

**2026
PRELIMINARY
(YEAR 11) HSC
ASSESSMENT POLICY
& PROCEDURES**



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Principal's message

This booklet has been prepared by Head Teachers, in consultation with Preliminary (Year 11) teachers, and conforms to the rules and procedures determined by NESA as published in the [Assessment, Certification and Examination \(ACE\) Rules](#).

The information in this booklet explains the procedures that will be used to prepare the final results for your Preliminary (Year 11) Higher School Certificate result notice. Your Preliminary (Year 11) Higher School Certificate will show a list of courses studied and awarded for each course.

The purpose of this booklet is to set out the ways in which the assessment mark will be calculated from the scores you receive for a number of specified assessment tasks completed during Preliminary (Year 11) Higher School Certificate courses.

It is extremely important for you to work consistently during the next three terms and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work, but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/carers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Deputy Principal.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the next three terms.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. It is imperative that all students have a strong understanding of each subject's syllabus. A copy of each syllabus can be downloaded and printed from the NESA website nsw.gov.au/education-and-training/nesa.

I hope that you find Year 11 a challenging and exciting year. On behalf of the staff of Smith's Hill High School, may I wish all students the very best of luck throughout their Preliminary (Year 11) Higher School Certificate year.

Mr David Deitz
Principal

Internal assessment procedures for the Preliminary (Year 11) Higher School Certificate

The Preliminary (Year 11) Higher School Certificate course uses a standards-referenced approach to assessing and reporting student achievement. In order to satisfy the requirements for the award of grades for a RoSA (Record of School Achievement) in Year 11, each student must achieve an assessment mark in each course based on a range of informal and formal assessment tasks set by the school.

The final grade in each course will reflect the relative difference between the achievements of students. In a standards-referenced approach this relative difference will come not from a simple comparison of students but from student achievement as measured against specified standards of performance. These standards, which the differences are based on, are quite explicit and are incorporated in all syllabus documents.

The purpose of assessments

The assessment procedures allow students to demonstrate achievements over a broad range of tasks, as well as allowing for a wider range of outcomes to be assessed than may be possible in an external examination.

RoSA

The Record of School Achievement (RoSA), is a credential for students when they leave school before the HSC. Students can access a transcript electronically from NESAs but this is not an official document. Students will be provided with opportunities in class to demonstrate their learning through a variety of informal and formal assessment activities as part of an ongoing process. RoSA grades will be awarded based on what students have learned and achieved throughout the whole course. A professional on-balanced judgement will be made to determine the achievement standard demonstrated by the student.

Formulating assessments

Each subject faculty will determine the tasks/activities that will contribute to the final assessment grade allocated for the RoSA. The final RoSA grade will be based on several syllabus components from formal and informal assessments including classwork and coursework. The formal components are described in the specific subject information sections of this booklet. The components are weighted by NESAs to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any Preliminary (Year 11) RoSA candidate, who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for the award of a RoSA for Year 11. A candidate must satisfactorily study at least twelve (12) units to qualify for the award of a RoSA for the Preliminary (Year 11) course.

Reporting assessments

Candidates will be given an assessment grade at regular intervals throughout each Preliminary (Year 11) course. These overall grades will appear on the yearly and half-yearly school reports.

At the end of each Preliminary (Year 11) course, the final assessment grade will be sent to the NESA.

Illness and/or Misadventure

Illness/Misadventure applications may be made on the appropriate form with relevant supporting documentation when a student's performance has been significantly impacted by illness and/ or misadventure. If possible, marks will be based on substitute tasks, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity. The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the Illness/Misadventure Provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment grade or in any individual assessment task.

In general, administering a substitute task is preferable to providing an estimate mark.

Rules concerning Illness/Misadventure:

1. Students will be informed prior to sitting a task that if they are ill or are affected by misadventure, they should not be doing the task. They should have it rescheduled when they are well, see a doctor that day and submit an Illness/Misadventure Form (students will sign an attendance slip indicating that they are not affected by illness/misadventure at that time).
2. Students who are ill or affected by misadventure leading up to a task should apply for an extension at least two days prior to the task and complete the task when they are well with adequate preparation. Therefore, students should not be submitting Illness/Misadventure Forms for affected preparation.
3. Students ill or affected by misadventure within the two days leading up to the task should not be completing the task if it is an unseen paper. If it is a task that is to be submitted, the student should have had adequate preparation leading into submission time. If students have not had adequate time, they should seek an extension with an Illness/Misadventure Form and submit what they have completed, attaching it to that form.
4. Students must indicate to the school by the date of a task that they will be applying for illness/misadventure. No consideration will be given after that time unless authorised by the Principal.

All forms are to be submitted on the day of return to school with supporting documentation OR via email before they return to school.

Standards-referenced assessment

Teaching and learning are based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers. Assessment provides a link between the two. Both syllabus and performance standards must be considered during the programming of the course. The link between syllabus and performance standards is made through school assessment. Students undertake Preliminary (Year 11) Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings.

Conclusion

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or your Deputy Principal. Parents/carers who have any queries regarding Preliminary (Year 11) Higher School Certificate assessments may make an appointment to speak to a member of the school's executive by telephoning the school on (02) 4229 4266.

Preliminary (Year 11) Higher School Certificate Assessment Policy

1. Introduction

- 1.1 Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date unless approved otherwise through the Illness/Misadventure process. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.
- 1.2 Students should maintain a calendar of assessment tasks for each Preliminary (Year 11) course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.
- 1.3 A student having difficulty completing any assessment task before the due date should discuss their concerns with the appropriate Head Teacher and/or the Deputy Principal. They will be required to submit an Illness/Misadventure Form.
- 1.4 Students will be given sufficient notice (typically 14 days) in writing of the due date for any assessment task. Any change to the due date will be provided in writing to each student.
- 1.5 Grades which are submitted to the NESA are formulated by formal and informal assessment.

2. Late submission of an assessment task

- 2.1 When an assessment task is an assignment, each student is responsible for completing the assessment task in the format listed in the notification sheet and submitting it on or before the published due date as per the notification. Failure to submit in this required format and on or before the due date, means the student will be awarded a mark of zero. If there is a 'reasonable' explanation, students will need to submit an Illness/Misadventure Form as an appeal against the awarded mark of zero. Computer/printer malfunctions or delays will not be accepted as a reasonable excuse for late submission.
- 2.2 If the task is to be done in class, the student must be present from the beginning of the day. Students who fail to attend all classes will be awarded a mark of zero.
- 2.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
- 2.4 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student satisfactorily meets course requirements.
- 2.5 In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student, who anticipates that they will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the Deputy Principal. An application for an extension of time must be made in writing and countersigned by a parent/carer. The Deputy Principal will only grant an extension of time if:

2.5.1 the student gives an acceptable and compelling reason for the impending late submission of the assessment task

2.5.2 the extension of time is negotiated prior to the due date.

2.6 If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

2.7 Students are not to assume the extension of time will be granted. If the Deputy Principal has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

2.8 An extension of time will not be granted if:

2.8.1 the reason offered is deemed unacceptable

2.8.2 no reason is offered

2.8.3 the student did not lodge a written application for an extension of time with the appropriate Deputy Principal prior to the due date.

3. Disability provisions

3.1 Schools apply to NESAs for disability provisions to provide students with practical support to access (read and respond to) the HSC exams.

3.2 Disability provisions are one way that NESAs ensure there are reasonable adjustments for students with disability so that they can participate in the HSC.

3.3 Students may need provisions for:

3.3.1 learning, and/or

3.3.2 medical, and/or

3.3.3 vision, and/or

3.3.4 hearing.

3.4 Students should consult with the Learning & Wellbeing Hub regarding their individual circumstances.

3.5 If a student has an illness or accident requiring immediate disability provisions before or during exams, the parent/carer must contact the Head Teacher Wellbeing to apply.

3.6 If the school informs a student of a late approval, they need to attend the appropriate disability provisions room at least 20 minutes prior to the start of the examination to confirm conditions and adjustments.

4. Missed assessment tasks

4.1 When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if they are unable to complete that task at this time.

- 4.2 If a student knows it is inevitable that they will miss an assessment task, or has missed an assessment task, they should contact the Head Teacher responsible for the course and Deputy Principal immediately when the fact is known.
- 4.3 If unforeseen circumstances, such as a serious illness, injury or emotional trauma, prevents a student from submitting a task by the due date, the student or a parent/carer is to notify the Deputy Principal as soon as possible and Illness/Misadventure procedures are to be followed.
- 4.4 As soon as the student is fit to return to school, written evidence such as a medical certificate must be provided to the Deputy Principal. The Deputy Principal, in consultation with the Head Teacher and the class teacher, will determine if the reason is acceptable. The Deputy Principal has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 4.5 The application process does not cover:
- 4.5.1 attendance at a sporting or cultural event, or family holiday
 - 4.5.2 alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- 4.6 If the Deputy Principal deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.
- 4.7 Each Head Teacher or classroom teacher will notify a student's parent/carer, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' Award warning letters. Copies of all such letters will be retained as part of faculty records.

5. Academic integrity and malpractice

- 5.1 Students are required to submit original work that reflects their own understanding and effort in all assessment tasks. Maintaining academic integrity is fundamental to fair and valid assessment.
- 5.2 Plagiarism, cheating, copying, collusion, or any form of malpractice are serious breaches and will result in a zero mark for the task involved. This includes copying work from classmates, using unauthorised materials during assessments, or presenting others' ideas including AI ideas and words as one's own without appropriate citation.
- 5.3 Schools use a variety of methods to detect malpractice, including plagiarism detection software and teacher professional judgement. Students may be asked to provide drafts, research notes, or other supporting evidence to validate the authenticity of their work.
- 5.4 Mobile phones and other electronic devices are prohibited during assessments unless explicitly allowed, to prevent cheating and ensure fairness.

5.5 Upholding academic integrity not only ensures fairness among students but also protects the value and credibility of the Preliminary (Year 11) HSC and the student's own learning journey.

6. Use of Generative Artificial Intelligence (AI):

6.1 The NSW Department of Education recognises that AI tools can be used to assist learning, but stresses that the use of AI in assessments must align with principles of academic integrity.

6.2 Any use of generative AI (such as text generators, image synthesis tools, code generators, or other AI-based content creation software) to complete or contribute to assessment tasks must be fully disclosed by the student. For example: owner, year, name of Generative AI tool [large language model], retrieved month, day, year, from Generative AI tool website.

6.3 Students must clearly indicate which parts of their work have been created or assisted by AI and provide appropriate citations or acknowledgements as directed by their teachers on assessment notification and school policies.

6.4 Failure to disclose AI use or to appropriately reference AI-generated work will be treated as plagiarism and considered malpractice.

6.5 Teachers will provide guidance on acceptable and ethical use of AI in assessments and students are encouraged to seek clarification if unsure.

7. Assessing students who enrol during a Preliminary (Year 11) course

7.1 Any student who has not been enrolled at Smith's Hill High School for all of a Preliminary (Year 11) Higher School Certificate course may have missed assessment tasks. In such cases, the following procedures will be used to establish their assessment record:

7.1.1 The student's performance will be matched according to scores obtained for the first assessment period report after enrolment at Smith's Hill High School. It may be necessary for Head Teachers to determine estimates for assessment tasks that the student missed in this assessment period, prior to enrolment.

7.1.2 Where possible, contact will be made with the previous school to obtain (both formal and informal) assessment data to assist the teacher in making a professional judgement on the student's grade.



Smith's Hill High School

HSC Assessment Schedule

Subject: Ancient History

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Source-based skills | 20% |
| 3. Historical inquiry and research | 20% |
| 4. Communication of historical understanding in appropriate forms | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	Investigating Ancient History: source analysis and interpretation (in class)	30%	10	5	10	5	Term 1, 2026 Week 7
2	AH 11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	Historical Investigation: podcast (hand in)	30%	10	5	10	5	Term 2, 2026 Week 8
3	AH 11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	Features of Ancient Societies: examination	40%	20	10		10	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Biology

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- 1. Skills in working scientifically 60%
- 2. Knowledge and understanding of course content 40%

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	BIO11 – 4, 5, 6, 8	Cells as the Basis of Life – data analysis test (in class)	30%	25	5	Term 1, 2026 Week 10
2	BIO11 – 1, 5, 6, 7, 10, 11	Biological Diversity & Ecosystems Dynamics – depth study (hand in)	30%	25	5	Term 3, 2026 Week 3
3	BIO11 – 4, 5, 8, 9, 10, 11	All modules - examination	40%	10	30	Term 3, 2026 Weeks 8-9
			100%	60	40	



Smith's Hill High School

HSC Assessment Schedule

Subject: Business Studies

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Stimulus-based skills | 20% |
| 3. Inquiry and research | 20% |
| 4. Communication | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P2, P7, P9	Local SME - Primary research podcast (hand in)	30%	10		10	10	Term 1, 2026 Week 7
2	P4, P5	Business Management - extended response business scenario (in-class)	30%	10	15	5		Term 2, 2026 Week 8
3	P1, P2, P3, P4, P5, P6, P8, P9	All topics - examination	40%	20	5	5	10	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Chemistry

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

- | | |
|--|-----|
| 1. Skills in working scientifically | 60% |
| 2. Knowledge and understanding of course content | 40% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	CH11 – 1, 2, 4, 5, 7, 8	Properties and Structure of Matter - depth study (hand in)	30%	25	5	Term 1, 2026 Week 8
2	CH11 – 4, 5, 6, 9	Quantitative Chemistry – practical data analysis test (in class)	30%	25	5	Term 2, 2026 Week 9
3	CH11 – 8, 9, 10, 11	All modules - examination	40%	10	30	Term 3, 2026 Weeks 8-9
			100%	60	40	



Smith's Hill High School

HSC Assessment Schedule

Subject: Design & Technology

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | | |
|----|---|-----|
| 1. | Knowledge and understanding of course content | 40% |
| 2. | Knowledge and skills in designing, managing, producing and evaluating design projects | 60% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	P1.1, P2.1, P2.2, P6.1	Designer case study and report (Moodle)	20%	20		Term 1, 2026 Week 6
2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Minor Design Project 1 – practical (hand in) and folio (Moodle)	40%	10	30	Term 2, 2026 Week 6
3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Minor Design Project 2 – practical (hand in) and folio (Moodle)	40%	10	30	Term 3, 2026 Week 7
			100%	40	60	



Smith's Hill High School

HSC Assessment Schedule

Subject: Drama

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

1. Making
2. Performing
3. Critically studying

- 40%
30%
30%

Task	Outcomes	Topic	Total weight	Component Weighting %			Date
				1	2	3	
1	1.1, 1.3, 1.8, 2.2, 2.4, 3.2, 3.3, 3.4	Group presentation: Theatrical Traditions and Performance Styles	30%	15	10	5	Term 1, 2026 Week 10
2	1.2, 1.5, 1.7, 3.1, 3.2, 3.3, 3.4, 3.5	Individual production project: Elements of Production in Performance	30%	15	10	5	Term 2, 2026 Week 9
3	1.3, 1.4, 1.6, 1.9, 2.1, 2.3, 2.5	Examination - group performance and written response: Improvisation, Playbuilding and Acting	40%	10	10	20	Term 3, 2026 Weeks 8-9
			100%	40	30	30	



Smith's Hill High School

HSC Assessment Schedule

Subject: Earth and Environmental Science

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Skills in working scientifically | 60% |
| 2. Knowledge and understanding of course content | 40% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EES11-3, 5, 6, 8	Earth's Resources - Data analysis test (in class)	30%	20	10	Term 2, 2026 Week 1
2	EES11-1, 2, 4, 5, 7, 8, 9, 10	Plate Tectonics or Energy Transformations or Human Impacts - Depth study (hand in)	30%	25	5	Term 3, 2026 Week 1
3	EES11-4, 6, 8, 9, 10, 11	Examination – all modules	40%	15	25	Term 3, 2026 Weeks 8-9
			100%	60	40	



Smith's Hill High School

HSC Assessment Schedule

Subject: Economics

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Stimulus-based skills | 20% |
| 3. Inquiry and research | 20% |
| 4. Communication of economic information ideas and issues in appropriate forms | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P1, P2, P4, P5, P7, P9, P10	Introduction to Economics – essay of known question (in class)	30%	20			10	Term 2, 2026 Week 4
2	P1, P2, P3, P5, P6, P7, P8, P9, P10	Government and the Economy – research task (hand in)	30%	5		20	5	Term 3, 2026 Week 2
3	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	All topics – examination	40%	15	20		5	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Engineering Studies

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 60% |
| 2. Knowledge and skills in research, problem solving and communication related to engineering practice | 40% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2	Engineering Fundamentals – analysis report (Moodle)	30%	20	10	Term 2, 2026 Week 1
2	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	Braking Systems – engineering report (Moodle)	30%	10	20	Term 3, 2026 Week 1
3	P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering - examination	40%	30	10	Term 3, 2026 Weeks 8-9
			100%	60	40	



Smith's Hill High School

HSC Assessment Schedule

Subject: English Advanced

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EAV11-04, EAV-05, EAV11-06	Composing: podcast and reflection (hand in) – Transition to Senior English – Reading to Write	25%	15	10	Term 1, 2026 Week 9
2	EAV11-02, EAV11-01	Responding: (hand in) – Narratives that Shape our World	35%	15	20	Term 2, 2026 Week 11
3	EAV11-03, EAV11-01, EAV11-05	Examination: responding and short answer questions – Critical Study of Literature	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: English Standard

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EST11-05, EST11-06	Composing: podcast and reflection Transition to Senior English – Reading to Write (hand in)	25%	15	10	Term 1, 2026 Week 9
2	EST11-02, EST11-03	Responding: Contemporary Possibilities (hand in)	35%	15	20	Term 2, 2026 Week 11
3	EST11-01, EST11-04	Examination: responding and short answer questions – Close Study of Literature	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: English Extension 1

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of complex texts and of how and why they are valued | 50% |
| 2. Skills in complex analysis, sustained composition and independent investigation | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EE11.1, EE11.2, EE11.5	Imaginative composition and reflection: Texts, Culture and Value	30%	15	15	Term 2, 2026 Week 2
2	EE11.1, EE11.4, EE11.6	Independent related project (multimodal presentation): Texts, Culture and Value	30%	15	15	Term 3, 2026 Week 1
3	EE11.1, EE11.3, EE11.5	Examination, responding and composing – Texts, Culture and Value	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: French Continuers

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

	Weighting
1. Speaking	20%
2. Listening	30%
3. Reading	30%
4. Writing	20%

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	Writing and reading: written test with unseen passages; reading and responding in English; writing in French	30%			20	10	Term 1, 2026 Week 8
2	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	Speaking and listening: speaking interview with visual stimuli; listening and responding in English	30%	10	20			Term 2, 2026 Week 6
3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	All topics – examination	40%	10	10	10	10	Term 3, 2026 Weeks 8-9
			100%	20	30	30	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Geography

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Geographical tools and skills | 20% |
| 3. Geographical inquiry and research, including fieldwork | 20% |
| 4. Communication of geographical information, ideas and issues in appropriate forms | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	GE-11-01, GE11-02, GE-11-05, GE-11-07, GE-11-09	Structured written response: Earth's Natural Systems (in class)	30%	10	5	10	5	Term 2, 2026 Week 1
2	GE-11-03, GE-11-06, GE-11-07, GE-11-09	Geographical written inquiry: geographical investigation (hand in)	30%	10	5	10	5	Term 3, 2026 Week 1
3	GE-11-01, GE-11-05, GE-11-08, GE-11-09	Geographical tools, earth's natural systems, people, patterns and processes, human-environment interactions - examination	40%	20	10		10	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: German Continuers

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--------------|-----|
| 1. Speaking | 20% |
| 2. Listening | 30% |
| 3. Reading | 30% |
| 4. Writing | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Writing and reading: written test with unseen passages; reading and responding in English; writing in German	30%			20	10	Term 2, 2026 Week 3
2	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	Speaking and listening: speaking interview; listening and responding in English	30%	10	20			Term 3, 2026 Week 3
3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	All topics – examination	40%	10	10	10	10	Term 3, 2026 Weeks 8-9
			100%	20	30	30	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Health & Movement Science

**Course: Year 11/Preliminary
School-based Assessment Program**

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Skills in collaboration, analysis, communication, creative thinking, problem solving and research | 60% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	HM-11-03, HM-11-06, HM-11-10	Focus Area 2 - The Body and Mind in Motion – depth study (hand in)	30%	10	20	Term 1, 2026 Week 7
2	HM-11-05, HM-11-07, HM-11-08	Focus Area 1 - Health for Individuals and Communities – collaborative investigation questions (in class)	40%	10	30	Term 3, 2026 Week 2
3	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-09	Focus Areas 1 & 2 - examination	30%	20	10	Term 3, 2026 Weeks 8-9
			100%	40	60	



Smith's Hill High School

HSC Assessment Schedule

Subject: Japanese Continuers

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- 1. Listening 30%
- 2. Reading 30%
- 3. Writing 20%
- 4. Speaking 20%

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Listening and writing - listening and responding in English; writing in Japanese	30%	20		10		Term 2, 2026 Week 4
2	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.4, 3.5, 3.6	Speaking and reading - speaking interview with visual stimuli; reading and responding in English	30%		20		10	Term 3, 2026 Week 2
3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3 4.1, 4.2, 4.3	All topics – examination	40%	10	10	10	10	Term 3, 2026 Weeks 8-9
			100%	30	30	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Legal Studies

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding | 40% |
| 2. Analysis and evaluation | 20% |
| 3. Inquiry and research | 20% |
| 4. Communication of legal information, ideas and issues in appropriate forms | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P1, P4, P5, P8, P9	The Legal System – Law Reform in Action – essay research task (hand in)	30%	10	5	10	5	Term 2, 2026 Week 4
2	P1, P4, P6, P7, P9	The Individual and The Law – The individual and technology essay (in class)	30%	10	5	10	5	Term 3, 2026 Week 2
3	P1, P2, P3, P5, P9, P10	All topics – examination	40%	20	10		10	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Mathematics Advanced

**Course: Year 11/Preliminary
School-based Assessment Program**

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Understanding, fluency and communicating | 50% |
| 2. Problem solving, reasoning and justification | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	MA11-1, MA11-2, MA11-8, MA11-9	Functions - prepared notes test (in class)	30%	15	15	Term 1, 2026 Week 9
2	MA11-1, MA11-3 MA11-5, MA11-8, MA11-9	Calculus, Trigonometry – sample questions (in class)	30%	15	15	Term 2, 2026 Week 7
3	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7 MA11-8, MA11-9	All topics - examination	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: Mathematics Extension 1

**Course: Year 11/Preliminary
School-based Assessment Program**

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Understanding, fluency and communicating | 50% |
| 2. Problem solving, reasoning and justification | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	ME11-1 ME11-2 ME11-6 ME11-7	Inequalities and Combinatorics – sample questions (in class)	30%	15	15	Term 2, 2026 Week 2
2	ME11-1 ME11-2 ME11-6 ME11-7	Polynomials, Graphical Relationships – prepared notes test (in class)	30%	15	15	Term 2, 2026 Week 10
3	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	All topics - examination	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: Mathematics Standard

**Course: Year 11/Preliminary
School-based Assessment Program**

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Understanding, fluency and communicating | 50% |
| 2. Problem solving, reasoning and justification | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Earning and Managing Money, Formulae and Equations – sample questions (in class)	30%	15	15	Term 1, 2026 Week 9
2	MS11-2, MS11-7, MS11-8, MS11-9, MS11-10	Relative Frequency and Probability; Perimeter, Area and Volume; Classifying and Representing Data – prepared notes test (in class)	30%	15	15	Term 2, 2026 Week 7
3	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	All topics - examination	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: Modern History

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Historical skills in the analysis and evaluation of sources and interpretations | 20% |
| 3. Historical inquiry and research | 20% |
| 4. Communication of historical understanding in appropriate forms | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	MH11-5, MH11-6, MH11-7, MH11-9	The Contestability of the Past and Decline and Fall of the Romanov Dynasty – source analysis response (in class)	30%	20	5		5	Term 1, 2026 Week 6
2	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	Historical investigation – major work essay (hand in)	30%		5	20	5	Term 2, 2026 Week 5
3	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9	All topics - examination	40%	20	10		10	Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Music 1

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

1. Performance core
2. Composition core
3. Musicology core
4. Aural core

Weighting

- 25%
- 25%
- 25%
- 25%

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P1, P2, P4, P5, P6, P7, P9, P11	Composition/Musicology Methods of Notation – implementation of ideas studied in class	25%		25			Term 1, 2026 Week 10
2	P2, P3, P4, P5, P6, P10	Musicology - concept analysis and Viva Voce Aural - written response to aural repertoire	35%			25	10	Term 2, 2026 Week 10
3	P1, P2, P4, P5, P6, P9, P10, P11	Performance - two pieces from topic studied Aural – written examination	40%	25			15	Term 3, 2026 Week 3
			100%	25	25	25	25	



Smith's Hill High School

HSC Assessment Schedule

Subject: Music 2

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

- | | |
|---------------------|-----|
| 1. Performance core | 25% |
| 2. Composition core | 25% |
| 3. Musicology core | 25% |
| 4. Aural core | 25% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P2, P3, P4, P5, P6, P8, P9, P11, P12	Music 1600-1900: composition and composition portfolio	25%		25			Term 1, 2026 Week 10
2	P1, P6, P7, P8, P10, P11, P12	Music 1600-1900: aural and Musicology examination	35%			10	25	Term 2, 2026 Week 10
3	P2, P7, P8, P11	Music 1600-1900: solo and/or ensemble performance – one piece from mandatory topic and one from additional topic Analysis of performance repertoire	40%	25		15		Term 3, 2026 Week 3
			100%	25	25	25	25	



Smith's Hill High School

HSC Assessment Schedule

Subject: Physics

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Skills in working scientifically | 60% |
| 2. Knowledge and understanding of course content | 40% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	PH11 – 5, 6, 8, 9	Kinematics & Dynamics - practical data analysis test (in class)	30%	25	5	Term 1, 2026 Week 8
2	PH11 – 1, 4, 6, 7, 11	Light & Electricity - depth study (hand in)	30%	25	5	Term 2, 2026 Week 9
3	PH11 - 8, 9, 10, 11	All modules - examination	40%	10	30	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: Society & Culture

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--------------------------------|-----|
| 1. Knowledge and understanding | 50% |
| 2. Research method | 30% |
| 3. Communication | 20% |

Task	Outcomes	Topic	Total weight	Component Weighting %			Date
				1	2	3	
1	P1, P3, P6, P7, P9, P10	Social and Cultural World – topic test (in class)	30%	10	15	5	Term 2, 2026 Week 3
2	P1, P2, P3, P5, P8, P10	Personal and Social Identity – comparative study - multimedia presentation (hand in)	30%	10	15	5	Term 3, 2026 Week 3
3	P1, P2, P4, P6, P10	All topics - examination	40%	30		10	Term 3, 2026 Weeks 8-9
100%				50	30	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Software Engineering

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Knowledge and skills in the design and development of software solutions | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	SE-11-01, SE-11-02, SE-11-06, SE-11-07	Programming Fundamentals – software report and quiz (Moodle)	30%	15	15	Term 1, 2026 Week 10
2	SE-11-02, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Object-orientated Paradigm – software report and quiz (Moodle)	30%	15	15	Term 2, 2026 Week 8
3	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Programming Fundamentals, Programming Mechatronics, The Object-oriented Paradigm – examination (Moodle)	40%	20	20	Term 3, 2026 Weeks 8-9
			100%	50	50	



Smith's Hill High School

HSC Assessment Schedule

Subject: Studies of Religion

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Source based | 20% |
| 3. Investigation and research | 20% |
| 4. Communication | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	P1, P2, P6, P8	Nature of Religion and Beliefs – source based short answer task (hand in)	30%	10	10		10	Term 1, 2026 Week 10
2	P2, P3, P4, P5, P6, P7, P8, P9	Buddhism – research essay (hand in)	30%	10		10	10	Term 2, 2026 Week 10
3	P1, P2, P3, P4, P5, P6, P8, P9	All topics – examination	40%	20	10	10		Term 3, 2026 Weeks 8-9
			100%	40	20	20	20	



Smith's Hill High School

HSC Assessment Schedule

Subject: Visual Arts

Course: Year 11/Preliminary School-based Assessment Program

Year: 2026

Components

1. Art making
2. Art Criticism and Art History

Weighting

- 50%
50%

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	P1, P2, P3, P4 P7, P8, P9	Artist case studies - extended written response using artist case studies and related artwork with analysis (submission of research theory and artwork).	30%	10	20	Term 2, 2026 Week 5
2	P2, P3, P5, P6	Collection of Works - portfolio of experimental works; submission of four exploratory artworks accompanying VAPD, including evidence of material and conceptual experimentation, with explanation of related artist's practice through the frames.	40%	40		Term 3, 2026 Week 5
3	P7, P8, P9, P10	All topics - examination	30%		30	Term 3, 2026 Weeks 8-9
			100%	50	50	