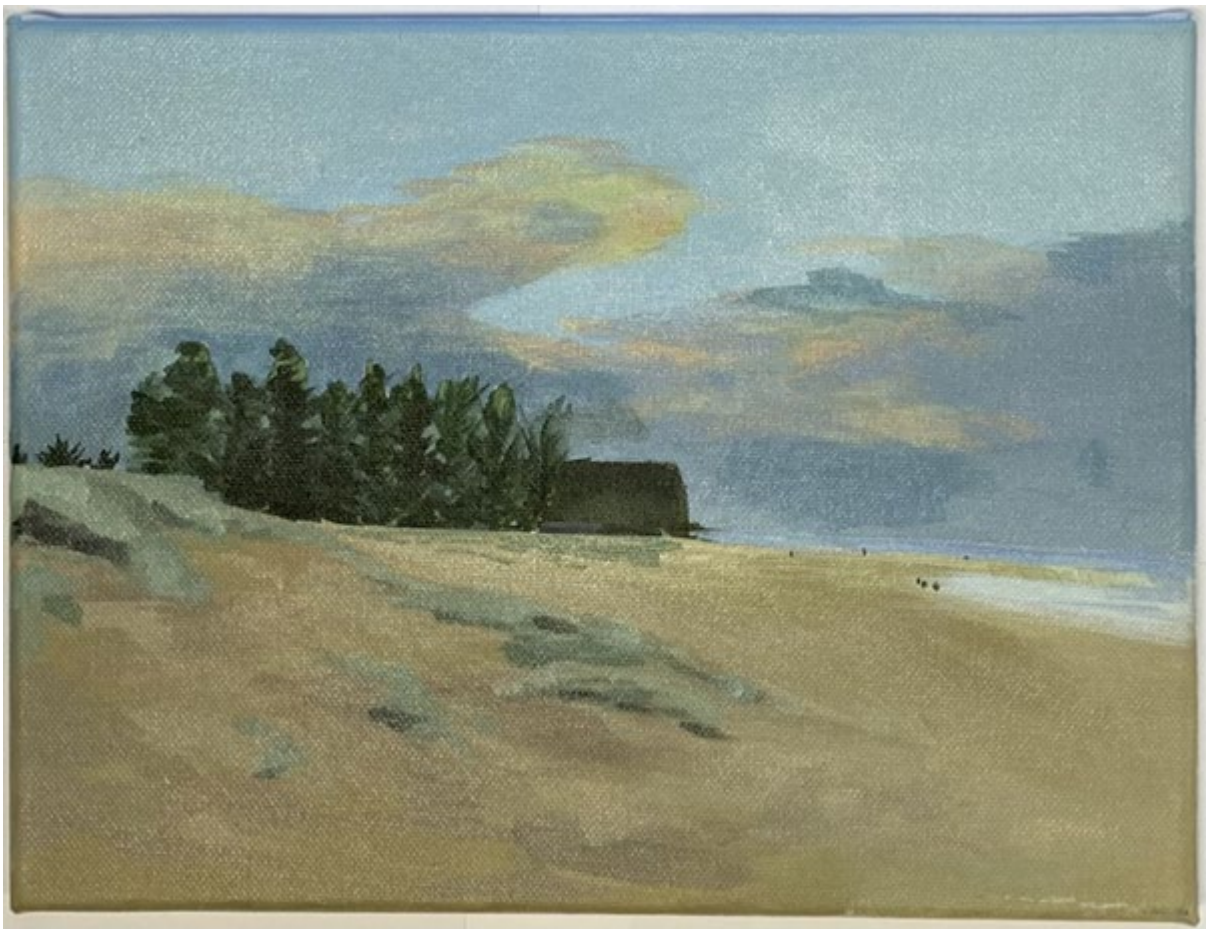


Pittwater High School

Year 12 Assessment Guide 2025-2026



HSC 2024 ARTWORK by Jack Halling



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Deputy Principals: Sophia Bromley, Katrina Purvis, Trent Schmutter (Rel.)

Dear students and parents/carers of the 2026 HSC Cohort,

Welcome back to Term 4 and to the start of your HSC courses. Our aim is to support you grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of our expectations. Although it may seem a daunting year ahead, it is also one we hope you enjoy as you embrace your learning and experience success. We know you will continue to build positive relationships with your peers and teachers.

1. Changes in Patterns of Study

By now you should have decided on any changes of subject in relation to your HSC studies - discontinuing subjects and commencing Extension courses. If you are still unsure, please discuss the situation with the respective teachers, your Year Adviser Ms Michael or your Deputy Principal Ms Bromley. Change of subject forms need to be completed before you cease attending a class.

2. Study periods and Senior Learning Centre

As a result of discontinuing a subject or undertaking an Extension Course, some students may have more study periods (**not** free periods) during normal school hours. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

3. Late Arrival/Early Departure

As a privilege to Year 12 students only, those students who have study periods during Period 1 have permission to arrive at school late. However, they must be **at school in order to attend the assembly and/or year meetings**. Students must sign on at Student Services when they arrive at school.

Students are only permitted to leave school before the end of the school day if they have no scheduled classes for the remainder of that day. Students must sign out at Student Services using their student ID card. **Students are not to leave the school grounds in lunch breaks.**

4. School Uniform

Seniors are expected to wear the correct school uniform **including black lace up school shoes at all times**. Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification of uniform items.

5. Getting the most out of your learning by:

- attending school and all timetabled lessons every day
- being punctual to class
- demonstrating hard work and effort in all learning activities
- completing assessment tasks, assignments and homework punctually
- behaving appropriately at all times: in class, in the school grounds and on excursions
- becoming actively involved in the wider activities of school life.

6. Mentoring

The executive staff and teachers have volunteered their time to make themselves available as mentors for Year 12 students. This is designed to ensure that each student is supported in focusing on what is required in their HSC year and achieving their personal best.

7. School References

At the end of Year 12, students are able to apply for a reference from the school. For your reference to be as personal and individual as possible, you will need to supply verifiable details of your academic awards, involvement in school events, extra-curricular participation and achievements, sporting activities, school service, community service, etc. It is recommended that you begin to compile this relevant information now and update it as you proceed through Year 12. These references will be available at the end of the HSC examinations when students complete the sign-out process and return all books.

8. End of Year 12 Activities

Year 12 classes continue into the last week of Term 3, ensuring that students are thoroughly prepared for the HSC. After this time, teachers continue to make themselves available for seminars or individual student consultations.

We are very proud of our students and the culture of the school in that our Year 12 students fully engage in the end-of-year activities in an appropriate manner.

In the final week, we anticipate the organisation of a special fun day out following the success of the day with previous Year 12 groups. Also, on Wednesday there is a Year 12 student and staff barbeque breakfast followed by a Farewell Assembly to Year 12 in front of the whole school. In the afternoon there is the Year 12 Graduation Ceremony and Formal open to staff, parents and caregivers.

Finally, after the results of the HSC are released in December, we have a special morning tea for students and staff. This date is to be confirmed.

So, all the best as you now focus on what can potentially be the best most fulfilling year of your schooling.

All the best

Alison Gambino
Principal

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HSC Term 4 2025

Term 4	MTH	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Week 1	OCT	13	NO ASSESSMENTS								
Week 2	OCT	20	NO ASSESSMENTS								
Week 3	OCT	27	NO ASSESSMENTS								
Week 4	NOV	3	NO ASSESSMENTS								
Week 5	NOV	10	Engineering Studies Visual Arts	11		12		13		14	Industrial Technology Timber
Week 6	NOV	17		18		19		20		21	Earth & Environmental Science Work Studies
Week 7	NOV	24	Sport, Lifestyle & Recreation Visual Arts	25	Physics Food Technology	26		27	Modern History French Continuers Japanese Continuers	28	
Week 8	DEC	1	Agriculture	2	Geography	3		4	Economics Legal Studies	5	Chemistry Community & Family Studies Health & Movement Science
Week 9	DEC	8	English Studies English EAL/D Visual Arts	9		10	Society & Culture Business Studies	11	Biology Mathematics Adv Mathematics Std 1 Mathematics Std 2 Music 1	12	Textiles & Design
Week 10	DEC	15	Ancient History Drama Mathematics Ext 1	16		17		18	Mathematics Ext2 (date TBC)	19	

HSC Term 1 2026

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English Ext 2 English Adv English Std Science Ext	English Ext 1 Music 2		Music Ext	Biology Industrial Technology Timber Physics Visual Arts Work Studies	Business Studies Chemistry Engineering Studies French Continuers Geography Japanese Continuers Sport, Lifestyle & Recreational	Ancient History Drama Economics Health & Movement Science Legal Studies Modern History Visual Arts	Agriculture Community & Family Studies Food Technology Health & Movement Science Cert II Hospitality Mathematics Adv Mathematics Ext 2 Mathematics Std 1 Mathematics Std 2	English Studies English EAL/D Mathematics Ext 1 Music 1 Society and Culture

HSC Term 2 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10- 11 (TRIALS)
English Advanced English Std Textiles & Design	Earth & Environmental Science English Ext 2 History Ext	Music Ext	Biology History Ext Music 2	French Continuers Japanese Continuers Music 1	Chemistry Sport, Lifestyle & Recreation Visual Arts Work Studies				Agriculture Ancient History Biology Business Studies Cert II Hospitality Chemistry Community & Family Studies Drama Earth & Environmental Science Economics Engineering Studies English Advanced English Ext 1 English Standard English Studies English EAL/D Food Technology French Continuers Geography Health & Movement Science History Extension Industrial Technology Timber Japanese Continuers Legal Studies Mathematics Advanced Mathematics Ext 1 Mathematics Ext 2 Mathematics Standard 1 Mathematics Standard 2 Modern History Music 1 Music2 Music Ext Physics Science Extension Society & Culture Textiles & Design Visual Arts

HSC Term 3 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 - 10
Industrial Technology (Timber)	English Ext 2 Textiles & Design	Music2 Science Extension	Ancient History Drama Earth & Environmental Science English Adv English EAL/D English Std Health & Movement Science Legal Studies	Agriculture Community & Family Studies Engineering Studies English Ext 1 Food Technology Geography Modern History Physics Sport, Lifestyle & Rec Work Studies Visual Arts	Economics English Studies Cert II Hospitality Mathematics Adv Mathematics Ext 1 Mathematics Ext 2 Mathematics Std 1 Mathematics Std 2 Society and Culture	Business Studies	

ASSESSMENT FOR THE HSC 2025/2026

The purpose of school assessment is to:

- assist student learning
- provide information on student learning
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements
- evaluate and improve teaching and learning programs

Student performance in the Higher School Certificate (HSC) is assessed in two ways – the HSC examinations and the internal (school) assessment. In some subjects, there are also external assessable components.

The HSC examinations are conducted by the NSW Education Standards Authority (NESA) during October and November each year. The internal assessment mark is based on achievement in a range of tasks developed by the school according to syllabus components and weightings. The tasks allow students to demonstrate the breadth and depth of their knowledge, skills and understanding in a variety of ways such as research, oral presentations, aural analysis, practical work and experiences appropriate to the outcomes in each course studied. Marks awarded for each task will align with the quality of the response; work that shows more complex development and higher order achievement will receive more marks than work that demonstrates a more basic level of achievement.

The final HSC assessment mark is a combination of the mark gained in each HSC exam (50%) and the moderated school assessment (50%). The internal (school) assessment for the HSC will commence in Term 4, 2025.

The award of an HSC is dependent upon a student's satisfactory progress and completion of course work with regard to **both formal assessment and assessment for learning tasks**. Students should appreciate that assessment for learning tasks are very important in the context of the whole course, both as practice for assessment tasks and as preparation for the HSC examination.

SATISFACTORY COMPLETION OF COURSES

The following course completion criteria refer to both the Preliminary and HSC courses. Students are expected to attempt all assessment tasks.

Course Completion Criteria

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

- a) **Followed** the board developed or board endorsed by NESA; and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes.

Should a student not satisfy the course requirements, they will be at risk of being given an 'N' Determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing (Non-completion Warning). Refer to 'Non-Determination'.

REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the HSC course student attendance should not drop below a minimum 85% of timetabled lessons.
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so, so that learning opportunities are maximised.
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements.
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school.
- Students will **apply themselves with diligence and sustained effort** throughout the course.
- Students will have achieved some or all of the course outcomes.
- The honesty of students in completing assessment tasks underpins the integrity of the HSC.

SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish an HSC assessment program for each course taught within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- evaluate and refine teaching programs in response to student performance

INTERNAL ASSESSMENT

The school is required to submit an assessment mark for each subject undertaken by the students. The assessment marks submitted by a school for each course are intended to indicate achievement at the end of the HSC course, based on:

- a wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single, final examination.

The internal assessment schedule will commence during Term 4 2025 at the completion of the Year 11 Course. At the completion of the HSC course, the school will provide students their final course rank and grades for English Studies and Mathematics Standard 1. If students wish to appeal this rank or grade, they may request a school review of their grade or placement in the rank order for a course based on their performance during the course (but cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks). School rank order review appeals should be directed to the Deputy Principal Assessment and Reporting for the Assessment Review Panels' consideration.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with students' workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

If required, the school may exercise flexibility in determining the following course-specific requirements:

- the number and type of assessment tasks and
- the weightings allocated to each assessment task.

Students will acknowledge the receipt of this Assessment Policy and notification of when they submit tasks and when receiving feedback for each task by signing a receipt sheet. It is recommended that students keep a copy of all materials handed out for assessment.

COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number and type of assessment task given is decided by the school and details of these tasks are provided in the course assessment program that follows.

Assessment tasks must be submitted **no later than 8:30am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result, and a Non-Completion warning will be issued. If students have an explanation such as illness, or misadventure, for their lateness, they may complete an illness/misadventure form with accompanying documentation and hand this to the teacher.

Failure of computers, printers or software will not be accepted as a reason for the lateness of a task, as students are expected to use good management practices such as the cloud or USB storage devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

ATTENDANCE

A student will receive zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and a completed Illness and Misadventure form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- If a student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave or exemption from school for legitimate reasons (e.g. school approved activities such as DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned before the due date of the assessment task(s).
- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day a task is due or assessed.
- See Illness and Misadventure process for what to do if a student is absent for an assessment task.

NON-COMPLETION WARNINGS

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

The student and/or parent/guardian should return the acknowledgement slip to the teacher. To support the student in meeting the course requirements, we request that parents or guardians discuss this matter with them and encourage and support them to carry out the required actions.

ILLNESS AND MISADVENTURE

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand)
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood).

You or your parents/carers must contact the school on the day of the missed assessment task or exam. Call or send an email to the school with your name, course, assessment task description and indicate that you are applying for an Illness Misadventure consideration.

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness and Misadventure form. The forms are available online at the school website, from the Year Adviser, Deputy Principal or Head Teachers. Applications must be contemporary, that is, made at the time of the assessment task. It is your responsibility to arrange for an Illness Misadventure application to be submitted within 5 school days earliest of the due date of the assessment task or upon the first day of return to school. **There is an eligibility checklist at the end of this booklet, as well as a copy of the form.**

When completing the form, attach as much contemporary supporting information as possible e.g. medical certificates (see important details below), funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school (within 5 days). Tasks should be submitted or attempted the day you return to school, even if the application is yet to be approved.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the ARP and forward the application to the Panel Convener.

If a student has an upheld illness/misadventure application, the school will give an opportunity for the student to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task or
- providing the student with a substitute assessment task.

In exceptional circumstances (approved by the Principal), where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes.

Your teacher will let you know the outcome of the application.

The Illness/Misadventure process does not cover:

- a) Attendance at a sporting or cultural event or family holiday
- b) Alleged inadequacies of teaching
- c) Long-term matters relating to loss of preparation time
- d) Disabilities for which students have already been granted disability provisions
- e) Long-term illness, unless the student has a 'flare-up' of the condition immediately before or during a task
- f) Matters avoidable by the student

MEDICAL CERTIFICATES

When requesting a medical certificate, please give the following information to the medical practitioner (doctor or pharmacist) to ensure the necessary documentation is provided. **Please note, a certificate that only states 'unfit for work/school' is not sufficient:**

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or exam.

Independent supporting evidence must:

- be current, specific to the date and time of the task or exam
- clearly outline the impact experienced by the student at the time of attempting the task or exam. School assessments are the principal means of determining satisfactory completion of the HSC course outcomes in the senior school.

Should you have any concerns please telephone the Principal on 9999 4035.

ALTERNATE TASKS

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task, then a substitute task will be given.
- If a task produces invalid or unreliable results, the task may be discarded. Where possible, at least one week's notice will be given for a replacement task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's rank position.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

DISABILITY PROVISIONS

If a student requires disability provisions, it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESA processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESA.

Schools are responsible for any decision at the school level to provide adjustments to coursework and assessment activities and tasks (including in-school tests). Providing an adjustment does not restrict a student's access to the full range of grades or marks. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams.

MALPRACTICE (INCLUDING PLAGIARISM)

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Pittwater High School and NESAC treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Teachers will investigate all suspected malpractice in consultation with the Head Teacher. You may be required to provide evidence that the work is your own such as research notes, drafts or version history. Malpractice during an assessment task will result in:

- a zero mark
- the student being issued with a non-completion warning
- the school recording malpractice offences to NESAC in the Malpractice Register.

No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- avoid using material directly from books, journals, or the internet without reference to the source.
- be sure not to buy, steal or borrow another person's work and presenting it as your own, or submit work to which another person such as a parent, coach, tutor or subject expert has prepared.
- avoid having someone **(or AI)** to write or prepare material.
- refrain from breaching school examination rules.
- avoid using non-approved aides during an assessment task.
- avoid making false claims to explain work not handed in by the due date.
- do not assist another student to engage in malpractice.

AI AND ASSESSMENT TASKS

- The use of AI tools to generate or summarise content is strictly prohibited.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task, receive an N warning. In the case of Year 12 students, all schools are required to keep a register of malpractice and report it to NESA.

Remember that academic success comes from hard work, dedication, and original thinking.

Misbehaviour during an assessment or failure to comply with assessment rules and procedures also constitutes malpractice. Disruption to others during an exam or assessment task will be reported to the Head Teacher who may issue a zero result for the task and an N warning.

NON-SERIOUS ATTEMPTS

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their assessment tasks and HSC exams. For a serious attempt, students need to respond to and demonstrate academic engagement.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material

Students who do not make a serious attempt in an assessment task may receive zero and a N Warning letter will be issued.

APPEALS

Students may appeal a result or finding such as an illness and misadventure or a malpractice finding. Note - This does not include an appeal regarding professional teacher judgement in applying the marking criteria.

THE ASSESSMENT REVIEW PANEL (ARP)

The Principal of Pittwater High School selects executive staff to monitor and review the procedures set down for the Pittwater High School HSC Assessment program. The Deputy Principal for Assessment and Reporting is the convenor of the appeals panel. It also meets, if required, to consider student appeals arising from individual assessment tasks or on the grounds of unexpected illness, misadventure, or malpractice. The Principal is the final arbiter in all appeals.

Students are responsible for submitting an appeal about marks allocated for an individual assessment task, findings of malpractice or illness and misadventure. The school will resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

TO APPEAL:

1. Within 5 days of receiving the determination of an Illness misadventure application, task result or malpractice outcome, complete the Assessment Appeal Application (copy in the back of this booklet) and forward to the Deputy Principal Assessment and Reporting. Include a copy of the assessment task with marking criteria, your attempt at the task and any other relevant information. The panel will consider all the information provided to make a determination. The ARP normally consists of the Deputy Principal for Assessment and Reporting as convenor, a Head Teacher and the Year Adviser.
2. A secondary appeal may be made to the Principal.

'N' DETERMINATIONS

The Principal will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students studying a Year 12 course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

Principals may determine that as a result of absence from school, the course completion criteria cannot be met.

It should be noted that if a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

In cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESAs. Courses that were not satisfactorily completed will not be printed on the Record of School Achievement or the HSC Record of Achievement.

If the 'N' determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or by undertaking one or more other courses within a five-year accumulation period.

Students who have received an 'N' determination have the right to appeal.

APPEAL PROCEDURES FOR 'N' DETERMINATIONS

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

CREDENTIALS

NESA is a statutory Authority that determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by NESAs. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESAs requirements.

The HSC Testamur is awarded to students who have fulfilled all eligibility requirements.

The HSC *Record of Achievement* is awarded to students who have satisfactorily completed a HSC course. In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and/or performance band for each NESAs developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two-year, 2-unit course in Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESAs on behalf of the Vocational Education and Training Accreditation Board.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who have completed requirements for the Australian Tertiary Admission Rank (ATAR) will also receive a further document reporting their ATAR unless they have taken the option to not have an ATAR provided. The ATAR is a rank not a mark.

To be eligible for an ATAR a student must satisfactorily complete at least ten units in Year 12 (on top of the completed 12 units in Year 11) of ATAR courses in Year 12, that is, NESA developed courses for which there is an examination conducted by NESA that has a graded assessment.

These ATAR courses must include at least:

- ten units of Board Developed courses
- two units of English
- three NESA developed courses of two units or more
- at least four subjects

DETERMINING FINAL SCHOOL-BASED ASSESSMENT HSC COURSE MARKS

The school will calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the aggregation of the assessment task marks for each student.

At the end of the HSC assessment program, all students are asked to sight and confirm the accuracy of all recorded marks by signing their name against them. For this purpose, students should keep a copy of all marked and returned assessments during the Year 12 course.

HSC RANKINGS

At the end of the course the school will submit an assessment mark for each student in each subject. To ensure validity between schools NESA moderates this mark with the school's performance in the external examination. Although the mark that appears on the Record of Achievement may change, the position (rank order) of each student will not.

When students have completed their Year 12 course, and signed off their task marks, they will be informed of their course ranks and sign in acknowledgement.

Students may request a school review of their placement in the rank order for a course based on their performance during the course.

ASSESSMENT SCHEDULES

AGRICULTURE

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 1/12/25	Assessment Task 1	H1.1, H2.1	10	10	5	25
	Sustainable plant production In Class & Hand In					
Term 1 Week 9	Assessment Task 2	H3.1, H3.2, H3.4	10	10	5	25
	Farm product case study In Class & Hand In					
Term 2 Weeks 10-11	Assessment Task 3	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	15	10	5	30
	Trial HSC Examination					
Term 3 Week 5	Assessment Task 4	H3.3, H4.1, H5.1	5	10	5	20
	Elective Research In Class & Hand In					
		Total	40	40	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge, understanding and skills required to manage agricultural production systems	40
C	Skills in effective research, experimentation and communication	20

OUTCOMES

H1.1	explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	describes the inputs, processes and interactions of plant production systems
H2.2	describes the inputs, processes and interactions of animal production systems
H3.1	assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.2	critically assesses the marketing of a plant OR animal product
H3.3	critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
H3.4	evaluates the management of the processes in agricultural systems.
H4.1	justifies and applies appropriate experimental techniques, technologies, and research by methods and data preparation and analysis in relation to agricultural problems and solutions
H5.1	evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

ANCIENT HISTORY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 10 15/12/25	Assessment Task 1 Sparta task in class Task	AH12-3, AH12-5 AH12-7, AH12-9	5	5	5	5	20
Term 1 Week 8	Assessment Task 2 Pompeii and Herculaneum Task Source based task Hand in	AH12-6 AH12-7 AH12-9	10	5	5	5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6 AH12-7	15	5	5	5	30
Term 3 Week 4	Assessment Task 3 Julio Claudians task Hand in	AH12-7 AH12-8 AH12-9	10	5	5	5	25
		TOTAL:	40	20	20	20	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

OUTCOMES

AH12-1	Accounts for the nature of continuity and change in the ancient world
AH12-2	Proposes arguments about the varying causes and effects of events and developments
AH12-3	Evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	Analyses the different perspectives of individuals and groups in their historical context
AH12-5	Assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	Discusses and evaluates differing interpretations and representations of the past
AH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	Communicates historical understanding, using historical knowledge, concepts and terms in appropriate and well-structured forms
AH12-10	Analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/25	Assessment Task 1 Module 8 Benchmark Test	BIO12-4, BIO 12-5, BIO12-7, BIO12-15	15	5	20
Term 1 Week 6	Assessment Task 2 Module 7 Infectious Disease Depth Study	BIO 12-1, BIO12-4, BIO12-5 BIO12-7, BIO 12-14, BIO12-2	20	10	30
Term 2 Week 4	Assessment Task 3 Module 5 Skills Test/Data Analysis	BIO12-7, BIO 12-12, BIO12-05, BIO12-06	15	5	20
Term 2 Weeks 10-11	Assessment Task 4 Trial HSC Examination Modules 5, 7, 8	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-14, BIO 12-15, BIO12-1	10	20	30
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding of Course Content	40

OUTCOMES

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	Conduct investigations to collect valid and reliable primary and secondary data and information
BIO12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	Analyses and evaluates primary and secondary data and information
BIO12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 10/12/25	Assessment Task 1 Operations Task	H2, H4, H5, H9	5		10	5	20
Term 1 Week 7	Assessment Task 2 Marketing Task	H4, H6, H7, H8, H9	10	10		5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1, H2, H3, H4, H5, H8, H9, H10	15	10		5	30
Term 3 Week 7	Assessment Task 4 Human Resources Task	H6, H8, H9, H10	10		10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

OUTCOMES

H1	Critically analyses the role of business in Australia and globally
H2	Evaluates management strategies in response to changes in internal and external influences
H3	Discusses the social and ethical responsibilities of management
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations

CHEMISTRY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8 5/12/25	Assessment Task 1 Depth Study- Equilibrium	CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-12	20	10	30
Term 1 Week 7	Assessment Task 2 Practical Task: Titration	CH12-3, CH12-4, CH12-5, CH12-6, CH12-13	15	5	20
Term 2 Week 6	Assessment Task 3 Research Task: Organic Chemistry	CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	15	5	20
Term 2 Week 10-11	Assessment Task 4 Trial HSC Examination	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-1	10	20	30
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working Scientifically	60
B	Knowledge and understanding of course content	40

OUTCOMES

CH12-1	A student develops and evaluates questions and hypotheses for scientific investigation
CH12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	Analyses and evaluates primary and secondary data and information
CH12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	Explains the characteristics of equilibrium systems and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes

COMMUNITY AND FAMILY STUDIES (CAFS)

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8 5/12/25	Assessment task 1 Groups in Context: Critical Analysis	H2.2, H2.3, H3.1, H3.2, H3.3, H5.1, H6.2	10	15	25
Term 1 Week 9	Assessment task 2 Independent Research Project (IRP)	H4.1, H4.2	5	15	20
Term 2 Weeks 10-11	Assessment task 3 Trial Examination	H1.1, H2.1, H2.2, H2.3, H3.1, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1, H6.2	15	15	30
Term 3 Week 5	Assessment task 4 Case Study: Video Analysis	H1.1, H2.2, H3.2, H3.3, H3.4, H5.2, H6.1, H6.2	10	15	25
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and Understanding of course content	40
B	Skills in Critical thinking, research methodology, analysing and communicating	60

OUTCOMES

H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

DRAMA

ASSESSMENT TASKS YEAR 12 2024-2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 10 15/12/25	Assessment Task Unit: Australian Drama & Theatre Individual Project: Work in Progress & Draft Logbook & Rationale Performance Essay: A selection of work in class	H1.2, H1.6, H2.2 H3.1, H3.3	10	5	10	25
Term 1 Week 8	Assessment Task 2 Unit: Significant Plays of the 20th Century Independent Project Performance: A selection of works in class Essay: Detailed Notes & In-class Essays	H1.2, H1.3, H2.2, H3.1, H3.2, H3.3	15	5	10	30
Term 2 Weeks 10-11	Assessment Task 3 – TRIALS Group Performance Written Trial Examination	H1.2, H1.4, H1.6, H2.1, H2.2, H2.5, H3.1, H3.2	5	5	10	20
Term 3 Week 4	Assessment Task 4 Group Performance	H1.1, H1.2, H1.4, H1.6, H2.1, H2.2, H2.5	10	15		25
Total			40	30	30	100

COMPONENTS & WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Studying	30

OUTCOMES

H1.1	Uses acting skills to adopt and sustain a variety of characters and roles
H1.2	Uses performance skills to interpret and perform scripted and other material
H1.3	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	Collaborates effectively to produce a group-devised performance
H1.5	Demonstrates directorial skills
H1.6	Records refined group performance work in appropriate form
H1.7	Demonstrates skills in using the elements of production and values and attitudes
H1.8	Recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	Values innovation and originality in group and individual work
H2.1	Demonstrates effective performance skills
H2.2	Uses dramatic and theatrical elements effectively to engage an audience
H2.3	Demonstrates directorial skills for theatre and other media
H2.4	Appreciates the dynamics of drama as a performing art
H2.5	Appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	Appreciates the role of the audience in various dramatic and theatrical styles and movements

EARTH AND ENVIRONMENTAL SCIENCE

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 21/11/25	Assessment Task 1 Research task and in class test	EES 12-5, EES 12-6, EES 12-7, EES 12-12, ESS12-2	20	10	30
Term 2 Week 2	Assessment Task 2 Depth Study	EES 12-1, EES 12-2, EES 12-3, EES 12-5, EES 12-6, EES 12-7, ESS 12-13	15	5	20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	EES 12-4, EES 12-5, EES 12-6, EES 12-7, EES 12-12, EES 12-14, EES 12-13	10	20	30
Term 3 Week 4	Assessment Task 4 Research task	EES 12-4, EES 12-5, EES 12-6, EES 12-7, EES 12-15	15	5	20
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding of Course Content	40

OUTCOMES

EES12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES12-5	Analyses and evaluates primary and secondary data and information
EES12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	Describes and evaluates the models that show the structure and development of Earth over its history
EES12-13	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	Analyses the natural processes and human influences on the Earth, including scientific evidence for changes in climate
EES12-15	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, composition and disposal affect the Earth's systems

ECONOMICS

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 4/12/25	Assessment Task 1 Extended Response – Global Economy Case Study	H1, H3, H4, H7, H10, H11	10		10		20
Term 1 Week 8	Assessment Task 2 In class Task – Topic 1 and 2	H1, H2, H3, H4, H7, H10, H11	5	10		10	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Exam	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	15	10		5	30
Term 3 Week 6	Assessment Task 4 In class task Economic Policies and Management	H1, H2, H4, H5, H6, H7, H8, H10	10		10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20

OUTCOMES

H1	Demonstrates understanding of economic terms, concepts and relationships
H2	Analyses the economic role of individuals, firms, institutions and governments
H3	Explains the role of markets within the global economy
H4	Analyses the impact of global markets on the Australian and global economies
H5	Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	Analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	Selects and organises information from a variety of sources for relevance and reliability
H10	Communicates economic information, ideas and issues in appropriate forms
H11	Applies mathematical concepts in economic contexts
H12	Works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5 10/11/25	Assessment Task 1 Research & Communication	H1.2, H3.3, H5.2, H6.1, H6.2	10	10	20
Term 1 Week 7	Assessment Task 2 Engineering Report	H1.1, H1.2, H2.1, H2.2, H3.2, H4.1, H4.3, H5.1, H5.2	20	10	30
Term 2 Weeks 10-11	Assessment Task 3 Trial Examination	H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	20	10	30
Term 3 Week 5	Assessment Task 4 Engineering Report	H1.2, H2.1, H3.2, H4.1, H4.3, H5.1, H5.2	10	10	20
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content.	60
B	Knowledge and skills in research, problem solving and communication related to engineering practice.	40

OUTCOMES

H1.1	Describes the scope of engineering and critically analyses current innovations
H1.2	Differentiates between properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	Determines suitable properties, uses an application of materials, components and processes in engineering.
H2.2	Analyses and synthesizes engineering applications in specific fields and reports on the importance of these to society.
H3.1	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice.
H3.2	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports.
H3.3	Develops and uses specialized techniques in the application of graphics as a communication tool.
H4.1	Investigates the extent of technological change in engineering.
H4.2	Applies knowledge of history and technological change to engineering-based problems
H4.3	Applies understanding of social, environmental and cultural implications of technological change in engineering to analysis of specific engineering problems.
H5.1	Works individually and in teams to solve specific engineering problems and prepare engineering reports.
H5.2	Selects and uses appropriate management and planning skills related to engineering.
H6.1	Demonstrates skills in research, and problem solving related to engineering.
H6.2	Demonstrates skills in analysis, synthesis and experimentation related to engineering.

ENGLISH (ADVANCED)

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Components		Weight
			A	B	
Term 1 Week 2 6/2/26	Assessment Task 1 Common Module: Texts and Human Experiences Multimodal Assessment	EA12-1, EA12-5, EA12-6, EA12-7, EA12-8	10	10	20
Term 2 Week 1	Assessment Task 2 Module A: Textual Conversations Extended Response	EA12-1, EA12-4, EA12-6, EA12-7, EA12-8	15	10	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	15	15	30
Term 3 Week 4	Assessment Task 4 Module C: Craft of Writing Portfolio	EA12-1, EA12-2, EA12-4, EA12-9	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

OUTCOMES

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

ENGLISH EXTENSION 1

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 1 Week 3	Assessment Task 1 Creative Writing and Reflection	EE12-1, EE12-2, EE12-5	15	20	35
Term 2 Weeks 10-11	Assessment Task 2 Trial HSC Examination	EE12-1, EE12-2, EE12-4	15	15	30
Term 3 Week 5	Assessment Task 3 Tutorial Presentation	EE12-1, EE12-3, EE12-5	20	15	35
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50

OUTCOMES

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

ENGLISH EXTENSION 2

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 2	Assessment Task 1	EEX12-1, EEX12-4	15	15	30
	Viva Voce				
Term 2 Week 2	Assessment Task 2	EEX12-2, EEX12-4,	20	20	40
	Literature Review				
Term 3 Week 2	Assessment Task 3	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-8	15	15	30
	Critique of the Creative Process				
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Skills in extensive independent research	50
B	Skills in sustained composition	50

OUTCOMES

EEX12-1	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition

ENGLISH (STANDARD)

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 2 6/2/26	Assessment Task 1 Common Module: Texts and Human Experiences Extended Multimodal Assessment	EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	10	10	20
Term 2 Week 1	Assessment Task 2 Module A: Language, Identity and Culture Extended Response	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	15	10	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	15	15	30
Term 3 Week 4	Assessment Task 4 Module C: Craft of Writing Portfolio	EN12-1, EN12-2, EN12-4, EN12-9	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

OUTCOMES

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

ENGLISH STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 4 Week 9 8/12/25	Assessment Task 1 Mandatory Module: Texts and Human Experiences	ES12-1, ES12-4, ES12-7, ES12-8	10	10	20
Term 1 Week 10	Assessment Task 2 English in filmmaking The Big Screen	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-9	10	10	20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	ES12-1, ES12-3, ES12-6, ES12-9	15	15	30
Term 3 Week 6	Assessment Task 4 Collection of Classwork	ES12-1, ES12-4, ES12-10	15	15	30
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50

OUTCOMES

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

ENGLISH EAL/D

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 8/12/25	Assessment Task 1 Common Module: Texts and Human Experiences Multimodal Presentation (speaking and listening)	EAL12-1A, 12-1B, 12-3, 12-5, 12-6, 12-7	15	10	25
Term 1 Week 10	Assessment Task 2 Module C: Close Study (viewing and responding)	EAL12-1A, 12-3, 12-5, 12-6, 12-7, 12-8	10	10	20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination covering Modules A, B, C and D	EAL12-1A, 12-3, 12-5, 12-7, 12-8	15	15	30
Term 3 Week 4	Assessment Task 4 Module D: Focus on Writing (writing with annotations)	EAL12-2, 12-3, 12-5, 12-6, 12-7, 12-9	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

OUTCOMES

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

FOOD TECHNOLOGY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 7 25/11/25	Assessment Task 1 Industry Case Study The Food Industry	H1.2, H1.4, H3.1	5	15		20
Term 1 Week 9	Assessment Task 2 Product Development Portfolio and Prototype	H2.1, H3.2, H5.1			30	30
Term 2 Weeks 10-11	Assessment Task 3 Trial Exam	H1.2, H4.2, H1.4, H3.1, H1.1	25			25
Term 3 Week 5	Assessment Task 4 Extended Response	H1.1, H4.2	10	15		25
		Total	40	30	30	100

COMPONENTS AND WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30

OUTCOMES

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

FRENCH CONTINUERS

ASSESSMENT TASKS YEAR 12 2025-26

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 27/11/25	Assessment Task 1	3.1-3.6		20			20
	Reading						
Term 1 Week 7	Assessment Task 2	3.1-3.6	20				20
	Listening						
Term 2 Week 5	Assessment Task 3	1.1-1.4 2.1-2.3			15	15	30
	Speaking and Writing						
Term 2 Weeks 9-10	Assessment Task 4	1.1-4.3	10	10	5	5	30
	Trial HSC Examination						
		Total	30	30	20	20	100

COMPONENTS AND WEIGHTINGS

A	Listening	30
B	Reading	30
C	Speaking	20
D	Writing	20

OUTCOMES

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

GEOGRAPHY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 2/12/25	Assessment Task 1 Rural and Urban Places Task	GE12.01, GE.1202, GE12.05, GE12.06	5	5	5	5	20
Term 1 Week 7	Assessment Task 2 Ecosystems and Global Biodiversity	GE12.01,GE12.03, GE12.04 GE12.09	10	5	5	5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	GE12.01, GE12.05, GE12.08, GE12.09	15	5	5	5	30
Term 3 Week 5	Assessment Task 4 Global Sustainability	GE12.02 GE12.03 GE12.04 GE12.05 GE12.07	10	5	5	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

OUTCOMES

GE1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
GE2	Explains the factors which place ecosystems at risk and the reasons for their protection
GE3	Analyses contemporary urban dynamics and applies them in specific contexts
GE4	Analyses the changing spatial and ecological dimensions of an economic activity
GE5	Evaluates environmental management strategies in terms of ecological sustainability
GE6	Evaluates the impacts of, and responses of people to, environmental change
GE7	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world
GE8	Plans geographical inquiries to analyse and synthesise information from a variety of Sources
GE9	Evaluates geographical information and sources for usefulness, validity and reliability
GE10	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
GE11	Applies mathematical ideas and techniques to analyse geographical data
GE12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
GE13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

HEALTH & MOVEMENT SCIENCE

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 5/12/25	Assessment Task 1 Research Task (hand in) Core 1 Health priorities in Australia	H2, H4, H5, H15	5	5	10	20
Term 1 Week 8/9	Assessment Task 2 Video Analysis (in class) Task Core 2 Factors affecting performance	H7, H9, H10	10	5	10	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H2 – H17	15	10	5	30
Term 3 Week 4	Assessment Task 4 Extended Response Questions (in class): Sports Medicine	H8, H13, H16, H17	10	10	5	25
		Total	40	30	30	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of health and the way the body moves	40
B	Influencing personal and community health and taking action to improve participation and performance in physical activity	30
C	Critical thinking, research and analysis	30

OUTCOMES

H1	Describes the nature and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for health promotion based on the Ottawa Charter
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	Explains the relationship between physiology and movement potential
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	Explains how movement skill is acquired and appraised
H10	Designs and implements training plans to improve performance
H11	Designs psychological strategies and nutritional plans in response to individual performance needs
H12	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	Argues the benefits of health-promoting actions and choices that promote social justice
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

HISTORY EXTENSION

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2	Assessment Task 1 History Project: Historical Process	HE12-1 HE12-2 HE12-4	10	20	30
Term 2 Week 4	Assessment Task 2 History Project - Essay	HE12-1, HE12-2, HE12-3, HE12-4	10	30	40
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	HE12-1, HE12-3, HE12-4	20	10	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of significant historical ideas and processes	40
B	Skills in designing, undertaking and communicating historical inquiry and analysis	60

OUTCOMES

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

INDUSTRIAL TECHNOLOGY TIMBER

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6 14/11/25	Assessment Task 1	H3.1, H3.2, H5.2		20	20
	Project Design and Planning				
Term 1, Week 6	Assessment Task 2	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
	Project Development				
Term 2, Weeks 10-11	Assessment Task 3	H1.1 – H7.2	15	10	25
	Trial HSC Examination				
Term 3, Week 1	Assessment Task 4	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
	Record of production & evaluations				
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication and production of a major project	60

OUTCOMES

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
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting drawings
H3.2	Selects and applies appropriate research and problem-solving skills
H3.3	Applies and justifies design principles effectively through the production of a Major Project
H4.1	Demonstrates competence in a range of practical skills appropriate to the Major Project
H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	Selects and uses communication and information processing skills
H5.2	Examines and applies appropriate documentation techniques to project management
H6.1	Evaluates the characteristics of quality manufactured products
H6.2	Applies the principles of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment
H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

JAPANESE CONTINUERS

ASSESSMENT TASKS YEAR 12 2025-26

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 27/11/25	Assessment Task 1 Reading	3.1-3.6		20			20
Term 1 Week 7	Assessment task 2 Listening	3.1-3.6	20				20
Term 2 Week 5	Assessment task 3 Speaking and Writing	1.1-1.4 2.1-2.3			15	15	30
Term 2 Weeks 10-11	Assessment task 4 Trial HSC Examination	1.1-4.3	10	10	5	5	30
		Total	30	30	20	20	100

COMPONENTS AND WEIGHTINGS

A	Listening	30
B	Reading	30
C	Speaking	20
D	Writing	20

OUTCOMES

1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

LEGAL STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 4 /12/25	Assessment Task 1 Crime In-class Task	H1, H4, H6, H7, H9	10	5		5	20
Term 1 Week 8	Assessment Task 2 Family Law Research Task	H2, H3, H4, H6, H7, H8, H10	5	5	10	5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1 – H10	20	5		5	30
Term 3 Week 4	Assessment Task 4 Option 2 Extended Response	H2, H3, H5, H7, H8, H9	5	5	10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Analysis & Evaluation+	20
C	Inquiry & Research	20
D	Communication of legal information, ideas and issues in appropriate forms	20

OUTCOMES

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

MATHEMATICS ADVANCED

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/25	Assessment Task 1 Written Test	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	12.5	12.5	25
Term 1 Week 9	Assessment Task 2 Written Test	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	10	10	20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	Assessment Task 4 Written test	MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
		Total:	50	50	100

COMPONENTS & WEIGHTINGS

A	Understanding, fluency and communicating	50
B	Problem solving, reasoning and justification	50

OUTCOMES

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

MATHEMATICS EXTENSION 1

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 10 15/12/25	Assessment Task 1 Written Test	ME12-2, ME12-6, ME12-7 MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	12.5	12.5	25
Term 1 Week 10	Assessment Task 2 Written Test	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7 MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	10	10	20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	ME12-4, ME12-5, ME12-6, ME12-7 MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
Total:			50	50	100

COMPONENTS & WEIGHTINGS

A	Understanding, fluency and communicating	50
B	Problem solving, reasoning and justification	50

OUTCOMES

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

MATHEMATICS EXTENSION 2

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 10 18/12/25	Assessment Task 1 Written Test	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	MEX12-3, MEX12-7, MEX12-8	12.5	12.5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	12.5	12.5	25
		Total:	50	50	100

COMPONENTS & WEIGHTINGS

A	Understanding, fluency and communicating	50
B	Problem solving, reasoning and justification	50

OUTCOMES

MEX12-1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	Uses vectors to model and solve problems in two and three dimensions
MEX12-4	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	Applies techniques of integration to structured and unstructured problems
MEX12-6	Uses mechanics to model and solve practical problems
MEX12-7	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument
MEX12-9	Communicates abstract ideas and relationships using appropriate notation and logical argument

MATHEMATICS STANDARD 1

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/25	Assessment Task 1 Written Test	MS1-12-5, MS1-12-10	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	MS1-12-1, MS1-12-6, MS1-12-9	12.5	12.5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	MS1-12-2, MS1-12-3, MS1-12-7	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	MS1-12-4, MS1-12-8	12.5	12.5	25
		Total:	50	50	100

COMPONENTS & WEIGHTINGS

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

Up to 30% of the internal assessment in the Mathematics Standard 1 course may be based on the Preliminary course.

OUTCOMES

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

MATHEMATICS STANDARD 2

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/25	Assessment Task 1 Written Test	MS2-12-5 MS2-12-9	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	MS2-12-1 MS2-12-6 MS2-12-8	12.5	12.5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	MS2-12-2 MS2-12-7	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	MS2-12-8	12.5	12.5	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

OUTCOMES

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

MODERN HISTORY

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 27/11/25	Assessment Task 1 CORE: Power and Authority in the Modern World 1919-1946 In class and hand in task	MH12-4, MH12-5, MH12-6	10	5		5	20
Term 1 Week 8	Assessment Task 2 National Study: USA 1919-1941 Hand in essay	MH12-1, MH12-8, MH12-9	5	5	10	5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	10	10		10	30
Term 3 Week 5	Assessment Task 4 Change in the Modern World: The Cultural Revolution Tiananmen Square In class Task	MH12-3, MH12-5	15		10		25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

OUTCOMES

MH12-1	Accounts for the nature of continuity and change in the modern world
MH12-2	Proposes arguments about the varying causes and effects of events and developments
MH12-3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	Analyses the different perspectives of individuals and groups in their historical context
MH12-5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	Discusses and evaluates differing interpretations and representations of the past
MH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MUSIC 1

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component							Weight
			A	B	C	D	E	F	G	
Term 4 Week 9 11/12/25	Assessment Task 1 Core Composition Elective 1	H1, H3, H5, H7, H8, H9, H10, H11		10			10			20
Term 1 Week 10	Assessment Task 2 Core Aural Skills Core Performance Elective 2	H2, H3, H4, H5, H6, H9, H11	5			15		10		30
Term 2 Week 5	Assessment Task 3 Core Musicology Elective 3	H2, H4, H6, H10, H11			10				10	20
Term 2 Weeks 10-11	Assessment Task 4 HSC Trial Examination Core Performance Core Aural Elective 1/2/3	H1 – H11	5			10	5	5	5	30
		Total	10	10	10	25	15	15	15	100

COMPONENTS & WEIGHTINGS

A	Core Performance	10	E	Elective 1	15
B	Core Composition	10	F	Elective 2	15
C	Core Musicology	10	G	Elective 3	15
D	Core Aural	25			

OUTCOMES

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 the musical concepts and their relationships in a wide variety of musical styles
H5	Critically evaluates and discusses performances and compositions
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	Performs as a means of self-expression and communication
H10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	Demonstrates a willingness to accept and use constructive criticism

MUSIC 2

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component					Weight
			A	B	C	D	E	
Term 1 Week 3	Assessment Task 1 Composition Performance Musicology/ Aural Elective	H1 – H12	5	5	5	5	10	30
Term 2 Week 4	Assessment Task 2 Performance/ Sight Singing Composition Musicology/ Aural	H1 – H12	10	5	5	10		30
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination Performance / Sight Singing Musicology/ Aural Elective	H1 – H12	5		10	5	10	30
Term 3 Week 3	Assessment Task 4 Composition	H2, H3, H4		10				10
		Total	20	20	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Performance	20	D	Aural	20
B	Composition	20	E	Elective	20
C	Musicology	20			

OUTCOMES

H1	Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	Performs as a means of self-expression and communication
H11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	Demonstrates a willingness to accept and use constructive criticism

MUSIC EXTENSION

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 5	Assessment Task 1 Component - P C or M	1 - 6	20	20	20	20
Term 2 Week 3	Assessment Task 2 Component - P C or M	1 - 6	40	40	40	40
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination Component - P C or M	1 - 6	40	40	40	40
Total			100	100	100	100

COMPONENTS & WEIGHTINGS

A	Performance	100	OR	Students choose one component to study for the duration of the HSC. Weightings are equal regardless of the component chosen.
B	Composition	100		
C	Musicology	100		

OUTCOMES

	PERFORMANCE		COMPOSITION		MUSICOLOGY
1	Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1	Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	1	Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2	Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2	Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2	Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5	Presents concert and recital programs, which include solving problems concerning programming, organisation and management of concert practice and program direction	5	Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5	Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6	Critically analyses the use of musical concepts to present a stylistic interpretation of the music performed	6	Critically analysis the use of musical concepts to present a personal composition style	6	Critically analyses the use of musical concepts to articulate their relationship to the style of music analysed.

PHYSICS

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 25/11/25	Assessment Task 1 Skills Task	PH12-3, PH12-4, PH12-5, PH12-6, PH12-12	15	5	20
Term 1 Week 6	Assessment Task Depth Study: Electromagnetism	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	25	5	30
Term 2 Weeks 10-11	Assessment Task Trial HSC Examination	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14	10	20	30
Term 3 Week 5	Assessment Task 4 Research & Communication	PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-15	10	10	20
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60
B	Knowledge and understanding	40

OUTCOMES

PH12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	Analyses and evaluates primary and secondary data and information
PH12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SCIENCE EXTENSION

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 2	Assessment Task 1 Progress Report and Literature Review	SE-1, SE-3 SE-6, SE-7	15	10	5	30
Term 2 Week 9/10	Assessment Task 2 Examination: Statistical Case study and Data Analysis	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6,	10	10	20	40
Term 3 Week 3	Assessment Task 3 Scientific Research Report	SE-1, SE-3, SE-4, SE- 5, SE-6, SE-7	5	10	15	30
Total			30	30	40	100

COMPONENTS & WEIGHTINGS

A	Communicating scientifically	30
B	Gathering, recording, analyzing and evaluating data	30
C	Application of scientific research skills	40

OUTCOMES

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

SOCIETY AND CULTURE

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 9 10/12/25	Assessment Task 1 Social & Cultural Continuity & Change - in class task	H1, H3, H6, H7, H8, H10,	15	5	5	25
Term 1 Week 10	Assessment Task 2 Depth Study 1 In class task	H1, H2, H5, H8, H9, H10	10	10	5	25
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H10	10	10	5	25
Term 3 Week 6	Assessment Task 4 Depth Study 2 Hand in task	H1, H3, H4, H9, H10	10	5	5	20
		Total	50	30	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20

OUTCOMES

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

SPORT, LIFESTYLE & RECREATION

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 7 24/11/25	Assessment Task 1 Event Management	1.1, 1.3, 1.6, 4.2, 5.1, 4.5, 2.3	10	5	10	25
Term 1 Week 7	Assessment Task 2 Seminar (Aquatics)	1.1, 1.3, 3.1, 3.6, 4.4	10	10	5	25
Term 2 Week 6	Assessment Task 3 Athletics Presentation	1.1, 1.3, 2.1, 2.3, 4.4	10	5	10	25
Term 3 Week 5	Assessment Task 4 Sports Coaching	3.1, 3.2, 5.2, 5.3	10	10	5	25
		Total	40	30	30	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding	40
B	Investigation skills	30
C	Skills in communication	30

OUTCOMES

1.1	Applies the rules/conventions that relate to participation in a range of physical activities
1.3	Demonstrates ways to enhance safety in physical activity
1.6	Describes administrative procedures that support successful performance outcomes
2.3	Selects & participates in physical activities that meet individual needs, interests and abilities
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.6	Assesses and responds appropriately to emergency care situations
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
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

TEXTILES & DESIGN

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 12/12/25	Assessment Task 1 Major Textile Project- Inspiration, Design, Investigation & Experimentation	H1.2, H2.1, H4.1, H4.2		20	20
Term 2 Week 1	Assessment Task 2 Research Task	H3.2, H4.1, H5.2	20		20
Term 2 Weeks 10-11	Assessment Task 3 Trial HSC Examination	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	30		30
Term 3 Week 2	Assessment Task 4 Manufacturing Specifications, Management & Evaluation	H1.1, H2.1, H2.2, H2.3, H3.1, H4.1, H4.2		30	30
Total			50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of textiles and the textile industry	50
B	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50

OUTCOMES

H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end-uses
H2.1	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	demonstrates proficiency in the manufacture of a textile item/s
H2.3	effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1	explains the interrelationship between fabric, yarn and fibre properties
H3.2	develops knowledge and awareness of emerging textile technologies
H4.1	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	investigates and describes aspects of marketing in the textile industry
H5.2	analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	analyses the influence of historical, cultural and contemporary developments on textiles

VISUAL ARTS

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5- 10/11/25 Week 7 - 24/11/25 Week 9 - 8/12/25	Assessment Task 1 Historical and Critical Scaffold Historical and Critical Writing Task	H7, H8, H9, H10	15		15
Term 1 Week 6	Assessment Task 2 Historical Critical Research Writing Task	H7, H8, H9, H10	20		20
Term 1 Week 8	Assessment Task 3 Practical Major Work	H1, H2, H3, H4, H5, H6		10	10
Term 2 Week 6	Assessment Task 4 Trial Practical Major Work	H1, H2, H3, H4, H5, H6		15	15
Term 2 Weeks 10-11	Assessment Task 5 Trial Written HSC Examination	H7, H8, H9, H10	15		15
Term 3 Week 5	Assessment Task 6 Practical Major Work	H1, H2, H3, H4, H5, H6		25	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Art criticism and Art History	50
B	Art Making	50

OUTCOMES

H1	Initiates and organises art making 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 art making
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	Applies their understanding of practice in art criticism and art history
H8	Applies their understanding of the relationships among the artist, artwork, world and audience
H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and Year 12 qualifications
- Competencies which can lead to a statement of Attainment, Certificate I or II which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in all areas during each VET Course.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry for inclusion in the framework training packages. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as **competent**. A student must demonstrate to be qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either **competent** or **not yet competent**.

1. **Demonstrating competence means that you can perform the task or HAVE an understanding to the level required by the industry standards.**
2. The units of competency achieved will be recognised on a vocational qualification. Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:
 - WHS requirement
 - Cost
 - Time frame
 - Supervision required
 - Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

2. Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses, e.g. Curriculum Framework Courses, will allow students to include a mark from the written HSC examination which can be used in the calculation of the University Admission Index (ATAR). As with all HSC courses, NESA procedures apply to all VET Courses. (Refer to school NESA procedures). VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the **achievement of competency**, AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled **examination mark** will be recorded on the HSC Certificate. **No school-based assessment mark will be recorded. No Assessment mark** for VET Courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted **this mark will be used only in the case of an illness/disadvantage appeal**.



School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

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

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

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

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities. There are

other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality Cohort

2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333

School Name: Pittwater High School

Assessment Schedule Year 12 - 2026

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
Code	Unit Name	HSC Examinable	Week 9 Term 1 27/3/26	Week 6 Term 3 28/8/26	Weeks 9 & 10 Term 2 15/6/26
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark 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".

WORK STUDIES

ASSESSMENT TASKS YEAR 12 2025-2026

Times are approximate. The exact dates will be confirmed with a minimum of three weeks' written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 21/11/25	Assessment Task 1 Teamwork and Enterprise Project- Case Study/ Business Operations.	3,5,6,7,8,9	5	20	25
Term 1 Week 6	Assessment Task 2 Personal Finance- Developing Budgets/ Research Project.	2,3,5,6,7,8,9	15	10	25
Term 2 Week 6	Assessment Task 3 Managing Work and Life Commitments- Career Planning Research Task.	4,5,7,8,9	5	25	30
Term 3 Week 5	Assessment Task 4 In the workplace – Media File and Interview Reports.	1,3,4,5,6,7,8,9	5	15	20
Total			30	70	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of work, the work environment, skills for employment, employment option, career management, life planning and further education and training.	30
B	Skills for success in the workplace, skills in critically assessing personal and social influences on individuals and groups.	70

OUTCOMES

1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
8	Assesses influences on people's working lives
9	Evaluates personal and social influences on individuals and group



PITTWATER HIGH SCHOOL

ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Complete this form for illness/misadventure suffered immediately before or during an assessment task. Submit this form to your teacher of the subject concerned on the first day back following the illness or misadventure. Complete one form for each subject.

SECTION A (Student to complete)

Student Full Name	Appeal Type (Tick one) ☐ Illness ☐ Misadventure		
Date & Time of Appeal Submission	Course Level (Tick ONE) ☐ ROSA ☐ Preliminary ☐ HSC		
Subject	Assessment Task Title		Weighting
Teacher	Original Due Date	Date Submitted	
Reason for appeal – Briefly state the reason for your appeal and how you were impacted			
Supporting documentation – List the contemporary evidence that you have attached in support of your appeal			
Student Signature	Parent Print Name	Parent Signature	Date

SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES ☐ NO ☐
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES ☐ NO ☐
Teacher Comment (with observations on how the student's performance may have been impacted)	Teacher Signature
Head Teacher Recommendation (substitute task, extension or, in exceptional circumstances, an estimate based on an equivalent task)	Head Teacher Signature
Appeal Panel Recommendation	Delegate Signature

***Deputy Principal Assessment and Reporting to enter outcome in Sentral and tag Head Teacher. Subject teacher to inform student of outcome**

ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

ELIGIBILITY CHECK Note: If one or more of the reasons below are ticked, you cannot submit an application

Check if any of the following are your reason for this application:

- ☐ difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- ☐ long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- ☐ the same grounds for which you received disability provisions, except for other difficulties during the exam
- ☐ alleged deficiencies in teaching, e.g., extended teacher absences
- ☐ loss of study time or facilities during Year 12
- ☐ misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESA on your behalf
- ☐ misreading exam instructions
- ☐ failure to enrol/enter for the exam in the correct course
- ☐ illness and/or misadventure in a course that is undertaken as a self-tuition student
- ☐ other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

*If one or more of the reasons above are ticked, you **cannot** submit an application

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed:

1. Complete the eligibility check
2. Phone or email the school before 8:30am on the day the task is scheduled or due, providing the following details:
 - Name
 - Subject and type of assessment task
 - Class teacher
 - Brief detail of the Illness / Misadventure / late submission
3. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)

Ask the doctor to include:

- the illness experienced by the student, and
 - contemporary evidence of the illness, as observed by the attending medical professional, and
 - the date of onset of the illness, and
 - a statement about how the student's performance in the task may have been impacted
4. **Complete the Illness, Misadventure or Late Submission Appeal form.**
The first day the student returns to school, **report to the Teacher or Head Teacher immediately**
Submit the completed form to Head Teacher attaching the medical certificate or the documentation.

Hand in the assessment task OR arrange a time to complete the task.

Be prepared to complete the task on the first day of your return to school.

Head teachers will submit the form to the Assessment Review Panel convenor.



Pittwater High School

Mona Street, Mona Vale NSW 2103

Phone: 02 9999 4035

Email: pittwater-h.school@det.nsw.edu.au

Website: www.pittwater-schools.nsw.edu.au

Principal: Alison Gambino **Deputy Principals:** Katrina Purvis, Sophie Bromley & Rel Trent Schmutter

ASSESSMENT APPEAL FORM

Form to review/ appeal malpractice finding / assessment result

Please submit this appeal form (within 5 school days of notice of assessment result) to the Assessment Review Panel (via reception/school email)

Part A: Appeal to Assessment Review Panel

Student Name:

Course:

Task Name:

Date:

Teacher:

Reason/s for appeal: (Such as evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Assessment Review Panel Decision

- ☐ No change to HT decision: Reason/s:
- ☐ Change to decision: Reason/s and decision outcome:
- ☐ Malpractice Register updated
- ☐ HT Informed