA-F2	MA-F2, MA-C2.2, MA-C3, MA-C4	MA-C2.1, MA-C3, MA-C4, MA-T3	MA-F2, MA-T3, MA-C2, MA-C3, MA-C4, MA-M1, MA-S2, MA-S3.
		<i>Scaffolded Learning task</i>	<i>Investigation Task</i>	<i>Assignment</i>	<i>Trial HSC Examination</i>
Understanding, Fluency & Communication	50%	15	15	10	10
Problem Solving, Reasoning & Justification	50%	15	15	10	10
TOTAL MARKS	100%	30%	30%	20%	20%
Outcomes		MA12-1, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Note that up to 30% of the internal assessment in Year 12 Mathematics Advanced course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each task.

OUTCOMES TO BE ASSESSED

Develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	
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.
Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	
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.
Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	
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.
Develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	
MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

YEAR 12 MATHEMATICS EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 6 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		Topic/Content	Topic/Content	Topic/Content	Topic/Content
		ME-C1, ME-T3	ME-C2, ME-T3, ME-V1	ME-C3, ME-V1, ME-S1	All topics completed
		<i>Scaffolded Learning Task</i>	<i>Investigation Task</i>	<i>Class Test</i>	<i>HSC Trial Examination</i>
Understanding, Fluency & Communication	50%	15	15	10	10
Problem Solving, Reasoning & Justification	50%	15	15	10	10
TOTAL MARKS	100%	30%	30%	20%	20%
Outcomes		ME12-1, ME12-3, ME12-6, ME12-7.	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7.	ME12-1, ME12-2, ME12-4, ME12-5, ME12-6, ME12-7.	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

NOTE: Internal assessment for the Year 12 Mathematics Extension 1 Course can be based on the whole of the Extension 1 Course (Year 11 and 12 Course). Some questions based on the Year 11 course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

Develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	
ME12-1	Applies techniques involving proof or calculus to model and solve problems.
Develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	
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.
Use technology effectively and apply critical thinking to recognise appropriate times for such use	
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts.
Develop the ability to interpret, justify and communicate mathematics in a variety of forms	
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

YEAR 12 MATHEMATICS STANDARD 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 6 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		Topic/Content MS-A3	Topic/Content MS-A3, MS-M3, MS-M4	Topic/Content MS-M4, MS-M5, MS-F2, MS-F3, MS-S3	Topic/Content All topics completed
		<i>Scaffolded Learning Task</i>	<i>Investigation Task</i>	<i>Class Test</i>	<i>HSC Trial Examination</i>
Understanding, Fluency & Communication	50%	15	15	10	10
Problem Solving, Reasoning & Justification	50%	15	15	10	10
TOTAL MARKS	100%	30%	30%	20%	20%
Outcomes		MS1-12-1, MS1-12-6, MS1- 12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1- 12-4, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1- 12-4, MS1-12-5, 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

Note that up to 30% of the internal assessment in Year 12 Mathematics Standard 1 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	
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.
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	
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.
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use.
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

YEAR 12 MATHEMATICS STANDARD 2

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 6 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		Topic/Content	Topic/Content	Topic/Content	Topic/Content
		MS-A4	MS-A4, MS-M6, MS-M7	MS-F4, MS-F5, MS-S4, MS-S5	All topics completed
		<i>Scaffolded Learning Task</i>	<i>Investigation Task</i>	<i>Class Test</i>	<i>HSC Trial Examination</i>
Understanding, Fluency & Communication	50%	15	15	10	10
Problem Solving, Reasoning & Justification	50%	15	15	10	10
TOTAL MARKS	100%	30%	30%	20%	20%
Outcomes		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

Note that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	
MS1-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	
MS1-12-3	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
MS1-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	Makes informed decisions about financial situations, including annuities and loan repayments
MS1-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS1-12-8	Solves problems using networks to model decision-making in practical problems
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	
MS1-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

YEAR 12 NUMERACY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 6 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		Topic/Content	Topic/Content	Topic/Content	Topic/Content
		Module 3.1 & Module 3.3	Module 3.2 & Module 3.3	Module 3.4, Module 3.5, Module 4.1 & Module 4.2	Module 3 and Module 4
		<i>Scaffolded Learning Task</i>	<i>Investigation Task</i>	<i>Assignment</i>	<i>HSC Trial Examination</i>
Understanding, Fluency & Communication	50%	15	15	15	5
Problem Solving, Reasoning & Justification	50%	15	15	15	5
TOTAL MARKS	100%	30%	30%	30%	10%
Outcomes		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2.	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6- 2.1, N6-2.4, N6-3.1, N6-3.2.	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6- 2.1, N6-2.2, N6-2.3, N6- 2.5, N6-3.1, N6-3.2.	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6- 2.1, N6-2.2, N6-2.3, N6- 2.4, N6-2.5, N6-3.1, N6-3.2.

Note that up to 30% of the internal assessment in Year 12 Mathematics Numeracy course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OUTCOMES TO BE ASSESSED

Develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language	
N6-1.1	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems.
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions.
Develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts	
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems.
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature.
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability.
N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.
N6-2. 5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design.
Develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations	
N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts.
N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts.

YEAR 12 ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 10 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		<i>Cities of Vesuvius Source Analysis</i>	<i>NK Egypt In Class Extended Response</i>	<i>Hatshepsut In Class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
Outcomes		AH - 12-3, 12-6, 12-7, 12-8, 12-9, 12-10	AH -12-2, 12-3, 12-5, 12-6, 12-7, 12-8, 12-9, 12.6	AH - 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	AH - 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-10

OUTCOMES TO BE ASSESSED

Develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context	
Develop an understanding of continuity and change over time.	
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
Undertake the process of historical inquiry	
Use historical concepts and skills to examine the ancient past	
Communicate an understanding of history, sources and evidence, and historical interpretations.	
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

YEAR 12 BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 9 2026	Term 2, Week 9 2026	Term 3, Weeks 4-5 2026
		<i>Marketing and Research Case Study Analysis</i>	<i>Financial Stimulus Activity</i>	<i>Extended Response: Operations</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Stimulus based skills	20%		20%		
Inquiry and research	20%	15%		5%	
Communication of business information, ideas and issues in appropriate forms	20%	5%		5%	10%
TOTAL MARKS	100	30	25	20	25
OUTCOMES		H3, H7, H8, H9	H6, H10	H2, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

OUTCOMES TO BE ASSESSED

The student develops knowledge and understanding about:	
The nature, role and structure of business	
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
The functions and processes of business activity	
H4	Analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
The student develops skills to:	
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
Communicate business information and issues using appropriate formats	
H9	Communicates business information, issues and concepts in appropriate formats
Apply mathematical concepts appropriate to business situations	
H10	Applies mathematical concepts appropriately in business situations

YEAR 12 GEOGRAPHY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 2025	Term 1, Week 8 2026	Term 2, Week 8 2026	Term 3, Weeks 4-5 2026
		<i>Fieldwork Report Ecosystems and Biodiversity</i>	<i>Research Task: Rural and Urban Places</i>	<i>In Class Skills Assessment</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research including fieldwork	20%	5%	5%	5%	5%
Communication of geographical information, ideas, and issues	20%	5%	5%	5%	5%
TOTAL MARKS	100%	25%	25%	20%	30%
Outcomes		GE-12-02, 12-03, 12-04, 12-05, 12-07, 12-09	GE-12-01, 12-03, 12-04, 12-05, 12-07, 12-09	GE-12-01, 12-04, 12-06, 12-08, 12-09	GE-12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-08, 12-09

OUTCOMES TO BE ASSESSED

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

YEAR 12 LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 8 2026	Term 2, Week 8 2026	Term 3, Week 4-5 2026
		<i>Human Rights Research</i>	<i>Crime In Class/Extended Response</i>	<i>Family In Class/ Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge & Understanding of course content	40%	10%	10%	10%	10%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	10%	5%	5%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
OUTCOMES		H2, H3, H7, H8, H9	H1, H7, H8, H9 H10	H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10

OUTCOMES TO BE ASSESSED

Develops knowledge and understanding about:	
The nature and institutions of domestic and international law	
H1	Identifies and applies legal concepts and terminology
H2	Describes and explains the key features of and the relationship between Australian and international law
The operation of Australian and international legal systems and the significance of the rule of law	
H3	Analyses the operation of domestic and international legal systems
H4	Evaluates the effectiveness of the legal system in addressing issues
The interrelationship between law, justice and society and the changing nature of the law	
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
A student develops skills in:	
Investigating, analysing and communicating relevant legal information and issues.	
H8	Locates, selects and organises 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	Accounts for differing perspectives and interpretations of legal information and issues

YEAR 12 MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 8 2026	Term 2, Week 6 2026	Term 3, Week 4-5 2026
		<i>Power and Authority in the Modern World Source Analysis</i>	<i>National Studies: Russia and the Soviet Union 1917–1941 In Class Extended Response</i>	<i>Peace and Conflict: The Cold War 1945–1991 In class Extended Response</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
Outcomes		MH - 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	MH - 12-3, 12-5, 12-6, 12-8, 12-9	MH12-1,12-2, 12-5,12-6,12- 8, 12-9	MH12-1,12-2, 12-3, 12-4, 12-5, 12-6,12-7

OUTCOMES TO BE ASSESSED

Develop knowledge and understanding of a range of features, people, places, events and developments of the modern world in their historical context	
Develop an understanding of continuity and change over time.	
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
Undertake the process of historical inquiry	
Use historical concepts and skills to examine the modern past	
Communicate an understanding of history, sources and evidence, and historical interpretations.	
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

YEAR 12 BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 9 2026	Term 2, Week 9 2026	Task 4, Week 4-5 2026
		<i>Modelling</i>	<i>Practical Task</i>	<i>Depth Study</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	20%	16%	4%
Knowledge and understanding of course content	40%	5%	10%	4%	21%
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		BIO12-3 BIO12-4 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-2 BIO12-4 BIO12-14 BIO12-7	BIO12-5 BIO12-12 BIO12-13 BIO12-14 BIO12-15

OUTCOMES TO BE ASSESSED

Skills in applying the process of working scientifically

BIO12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	Analyses and evaluates primary and secondary data and information
BIO12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

YEAR 12 INVESTIGATING SCIENCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 9 2026	Term 2, Week 8 2026	Term 3, Week 4-5 2026
		<i>Practical Investigation</i>	<i>Depth Study 1 - Technologies</i>	<i>Depth Study 2 - Investigating a claim</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	20%	16%	4%
Knowledge and understanding	40%	5%	10%	4%	21%
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS12-12	INS11/12-1 INS11/12-4, INS11/12-5, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-5 INS11/12-6, INS11/12-7 INS12-14	INS11/12-5, INS12-12, INS12-13, INS12-14, INS12-15

OUTCOMES TO BE ASSESSED

A student will develop:	
Skills in applying the process of Working Scientifically	
INS11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	Analyses and evaluates primary and secondary data and information
INS11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and understanding of science and technology	
INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS12-13	Describes and explains how science drives the development of technologies
Knowledge and understanding of contemporary issues involving science	
INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	Evaluates the implications of ethical, social, economic and political influences on science

YEAR 12 MARINE STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 6 2026	Term 2, Week 8 2026	Term 3, Week 4-5 2026
		<i>Depth Study – Life in the sea</i>	<i>Practical task -Humans in water</i>	<i>Depth Study - Marine and maritime employment</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	11%	10%	9%	10%
TOTAL MARKS	100%	26%	25%	24%	25%
Outcomes		1.1, 1.3, 1.4	1.4, 5.2, 5.3	4.1, 4.2	1.1, 1.3, 1.4, 4.2

OUTCOMES TO BE ASSESSED

A student will develop:	
1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurement observation, classification and recording skills
4.2	appreciates marine environments as sources of employment and leisure
5.1	values the rules and operating principles of marine equipment
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
5.3	interprets and follows instructions with accuracy

YEAR 12 HUMAN MOVEMENT SCIENCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 8 2026	Term 2, Week 8 2026	Term 3, Week 4-5 2026
		<i>Depth Study Training program evaluation and comparison</i>	<i>Investigation task Getting the sporting edge – Biomechanics, technology, psychology and recovery strategies</i>	<i>Developing strategies for health Improvement in local community - SDGs.</i>	<i>Trial HSC Exam</i>
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	15%	15%	25%	5%
TOTAL MARKS	100%	20%	20%	40%	20%
Outcomes		HM-12-04 HM-12-05 HM-12-06 HM-12-08 HM-12-09	HM-12-04 HM-12-05 HM12-06 HM-12-08 HM-12-10	HM-12-01 HM-12-03 HM-12-06 HM-12-08 HM-12-09 HM-12-10	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07

OUTCOMES TO BE ASSESSED

HMS12-1	Analyses the health status of Australians at a national and international level
HMS12-2	Examines how technology and data can achieve better health for all Australians
HMS12-3	Evaluates how the Sustainable Development Goals can be used to improve the health of a community
HMS12-4	Investigates factors that impact movement and performance
HMS12-5	Analyses individual and group training programs to improve performance
HMS12-6	Analysis: critically analyses the relationships and implications of health and movement concepts
HMS12-7	Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
HMS12-8	Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
HMS12-9	Problem-solving: proposes and evaluates solutions to complex health and movement issues

YEAR 12 COMMUNITY & FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 7 2026	Term 2, Week 8 2026	Term 3, Week 4-5 2026
		<i>Research Methodology (IRP)</i>	<i>Take Home Written Task Groups in Context</i>	<i>Parenting & Caring</i>	<i>Trial HSC Exam</i>
Knowledge and Understanding	40%	5%	16%	9%	10%
Skills	60%	15%	15%	10%	20%
TOTAL MARKS	100%	20%	31%	19%	30%
Outcomes		H1.1, H4.1, H4.2	H2.2, H2.3, 3.1- H3.3, H5.1, H6.2	H2.1, H3.2 - H3.4, H5.2, H6.1	All

OUTCOMES TO BE ASSESSED

Students will;	
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
Knowledge and understanding about research methodology and skills in researching, analysing and communicating	
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
Skills in the application of management processes to meet the needs of individuals, groups, families and communities	
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
Skills in critical thinking and the ability to take responsible action to promote wellbeing	
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
an appreciation of the diversity and interdependence of individuals, families, groups and communities	
H7.1	Appreciates differences among individuals, groups and families within communities and values their contributions 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

YEAR 12 EXPLORING EARLY CHILDHOOD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 2025	Term 1, Week 9 2026	Term 2, Week 6 2026	Term 3, Week 4-5 2026
		<i>Hand in Task</i>	<i>Hand in Task</i>	<i>Hand in Task</i>	<i>Trial HSC Exam</i>
Knowledge and Understanding	50%	10%	11%	10%	19%
Skills	50%	10%	20%	20%	
TOTAL MARKS	100%	20%	31%	30%	19%
Outcomes		1.5, 4.2, 6.2	1.4, 2.1, 4.1	2.5, 6.1	2.2, 2.3, 2.5, 4.3

OUTCOMES TO BE ASSESSED

Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	
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, toddler, preschool and the early school years
1.4	Analyses the ways in which family, community and culture influence the growth and development of young children
1.5	Examines the implications for growth and development when a child has special needs
Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development	
2.1	Analyses prenatal issues that have an impact on development
2.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children
2.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
2.4	Analyses the ways in which family, community and culture influence the growth and development of young children
2.5	Examines the implications for growth and development when a child has special needs
Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	
3.1	Evaluates strategies that encourage positive behaviour in young children
Skills in communication and interaction	
4.1	Demonstrates appropriate communication skills with children and/or adults
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	Demonstrates appropriate strategies to resolve group conflict

YEAR 12 SPORT, LIFESTYLE AND RECREATION

Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, Week 9 2025	Term 1, Week 10 2026	Term 1, Week 10 2026	Term 2, Weeks 10 2026	Term 3, Week 9 2026
		<i>Outdoor Recreation Assignment</i>	<i>First Aid- Written and practical response</i>	<i>G&SA Practical Skills</i>	<i>Peer Coaching</i>	<i>G&SA Practical Skills</i>
Knowledge and Understanding	50%	12.5%	13%	6.25%	12%	6.25%
Skills	50%	12.5%	13%	6.25%	12%	6.25%
TOTAL MARKS	100%	25%	26%	12.5%	24%	12.5%
Outcomes		1.3, 1.4, 2.3, 4.1	2.5, 3.6, 4.5	1.1, 3.1 ,4.4	2.1, 3.2, 4.2	1.1, 3.1 ,4.4

OUTCOMES TO BE ASSESSED

A Student will develop:	
Knowledge and understanding of the factors that influence health and participation in physical activity	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
A capacity to influence the participation and performance of self and others	
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	
5.1	Accepts responsibility for personal and community health
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

YEAR 12 DANCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2025	Term 1, Week 10 2026	Term 2, Week 10 2026	Term 3, Week 4-5 2026
		<i>Core Performance, Discussion & Logbook</i>	<i>Core Composition, Discussion & Logbook</i>	<i>Major Study (Trial HSC Practical Exam) Discussion & Logbook</i>	<i>Trial HSC Examination</i>
Performance	20%	20%			
Composition	20%		20%		
Major Study	40%			40%	
Appreciation	20%				20%
TOTAL MARKS	100%	20%	20%	40%	20%
Outcomes		H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding, skills, values and attitudes about:	
Dance as an artform	
H1.1	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	Performs, composes and appreciates dance as an artform
H1.3	Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H1.4	Acknowledges and appreciates the relationship of dance and other media
Dance performance	
H2.1	Understands performance quality, interpretation and style relating to dance performance
H2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	Values the diversity of dance performance
Dance composition	
H3.1	Identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	Demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H3.3	Recognises and values the role of dance in achieving individual expression
H3.4	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
Dance appreciation	
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	Utilises the skills of research and analysis to examine dance as an artform
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

YEAR 12 MUSIC

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2025	Term 1, Week 6 2026	Term 2, Week 9 2026	Term 3, Week 4-5 2026
		<i>Composition Portfolio & Aural Analysis</i>	<i>Presentation of Performance & Viva Voce</i>	<i>Presentation or Submission: Elective Options for Topics 1 & 2</i>	<i>Trial HSC Examination</i>
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8	H1-8

OUTCOMES TO BE ASSESSED

Through activities in performance, composition, musicology and aural, a student:	
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 style
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
An 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

YEAR 12 VISUAL ARTS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1, Week 4 2026	Term 2, Week 2 2026	Term 3, Week 2 2026	Term 3, Week 4-5 2026
		<i>Development of the Body of Work</i>	<i>In-Class Essay</i>	<i>Development of the Body of Work</i>	<i>Trial HSC Examination</i>
Artmaking	50%	20%		30%	
Art Criticism and Art History	50%	10%	15%	10%	15%
TOTAL MARKS	100%	30%	15%	40%	15%
Outcomes		H1, H2, H3, H4, H8, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7	H7, H8, H9, H10

OUTCOMES TO BE ASSESSED

Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	
H1	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	Demonstrates an understanding of the frames when working independently in the making of art
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts	
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

YEAR 12 JAPANESE BEGINNERS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 6 2025	Term 1, Week 5 2026	Term 2, Week 7 2026	Term 3, Week 4-5 2026
		<i>Health Scenario Dialogue</i>	<i>Transport, Directions Topic Test and Speech</i>	<i>Job Application Video</i>	<i>Trial HSC Examination</i>
Listening	30%	5%	15%		10%
Reading	30%	10%	5%	10%	5%
Writing	20%	10%			10%
Speaking	20%		10%	10%	
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		1.2,1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 3.4	1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 3.4	1.2,1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

OUTCOMES TO BE ASSESSED

Interacting	
1.1	Establishes and maintains communication in Japanese
1.2	Manipulates linguistic structures to express ideas effectively in Japanese
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately
Understanding Texts	
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts
Producing Texts	
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts

YEAR 12 JAPANESE CONTINUERS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 6 2025	Term 1, Week 5 2026	Term 2, Week 7 2026	Term 3, Week 4-5 2026
		<i>Health Scenario dialogue</i>	<i>Transport, directions topic test and speech</i>	<i>Job application video</i>	<i>Trial HSC Examination</i>
Listening	30%	5%	15%		10%
Reading	30%	10%	5%	10%	5%
Writing	20%	10%			10%
Speaking	20%		10%	10%	
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	1.1, 1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1	1.1, 1.3, 2.3, 3.2, 3.3, 3.4, 4.1	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3

OUTCOMES TO BE ASSESSED

Exchanging Information	
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
Producing Texts	
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive and evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
Respond to Texts	
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
Understand Language and Culture	
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture

INDUSTRIAL TECHNOLOGY - TIMBER / MULTIMEDIA

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 6 2026	Term 2, Week 6 2026	Term 3, Week 4-5 2026
		<i>Proposal and Communication of Ideas Presentation</i>	<i>Industry Study Extended Response</i>	<i>Project Development and Management</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%		25%		15%
Knowledge and skills in the Design, Management, Communication and Production of a Major Project	60%	30%		25%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
Outcomes		H3.1, H3.2, H4.3, H5.1	H1.1, H1.3, H7.2	H2.1, H4.1, H5.2	H1.2, H6.1, H7.1, H7.2

OUTCOMES TO BE ASSESSED

Students will develop;	
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	
H1.1	Investigates industry through the study of businesses in one focus area
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
Competence in designing, managing and communicating within a relevant industry context	
H3.1	Is skilled in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies design principles effectively through the production of projects
Knowledge and skills in producing quality products	
H4.1	Demonstrates competency in 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
Knowledge and skills in communication and information processing related to the industry focus area	
H5.1	Selects and uses communication and information processing skills
H5.2	Selects and applies appropriate documentation techniques to project management
An appreciation of quality products and the principles of quality control	
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
An appreciation of the relationships between technology, the individual, society and the environment	
H7.1	Evaluates 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

School Name: Northlakes High School

Assessment Schedule Year 12 – 2026

Assessment Task for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 4	Task 5	Task 6	Task 7	TRIAL EXAM
			<i>Wellbeing</i>	<i>Mastering document design</i>	<i>Sharing is caring</i>	<i>Thinking critically</i>	
			Week: 3	Week: 7	Week: 9	Week: 9	Week: 4-5
			Term: 4	Term: 1	Term: 2	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date: 31/10/2025	Date: 13/03/2026	Date: 19/06/2026	Date: 18/09/2026	2026
BSBPEF201	Support personal wellbeing in the workplace	Yes	X				
BSBPEF301	Organise personal work priorities	Yes		X			
BSBTEC301	Design and produce business documents	No		X			
BSBSUS211	Participate in sustainable work practices	Yes			X		
BSBTWK301	Use inclusive work practices	Yes			X		
BSBTEC303	Create electronic presentations	No			X		
BSBCRT311	Apply critical thinking skills in a team environment	Yes				X	
BSBOPS301	Maintain business resources	No				X	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Task for			Task 5	Task 6	Task 7	TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Joinery	Project planning	Group project	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 9	Week 6	Week 9	Week
			Term 4	Term 1	Term 3	Term
Code	Unit Name	HSC Examinable	Date 19/12/2025	Date 6/3/2026	Date 18/9/2026	Date
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 2	Task 5	Task 6	Task 7	TRIAL EXAM
			Plan a career	Work in the industry	To project and serve	Showtime	
			Week	Week: 3	Week: 2	Week: 9	Week: 4-5
			Term	Term: 2	Term: 3	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date	Date: 8/05/2026	Date: 31/07/2026	Date: 18/09/2026	2025
CUAIND314	Plan a career in the creative arts industry	No	Post WPL				
CUAIND311	Work effectively in the creative arts industry	Yes		X			
SITXCCS006	Provide service to customers	Yes			X		
CUASOU306	Operate sound reinforcement systems	No			X		
CUAVSS312	Operate vision systems	Yes			X		
CUASTA311	Assist with production operations for live performances	Yes				X	
CUASMT311	Work effectively backstage during performances	No				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Task for			Task 8
CUA30420 Certificate III in Live Production and Technical Services			Specialisation Study
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week: 9
			Term: 3
Code	Unit Name	HSC Examinable	Date: 18/09/2026
CUAPPR314	Participate in collaborative creative projects	No	X
BSBPEF301	Organise personal work priorities	No	X
CUALGT314	Install and operate follow spots	No	X

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30420 Certificate III in Live Production and Technical Services.

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 4	Task 5	Task 6	Task 7	Task 8
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Group exercise	Instructing fitness clients	First aid	Focusing on fitness clients	Promoting fitness opportunities for all
		Week: 7	Week: 4	Week: 10	Week: 4	Week: 9
		Term: 2	Term: 3	Term: 3	Term: 3	Term: 3
Code	Unit Name	Date: 5/06/2026	Date: 14/08/2026	Date: 25/09/2026	Date: 14/08/2026	Date: 18/09/2026
SISFFIT035	Plan group exercise sessions	X				
SISFFIT036	Instruct group exercise sessions	X				
SISXCAI009	Instruct strength and conditioning techniques		X			
HLTAID011	Provide first aid (Online Delivery through IVET			X		
BSBOPS304	Deliver and monitor a service to customers				X	
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients				X	
SISXDIS001	Facilitate inclusion for people with a disability					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: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Task for		Task 4	Task 5	Task 6
Statement of Attainment towards SIS30321 Certificate III in Fitness				
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Group exercise	Instructing fitness clients	First aid
		Week: 7	Week: 4	Week: 10
		Term: 2	Term: 3	Term: 3
Code	Unit Name	Date: 05/06/2026	Date: 14/08/2026	Date: 25/09/2026
SISFFIT035	Plan group exercise sessions	X		
SISFFIT036	Instruct group exercise sessions	X		
SISXCAI009	Instruct strength and conditioning techniques		X	
HLTAID011	Provide first aid			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards 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: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Task 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 3	Task 4	TRIAL EXAM
			The hospitality industry	Working in the industry	
			Week: 10	Week: 4	Week: 4-5
			Term: 1	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date: 03/04/2026	Date: 14/08/2026	2026
SITHIND006	Source and use information on the hospitality industry	No	X		
SITHFAB024	Prepare and serve non-alcoholic beverages	Yes		X	
SITHFAB025	Prepare and serve espresso coffee	Yes		X	
SITHFAB027	Serve food and beverages	Yes		X	
BSBTWK201	Work effectively with others	No		X	
SITHIND007	Use hospitality skills others	No		X	

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

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Task for		Task 4	Task 5	Task 6
MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1)		Can we build it	GMAW or MMAW	Career planning
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week 9	Week 9	Week 9
		Term 1	Term 1	Term 3
Code	Unit Name	Date 27/3/2026	Date 27/3/2026	Date 18/9/2026
MEMPE006	Undertake a basic engineering project	X		
MEMPE001	Use engineering workshop machines	X		
MEMPE002	Use Electric welding machines		X	
MEMPE004	Use fabrication equipment		X	
MEMPE005	Develop a career plan for the engineering and manufacturing industry			X

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

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: Northlakes High School****Blended – Assessment Schedule Year 12 – 2026**

Assessment Task for AHC20122 Certificate II in Agriculture			Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Soil	Recognise Plants	Weather	Chemicals and Weeds	Environmentally Sustainable	Pot Up Plants	
			Week: 5	Week: 10	Week: 6	Week: 6	Week: 10	Week: 9	Week: 4-5
			Term: 4	Term: 4	Term: 1	Term: 2	Term: 2	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date: 14/11/2025	Date: 19/12/2025	Date: 6/03/2026	Date: 29/05/2026	Date: 26/06/2026	Date: 18/09/2026	2026
AHCSOL203	Assist with soil or growing media sampling and testing	No	X						
AHCPM204	Recognise Plants	No		X					
AHCWRK210	Observe and report on weather	Yes			X				
AHCCHM201	Apply chemicals under supervision	Yes			X				
AHCPMG201	Treat weeds	No				X			
AHCWRK211	Participate in environmentally sustainable work practices	Yes					X		
AHCNSY205	Pot Up Plants	No						X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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

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



School Name: Northlakes High School

Assessment Schedule Year 12 – 2026

Assessment Task for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3	Task 4	Task 5	Task 6	TRIAL EXAM
			Cash, count secure	Serving the customer	Going, going sold	Plan, create display	
			Week: 4	Week: 10	Week: 10	Week: 8	Week: 4-5
			Term: 4	Term: 1	Term: 2	Term: 3	Term: 3
Code	Unit Name	HSC Examinable	Date: 07/11/2025	Date: 03/04/2026	Date: 26/06/2026	Date: 11/09/2026	2026
SIRXSL002	Follow Point-of-Sale Procedures	Yes	X				
SIRRRTF001	Balance and secure point-of-sale terminal	No	X				
SIRXRSK001	Identify and Respond to Security Risks	Yes	X				
SIRXCEG001	Engage the Customer	Yes		X			
SIRXCEG002	Assist with Customer Difficulties	No		X			
SIRXCEG003	Build Customer Relationships and Loyalty	No		X			
SIRXPDK001	Advise on Products and Services	No			X		
SIRXSL001	Sell to the Retail Customers	Yes			X		
SIRRMER001	Produce Visual Merchandise Displays	No				X	

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

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

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

**School Name: Northlakes High School****Assessment Schedule Year 12 – 2026**

Assessment Tasks for CUA31020 Certificate III in Screen and Media Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4	Task 5	Task 6
		Plan and prepare	Working in industry	Introduction to animation
		Week: 4	Week: 5	Week: 9
		Term: 1	Term: 2	Term: 3
Code	Unit Name	Date: 20/02/2026	Date: 22/05/2026	Date: 18/09/2026
CUAPPM312	Plan and prepare programs content	X		
CUAACD201	Develop drawing skills to communicate ideas	X		
CUAIND311	Work effectively in the creative arts industry		X	
CUADIG311	Prepare video assets		X	
CUAANM301	Create 2D digital animations			X
CUASOU212	Perform basic sound editing			X

Depending on the achievement of units of competency, the possible qualification outcome is a CUA31020 Certificate III in Screen and Media.

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”.

	Term 4, 2025	Term 1, 2026	Term 2, 2026	Term 3, 2026
Week 1				English Ext 2
Week 2			Visual Arts	Non-Assessment Period
Week 3				
Week 4		Visual Arts		Trian HSC Examination Period
Week 5		English Ext 1 Japanese Beginners Japanese Continuers	English Standard	
Week 6	Japanese Beginners Japanese Continuers	Math Adv Math Ext 1 Math Standard 1 Math Standard 2 Numeracy Marine Studies Music Industrial Tech	Modern History EEC Industrial Tech	Visual Arts
Week 7	Geography EEC	CAFS	English Adv Japanese Beginners Japanese Continuers	
Week 8	English Adv English Standard English Studies Marine Studies Industrial Tech	English Adv English Studies Geography Legal Studies Modern History Human Movement Science	Geography Legal Studies Investigating Science Marine Studies Human Movement Science CAFS	
Week 9	Ancient History Business Studies Legal Studies Biology Investigating Science SLR Music	English Ext 1 English Ext 2 English Standard Business Studies Biology Investigating Science EEC Manufacturing and Engineering Manufacturing and Engineering	English Studies Business Studies Biology Music	SLR
Week 10	English Ext 2 Math Adv Math Ext 1 Math Standard 1 Math Standard 2 Numeracy Modern History Human Movement Science CAFS Dance	Ancient History SLR SLR Dance	Math Adv Math Ext 1 Math Standard 1 Math Standard 2 Numeracy Ancient History Dance SLR	
Week 11				



Student Assessment Information Form

Please complete the details below, remove this page from the assessment handbook and hand it to staff upon receiving;

Student Name: _____

House Check-in: _____

Subjects Undertaking in Stage 6:

(Please list all your Year 12 subjects clearly)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Disability Provisions for Assessments

Do you require any disability provisions or adjustments for your assessments?

☐ Yes

☐ No

If YES, please specify the type of provision needed (e.g., extra time, rest breaks, separate room, writer, reader):

Acknowledgement

I acknowledge receipt of the Year 12 Assessment Handbook, which includes Northlakes High School's requirements related to assessment and schedules for 2025-2026.

Student Signature: _____

Date: _____

