

**2025/2026  
HSC  
ASSESSMENT  
POLICY &  
PROCEDURES**



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## Principal's message

This booklet has been prepared by the school and conforms to the rules and procedures determined by NESA as published in the Assessment, Certification and Examination (A.C.E.) Manual © NSW Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales, 2024.

The purpose of this booklet is to set out the ways in which the school-based assessment mark will be calculated for each course using results from specified assessment tasks completed for each Higher School Certificate course.

It is extremely important for you to work consistently during the next four 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/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant teacher, head teacher and/or the deputy principal.

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

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available to be downloaded and printed from the NESA website: [nsw.gov.au/education-and-training/nesa](https://nsw.gov.au/education-and-training/nesa).

Although the HSC year can be both challenging and demanding, we look forward to working with each and every one of our students to assist them in reaching their academic goals and preparing them for rich and rewarding lives beyond school.

David Deitz  
Principal

## Internal assessment procedures for the Higher School Certificate

The 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 the Higher School Certificate, 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 mark in each course will reflect the rank order and relative difference between the achievements of students. In a standards-referenced approach this rank order and 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 final Higher School Certificate mark will be made up of an external examination mark and a school-based assessment mark. To ensure that assessment marks and examinations marks are aligned to the same standard, the school-based assessment marks will be moderated by the NESA using the performance of the school group in the Higher School Certificate examinations.

### 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.

### Formulating assessments

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark. The final assessment mark 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 the NESA 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 Higher School Certificate 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 in the result notice, and it may mean that the candidate will not be eligible for the award of a Higher School Certificate. A candidate must satisfactorily study at least ten (10) units to qualify for the award of a Higher School Certificate.

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:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

Whilst NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be regarded seriously. Students must have a pattern of attendance, which reflects a genuine effort in all subject areas.

Students who have not complied with the above requirements may not be regarded as having satisfactorily completed the course. The principal may then apply the 'N' determination in the relevant course(s).

### **Reporting assessments**

Candidates will be given an assessment and cumulative rank at regular intervals throughout each course. These rankings will appear on the yearly and half-yearly school reports.

At the end of each Higher School Certificate course, the final assessment mark and school assessment ranking for each course attempted will be sent to NESAs. In accordance with NESAs policy, candidates will not be informed of the final assessment mark supplied to NESAs, however, upon request after the final Higher School Certificate examination, a candidate will be informed of their assessment ranking in each course by the school's NESAs contact officer.

### **Appeal for review of assessment ranking**

Students can request a review by the school of their Higher School Certificate assessment ranking, if they consider that the school's final order of merit for a particular course is not consistent with their expectations, on the basis of their performance on assessment tasks throughout the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The marks awarded for individual assessment tasks will not be subject to review as part of this process. This review process, including informing the student of the outcome, must be completed before the end of the school year.

The student may subsequently appeal to NESAs but only on the grounds that the review made by the school did not comply with NESAs requirements.

### **Illness and misadventure**

Illness and 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." A.C.E. Manual 8072 ©State of New South Wales (Department of Education), 2024. 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 mark 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 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 appeal form and submit what they have completed attached 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 authorized by the principal.

All forms are to be submitted on the day of return to school with supporting documentation.

## Honesty in school-based assessment

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

## Standards-referenced assessment

Teaching and learning is 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 and the state-wide Higher School Certificate examination.

Students undertake Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings. Students present for external examinations that reflect syllabus outcomes set by NESA.

External marking uses standards-referenced marking guidelines developed by examination committees. The minimum standard expected is 50. NESA expects most students to get above the minimum, but some may score below 50. Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of that course.

### **Rules and procedures**

Students will be issued with an HSC Rules and Procedures Booklet from NESA. This is a comprehensive guide to the main rules and requirements for the HSC. More detailed explanations can be obtained from the Assessment Certification Examination website [ace.nesa.nsw.edu.au](http://ace.nesa.nsw.edu.au). Students are expected to read and follow these rules and procedures.

### **Conclusion**

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, head teacher or deputy principal. Parents who have any queries regarding 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.

## Higher School Certificate Assessment Policy

Each student is responsible for completing an 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. 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.

Students should maintain a calendar of assessment tasks for each Higher School Certificate 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.

A student having difficulty completing any assessment task before the due date should discuss their concerns with the appropriate head teacher and classroom teacher.

Students will be given approximately two weeks' notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

### 1. Late submission of an assessment task

- 1.1 When an assessment task is an assignment, each student is responsible for completing the assignment and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved. Specifically:
  - 1.1.1 Students are required to submit each assessment task on or before the due date, in the format listed in the notification sheet. Failure to submit in this required format will mean 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.
  - 1.1.2 On the due date, each student must hand their assessment task to the class teacher (or the appropriate head teacher if the teacher is absent) by the specified time on the notification. If a student fails to meet this deadline, students will be awarded a mark of zero. If there is a 'reasonable' explanation, they will need to submit an illness/misadventure form as an appeal against the awarded mark of zero.
- 1.2 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.
- 1.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
- 1.4 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, to ensure that the student satisfactorily meets course requirements.
- 1.5 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. The deputy principal will only grant an extension of time if:
  - 1.5.1 the student gives an acceptable and compelling reason for the impending late submission of the assessment task

- 1.5.2 the extension of time is negotiated prior to the due date.
- 1.6 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.
- 1.7 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.
- 1.8 An extension of time will not be granted if:
- 1.8.1 the reason offered is deemed unacceptable
  - 1.8.2 no reason is offered
  - 1.8.3 the student did not lodge a written application for an extension of time with the appropriate deputy principal prior to the due date.

## **2. Disability provisions**

- 2.1 Schools apply to NESAs for disability provisions to provide students with practical support to access (read and respond to) the HSC exams.
- 2.2 Disability provisions are one way that NESAs ensure there are reasonable adjustments for students with disability so that they can participate in the HSC.
- 2.3 Students may need provisions for:
- 2.3.1 a permanent condition, such as diabetes or reading difficulty
  - 2.3.2 a temporary condition, such as a broken arm, or
  - 2.3.3 an intermittent condition, such as back pain when sitting for long periods.
- 2.4 Students may be approved for individual, exam, small group, or alternative venue exam supervision.
- 2.5 Where individual supervision is required, students must undertake exams in an area with no other students present. If approved, other people may be present to act as a reader/writer. Supervisors must not assume the role of a reader or writer.
- 2.6 Students approved for small group supervision should be seated with a small group of students and not seated in the main hall.
- 2.7 If a student has an illness or accident requiring immediate disability provisions before or during exams, the parent/carer must phone the Head Teacher Wellbeing to apply.
- 2.8 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. See [Rules for Disability Provisions](#).

## **3. Missed assessment tasks**

- 3.1 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.

- 3.2 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.
- 3.3 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate deputy principal of this matter prior to the published date.
- 3.4 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.
- 3.5 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.)
- 3.6 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.
- 3.7 Each head teacher or classroom teacher will notify a student's parent, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters. Copies of all such letters will be retained as part of faculty records.

#### **4. Malpractice**

- 4.1 In general, students will be expected to produce individual and original work as an assessment task. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardize their Higher School Certificate results. The deputy principal in consultation with the head teacher responsible for the course will determine the penalty to be imposed in cases where cheating or plagiarism is detected.
- 4.2 Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:
  - 4.2.1 copying someone else's work in part or whole, and presenting it as their own
  - 4.2.2 using material directly from books, journals, CDs or the internet without reference to the source
  - 4.2.3 building on the ideas of another person without reference to the source
  - 4.2.4 buying, stealing or borrowing another person's work and presenting it as their own
  - 4.2.5 submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
  - 4.2.6 using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
  - 4.2.7 paying someone to write or prepare material
  - 4.2.8 breaching school examination rules
  - 4.2.9 using non-approved aids during an assessment task

- 4.2.10 contriving false explanations to explain work not handed in by the due date
- 4.2.11 assisting another student to engage in malpractice.
- 4.3 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 4.4 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 4.5 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task. If the plagiarism is deemed significant a student may incur a 100% penalty.
- 4.6 In the case of suspected plagiarism, onus of proof lies with the student who will be required to provide evidence that all unacknowledged work is entirely their own to a member of faculty and a delegate of the principal. Such evidence might include but is not limited to the student:
- 4.6.1 providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- 4.6.2 answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- 4.7 In the absence of strong evidence that satisfies the relevant head teacher and principal's delegate, the original penalty will stand.
- 4.8 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.

## **5. Academic integrity**

- 5.1 Students are required to disclose use of AI in their work.
- 5.2 Students should notify their teachers if they have used generative AI in completing assessment tasks. This includes using generative AI for formative tasks such as summarising study notes, research, definition of key terms or structuring a text.
- 5.3 Students should appropriately acknowledge or cite the use of generative AI in assessment tasks. They may consider using the following citation structure: owner, year, name of generative AI tool, [large language model], retrieved month, day, year, from generative AI tool website.
- 5.4 Full citations in the bibliography are strengthened by including a brief summary of the prompts provided to the AI tool and any modifications made to its output.

## **6. Appeals**

- 6.1 Students who wish to make an appeal for consideration of a decision or result based on the process of the implementation of the assessment task, should complete a written

application within 24 hours of the completed task being handed back through the feedback process.

- 6.2 An appeal will be considered by a delegate/s of the principal consisting of a senior executive member and a head teacher. Further appeals of this decision will be considered by the principal and will be final.



## Smith's Hill High School HSC Assessment Schedules

**Subject: Ancient History**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

- |  |     |
|--|-----|
| 1. Knowledge and understanding of course content | 30% |
| 2. Historical skills                             | 30% |
| 3. Historical inquiry                            | 20% |
| 4. Communication                                 | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	AH12-3, AH12-6, AH12-8	Ancient Societies: multimedia podcast	20%		10	5	5	Term 4, 2025 Week 8 (Friday)
2	AH12-1, AH12-2, AH12-6, AH12-9	Historical period – extended response	20%	10	5		5	Term 1, 2026 Week 7 (Friday)
3	AH12-4, AH12-5, AH12-7, AH12-8	Source comparison: Personality in Their Times	30%	10	5	10	5	Term 2, 2026 Week 7
4	AH12-2, AH12-4, AH12-5, AH12-7, AH12-9, AH12-10	Trial HSC Examination	30%	10	10	5	5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Biology**

**Course: HSC**

**Year: 2025-2026**

**Components**

**Weighting**

1. Working scientifically
2. Knowledge and understanding

60%

40%

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	BIO12 – 4, 5, 6, 12	Module test - Module 5	<b>20%</b>	10	10	Term 4, 2025 Week 6
2	BIO12 - 1, 2, 5, 7, 13	Depth study - Module 6 (hand in)	<b>25%</b>	25		Term 1, 2026 Week 7
3	BIO12 - 4, 5, 6	Data analysis test - Modules 7 & 8	<b>25%</b>	25		Term 2, 2026 Week 9
4	BIO12 - 12, 13, 14, 15	Trial HSC Examination	<b>30%</b>		30	Term 3, 2026 Weeks 3 - 5
			<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Business Studies**

**Course: HSC**

**Year: 2025-2026**

### Components

- | Components  | Weighting |
|---|-----------|
| 1. Knowledge and understanding  | 40%       |
| 2. Stimulus based skills  | 20%       |
| 3. Inquiry and research   | 20%       |
| 4. Communication of business information, ideas and issues in appropriate forms | 20%       |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	H4, H6, H7, H8, H9	Operations case study - topic test (in class)	20%	5		10	5	Term 4, 2025 Week 7
2	H2, H6, H8, H9, H10	Finance task – financial analysis (in class)	25%	10	10		5	Term 1, 2026 Week 8
3	H5, H6, H7, H9	Marketing plan (hand in)	25%	10		10	5	Term 2, 2026 Week 6
4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Trial HSC Examination	30%	15	10		5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Chemistry**

**Course: HSC**

**Year: 2025-2026**

### Components

1. Skills in working scientifically
2. Knowledge and understanding

### Weighting

60%

40%

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	CH12 – 4, 5, 6, 12	Module test - Module 5	<b>20%</b>	10	10	Term 1, 2026 Week 3
2	CH12 - 3, 4, 5, 6	Practical data analysis test - Module 6	<b>25%</b>	25		Term 1, 2026 Week 8
3	CH12 – 1, 2, 6, 7, 14, 15	Depth study with validation test - Modules 7 and 8 (hand in)	<b>25%</b>	25		Term 2, 2026 Week 10
4	CH12 - 12, 13, 14, 15	Trial HSC Examination	<b>30%</b>		30	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Design and Technology**

**Course: HSC**

**Year: 2025-2026**

### Components

- | Components  | Weighting |
|---|-----------|
| 1. Knowledge and skills in designing, managing, producing and evaluating a major design project | 60%       |
| 2. Knowledge and understanding of course content  | 40%       |

Task	Outcomes	Task title and description	Total weight	Component Weighting		Date
				1	2	
1	H2.1, H4.1, H4.2	Project proposal and project presentation (including oral presentation to the class)	20%		20	Term 4, 2025 Week 5
2	H2.2, H3.1, H3.2, H6.2	Innovation and emerging technology case study	20%	20		Term 1, 2026 Week 5
3	H1.2, H4.2, H4.3, H5.1, H5.2, H6.1	Project presentation and evaluation	30%		30	Term 3, 2026 Week 2
4	H1.1, H1.2, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2	Trial HSC Examination	30%	20	10	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>60</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Drama**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

- |                        |     |
|------------------------|-----|
| 1. Making              | 40% |
| 2. Performing          | 30% |
| 3. Critically studying | 30% |

Task	Outcomes	Task title and description	Total weight	Component weighting %			Date
				1	2	3	
1	1.1, 1.2, 1.7, 3.1, 3.2, 3.3, 3.4, 3.5	Workshop I: Australian Drama and Theatre (in class)	<b>20%</b>		10	10	Term 4, 2025 Week 9
2	1.1, 1.3, 1.8, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	Workshop II: Studies in Drama and Theatre (in class)	<b>20%</b>	10		10	Term 1, 2026 Week 10
3	1.3, 1.4, 1.6, 1.9, 2.1, 2.3, 2.5	Presentation of group performance with logbook (in class and hand in)	<b>30%</b>	10	20		Term 2, 2026 Week 9
4	1.2, 1.5, 1.9, 2.1, 2.3, 2.5, 3.2	Trial HSC Examination	<b>30%</b>	20		10	IP: Term 3, Week 2 2026 Exam: Term 3, Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>30</b>	<b>30</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Economics**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

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

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	H1, H2, H3, H4, H5, H10	Case study - extended response known question - Topic 1: The Global Economy (in class)	20%	5	5	5	5	Term 4, 2025 Week 8
2	H7, H8, H9, H10, H11	Topic test – multiple choice and short answers (in class) Topic 2: Australia's Place in the Global Economy	25%	10	5	5	5	Term 1, 2026 Week 8
3	H1, H7, H9, H10	Research task: media report (hand in) Topic 3: Economic Issues	25%	5	5	10	5	Term 2, 2026 Week 10
4	H1, H2, H5, H6, H7, H10, H11	Trial HSC Examination	30%	20	5	0	5	Term 3, 2026 Weeks 3-5
				<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Engineering Studies**

**Course: HSC**

**Year: 2025-2026**

### 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	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3	Civil Engineering Structure report	<b>20%</b>	10	10	Term 1, 2026 Week 3
2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2	Personal and Public Transport - Moodle topic quiz	<b>20%</b>	15	5	Term 2, 2026 Week 2
3	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2	Aeronautical Innovation report	<b>30%</b>	15	15	Term 2, 2026 Week 11
4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	Trial HSC Examination	<b>30%</b>	20	10	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: English Advanced**

**Course: HSC**

**Year: 2025-2026**

### 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	EA12 - 1, 2, 5, 6, 7,	Common Module: Texts and Human Experiences (multimodal hand in)	<b>20%</b>	10	10	Term 4, 2025 Week 10
2	EA12 - 1, 3, 4, 5, 9	Module C: The Craft of Writing Creative texts, plus reflection (hand in)	<b>25%</b>	10	15	Term 1, 2026 Week 9
3	EA12 - 1, 3, 6, 8	Module A: Textual Conversations Critical Response (in class)	<b>25%</b>	15	10	Term 2, 2026 Week 8
4	EA12 - 1, 3, 4, 5, 6, 7, 8, 9	Trial HSC Examination	<b>30%</b>	15	15	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: English Extension 1**

**Course: HSC**

**Year: 2025-2026**

### 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	EE12 - 2, 4, 5	Imaginative response and reflection (hand in)	<b>30%</b>	15	15	Term 1, 2026 Week 4
2	EE12 - 1, 2, 3, 4	Critical response with related text (hand in)	<b>40%</b>	20	20	Term 2, 2026 Week 4
3	EE12 - 2, 3, 4, 5	Trial HSC Examination	<b>30%</b>	15	15	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: English Extension 2**

**Course: HSC**

**Year: 2025-2026**

**Components**

**Weighting**

- |   |     |
|---|-----|
| 1. Skills in extensive independent research | 50% |
| 2. Skills in sustained composition          | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EEX12 – 1, 4, 5	Viva Voce Speaking task - scheduled times	30%	15	15	Term 1, 2026 Week 3
2	EEX12 – 1, 2, 3, 4	Literature review (hand in)	40%	20	20	Term 2, 2026 Week 1
3	EEX12 – 2, 3, 5	Critique of the creative process (hand in)	30%	15	15	Term 2, 2026 Week 10
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: English Standard**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

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

50%

50%

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	EN12 - 1, 2, 5, 6, 7	Common Module: Texts and Human Experiences (multimodal hand in)	20%	10	10	Term 4, 2025 Week 10
2	EN12 - 1, 3, 4, 5, 9	Module C: The Craft of Writing Creative texts plus reflection (hand in)	25%	10	15	Term 1, 2026 Week 9
3	EN12 - 1, 3, 5, 8	Module A: Language, Identity and Culture Responding (in class)	25%	15	10	Term 2, 2026 Week 8
4	EN12 - 1, 3, 4, 5, 6, 7, 8, 9	HSC Trial Examination	30%	15	15	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: French Continuers**

**Course: HSC**

**Year: 2025-2026**

### Components

1. Speaking	20%
2. Listening and responding	30%
3. Reading and responding	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	Listening and responding Reading and responding to texts in English writing with stimuli	20%		5	10	5	Term 4, 2025 Week 9
2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	Speaking interview with visual stimuli Writing in French	20%	10			10	Term 1, 2026 Week 9
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding to texts Reading and responding to texts	30%		15	15		Term 2, 2026 Week 9
4	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	Trial HSC Examination	30%	10	10	5	5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Geography**

**Course: HSC**

**Year: 2025-2026**

**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 form | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	GE-12-02, GE-12-04, GE-12-06, GE-12-09	Ecosystems and Global Diversity: fieldwork report (in class)	<b>25%</b>	10	5	5	5	Term 1, 2026 Week 4
2	GE-12-02, GE-12-04, GE-12-07	Global Sustainability: topic test (in class)	<b>20%</b>	10		5	5	Term 2, 2026 Week 3
3	GE-12-02, GE-12-04, GE-12-07	Rural and Urban Places: Research Presentation video (hand in)	<b>25%</b>	5	5	10	5	Term 2, 2026 Week 10
4	GE-12-01, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09	Trial HSC Examination	<b>30%</b>	15	10		5	Term 3, 2026 Weeks 3-5
<b>100%</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: German Continuers**

**Course: HSC**

**Year: 2025-2026**

### Components

1. Speaking
2. Listening
3. Reading
4. Writing

### Weighting

- 20%
- 30%
- 30%
- 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	Reading and responding in English Writing	20%			10	10	Term 4, 2025 Week 9
2	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	Speaking interview Listening and responding in English Writing	25%	10	10		5	Term 1, 2026 Week 9
3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Listening and responding in English Reading and responding in English and German	25%		10	15		Term 2, 2026 Week 9
4	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	Trial HSC Examination	30%	10	10	5	5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Health and Movement Science**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

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

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	HM-12-04, HM-12-05, HM-12-06	Focus Area 2 – Training for Improved Performance Research – extended response (in class)	<b>20%</b>	10	10	Term 4, 2025 Week 9
2	HM-12-03, HM-12-08, HM-12-09, HM-12-10	Focus Area 1 – Health in an Australian and Global Context; or Focus Area 2 – Training for Improved Performance Depth study (hand in)	<b>30%</b>	10	20	Term 1, 2026 Week 9
3	HM-12-03, HM-12-08, HM-12-09, HM-12-10	Focus Area 1 – Health in an Australian and Global Context Stimulus – questions (in class)	<b>20%</b>	10	10	Term 2, 2026 Week 7
4	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07	Trial HSC Examination	<b>30%</b>	10	20	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>60</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: History Extension**

**Course: HSC**

**Year: 2025-2026**

### Components

- | Components   | Weighting |
|--|-----------|
| 1. Knowledge and understanding about significant historiographical ideas and processes | 40%       |
| 2. Skills in designing, undertaking and communicating historical inquiry and analysis  | 60%       |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	HE12-2, HE12-3, HE12-4	Historical process: Proposal (5%), process log (15%), annotated sources 10% - 600 words (hand in)	<b>30%</b>	10	20	Term 2, 2026 Week 2
2	HE12-1, HE12-2, HE12-3, HE12-4	Essay Major Work (2500 words) History project (hand in)	<b>40%</b>	20	20	Term 2, 2026 Week 4
3	HE12-1, HE12-3, HE12-4	Trial HSC Examination	<b>30%</b>	10	20	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>60</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject:** Japanese Continuers

**Course:** HSC

**Year:** 2025-2026

### Components

1. Speaking
2. Listening
3. Reading
4. Writing

### Weighting

- 20%
- 30%
- 30%
- 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	Reading and responding in English Writing	20%			10	10	Term 4, 2025 Week 9
2	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	Speaking interview Listening and responding in English writing	25%	10	10		5	Term 1, 2026 Week 9
3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Listening and responding in English Reading and responding in English and Japanese	25%		10	15		Term 2, 2026 Week 9
4	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	Trial HSC Examination	30%	10	10	5	5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject:** Legal Studies

**Course:** HSC

**Year:** 2025-2026

### Components

### Weighting

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

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	H1, H2, H3, H8, H9	Human Rights topic test (in class)	20%	5	5	5	5	Term 4, 2025 Week 7
2	H1, H6, H7, H8, H9	Crime essay (hand in)	25%	10	5	5	5	Term 1, 2026 Week 10
3	H1, H4, H5, H7, H8, H9	Family essay, unseen question (in class)	25%	10		10	5	Term 2, 2026 Week 6
4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Trial HSC Examination	30%	15	10		5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Mathematics Advanced**

**Course: HSC**

**Year: 2025-2026**

### 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 %		Dates
				1	2	
1	MA12-8, MA12-9, MA12-10	Prepared notes task (in class) Test utilising one A4 double-sided page of prepared notes (in class)	<b>30%</b>	15	15	Term 4, 2025 Week 7
2	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	Sample questions task (in class) Test questions taken from sample questions	<b>25%</b>	13	12	Term 1, 2026 Week 6
3	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	Assignment / investigation – research task Validation task (in class)	<b>15%</b>	7	8	Term 2, 2026 Week 5
4	MA11-1 TO MA11-9, MA12-1 TO MA12-10	Trial HSC Examination	<b>30%</b>	15	15	Term 3, 2026 Weeks 3-5
			<b>100</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Mathematics Extension 1**

**Course: HSC**

**Year: 2025-2026**

### 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 %		Dates
				1	2	
1	ME11-1, ME11-3, ME11-4, ME12-1, ME12-7	Prepared notes task (in class) Test utilising one A4 double-sided page of prepared notes (in class)	<b>30%</b>	15	15	Term 4, 2025 Week 8
2	ME12-5, ME12-6, ME12-7	Assignment/investigation – (hand in) Validation task (in class)	<b>15%</b>	7	8	Term 1, 2026 Week 7
3	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Sample questions task (in class) Test questions taken from sample questions	<b>25%</b>	13	12	Term 2, 2026 Week 6
4	ME11-1 to ME11-7, ME12-1 to ME12-7	Trial HSC Examination	<b>30%</b>	15	15	Term 3, 2026 Weeks 3-5
			<b>100</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Mathematics Extension 2**

**Course: HSC**

**Year: 2025-2026**

### 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 %		Dates
				1	2	
1	MEX12-2, MEX12-4	Prepared notes task (in class) Test utilising one A4 double-sided page of prepared notes (in class)	<b>30%</b>	15	15	Term 4, 2025 Week 9
2	MEX12-4, MEX12-5	Sample questions task (in class) Test questions taken from sample questions	<b>25%</b>	13	12	Term 1, 2026 Week 8
3	MEX12-6, MEX12-7, MEX12-8	Assignment/investigation - research task Validation task (in class)	<b>15%</b>	7	8	Term 2, 2026 Week 7
4	MEX12-1 to MEX12-8	Trial HSC Examination	<b>30%</b>	15	15	Term 3 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Mathematics Standard 2**

**Course: HSC**

**Year: 2025-2026**

### 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 %		Dates
				1	2	
1	MS2-12-4, MS2-12-5, MS2-12-8	Assignment/investigation – research task Validation task (in class)	<b>15%</b>	7	8	Term 4, 2025 Week 8
2	MS11-2, MS11-5, MS11-6, MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Sample questions task (in class) Test questions taken from sample questions	<b>25%</b>	13	12	Term 1, 2026 Week 7
3	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	Prepared notes task (in class) Test utilising one A4 double-sided page of prepared notes (in class)	<b>30%</b>	15	15	Term 2, 2026 Week 6
4	MS2-12-1 to MS2-12-10	Trial HSC Examination	<b>30%</b>	15	15	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Modern History**

**Course: HSC**

**Year: 2025-2026**

### 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	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	Power and Authority in the Modern World 1919-1946 – source analysis, short and extended response topic test (in class)	<b>20%</b>	10	5		5	Term 4, 2025 Week 6
2	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	National study historical analysis – unseen extended response (in class)	<b>25%</b>	5	5	10	5	Term 1, 2026 Week 7
3	MH12-2, MH12-5, MH12-7, MH12-8	Peace and Conflict - multimedia podcast (hand in)	<b>25%</b>	10	5	5	5	Term 2, 2026 Week 8
4	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	Trial HSC Examination	<b>30%</b>	15	10		5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Music 1**

**Course: HSC**

**Year: 2025-2026**

**Components**

**Weighting**

- |                                       |                   |
|---------------------------------------|-------------------|
| 1. Performance                        | 10%               |
| 2. Musicology                         | 10%               |
| 3. Composition                        | 10%               |
| 4. Aural Core                         | 25%               |
| 5. Elective 1; Elective 2; Elective 3 | 15%+15%+15% = 45% |

Task	Outcomes	Task title and description	Total weight	Component weighting %					Date
				1	2	3	4	5	
1	H2, H3, H5, H6, H7, H8, H10	Composition - original composition from Topic 1 Musicology – portfolio and Viva Voce on composition	20%		10	10			Term 4, 2025 Week 9
2	H1, H2, H4, H5, H6, H10*	Elective 1 - performance OR composition/ portfolio OR Musicology/folio Aural – written responses to repertoire representatives of the topics studied	25%				10	15	Term 1, 2026 Week 9
3	H1-H11*	Elective 2 - performance OR composition/ portfolio OR Musicology/folio Performance of core performance piece	25%	10				15	Term 2, 2026 Week 7
4	H1-H8 H10*	Trial HSC Examination	30%				15	15	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	

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



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Physics**

**Course: HSC**

**Year: 2025-2026**

**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	PH12 – 1, 4, 5, 6, 7, 12	Depth study - Module 5 (hand in)	<b>20%</b>	20		Term 4, 2025 Week 9
2	PH12 – 5, 6, 13	Module test - Module 6	<b>25%</b>	15	10	Term 1, 2026 Week 10
3	PH12 - 4, 5, 6	Practical data analysis test - Modules 7 & 8	<b>25%</b>	25		Term 2, 2025 Week 10
4	PH12 - 12, 13, 14, 15	Trial HSC Examination	<b>30%</b>		30	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Science Extension**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

- |  |     |
|--|-----|
| 1. Communicating scientifically                        | 30% |
| 2. Gathering, recording, analysing and evaluating data | 30% |
| 3. Application of scientific research skills           | 40% |

Task	Outcomes	Task title and description	Total weight	Component weighting %			Date
				1	2	3	
1	SE - 2, 3, 5, 7	Literature review - Module 2 (hand in)	<b>30%</b>	10	10	10	Term 1, 2026 Week 4
2	SE - 1, 4, 6, 7	Data analysis test - Module 3 (in class)	<b>30%</b>	10	10	10	Term 2, 2026 Week 6
4	SE - 1, 2, 3, 4, 5, 6, 7	Scientific research report - Module 4 (hand in)	<b>40%</b>	10	10	20	Term 3, 2026 Week 3
			<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Society and Culture**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

- |  |     |
|--|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Methodologies                                 | 30% |
| 3. Communication                                 | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %			Date
				1	2	3	
1	H5, H7, H9, H10	Essay - Popular Culture (in class)	<b>25%</b>	10	10	5	Term 1, 2026 Week 2
2	H1, H3, H5,	Topic test - Continuity and Change (in class)	<b>15%</b>	10	5		Term 2, 2026 Week 1
3	H1, H4, H5, H6, H7, H8, H9, H10	Personal Interest Project (PIP) process task (hand in)	<b>30%</b>	10	10	10	Term 2, 2026 Week 5
4	H1, H2, H3, H5, H6, H7, H10	Trial HSC Examination	<b>30%</b>	20	5	5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>30</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Software Engineering**

**Course: HSC**

**Year: 2025-2026**

### Components

### Weighting

- |   |     |
|---|-----|
| 1. Knowledge and understanding of course content  | 50% |
| 2. Knowledge and skills in designing, managing, producing and evaluating a major design project | 50% |

Task	Outcomes	Task title and description	Total weight	Component weighting %		Date
				1	2	
1	SE-12-01, SE-12-03, SE-12-04, SE-12-05	Software case study	<b>20%</b>	10	10	Term 4, 2025 Week 7
2	SE-12-01, SE-12-02, SE-12-06, SE-12-09	Requirements and planning report	<b>20%</b>	10	10	Term 1, 2026 Week 7
3	SE-12-02, SE-12-07, SE-12-08, SE-12-09	Major Project Delivery with testing and evaluation report	<b>30%</b>	10	20	Term 2, 2026 Week 5
4	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	Trial HSC Examination	<b>30%</b>	20	10	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Studies of Religion 1**

**Course: HSC**

**Year: 2025-2026**

**Components**

**Weighting**

- |   |     |
|---|-----|
| 1. Knowledge and understanding of course content                      | 40% |
| 2. Source-based skills  | 20% |
| 3. Investigation and research   | 20% |
| 4. Communication of information, ideas and issues in appropriate form | 20% |

Task	Outcomes	Task title and description	Total weight	Component weighting %				Date
				1	2	3	4	
1	H1, H2, H4, H5, H6, H7	Oral presentation: Religious Tradition Depth Study	40%	10	10	10	10	Term 1, 2026 Week 3
2	H1, H2, H3, H6	Research task: Religion and Belief Systems in Australia post-1945	30%	10	5	10	5	Term 2, 2026 Week 2
3	H2, H3, H6, H7, H8, H9	Trial HSC Examination	30%	20	5		5	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HSC Assessment Schedule

**Subject: Visual Arts**

**Course: HSC**

**Year: 2025-2026**

**Components**

**Weighting**

1. Art making
2. Art criticism and art history

50%

50%

Task	Outcomes	Task title and description	Total weight	Component weighting%		Date
				1	2	
1	H1, H2, H3, H4, H5	Body of Work – Viva Voce 10-15 minute private viva voce/presentation of goal setting, investigations of their own art-making practice evident in Visual Arts Process Diary (VAPD), leading toward a BOW concept and plan.	15%	15		Term 4, 2025 Week 8
2	H7, H8, H10	Written Research Task: Artist's Practice Investigation of the relationship(s) between artists and art world practices, including annotated research and initial writing drafts.	25%		25	Term 2, 2026 Week 3
3	H2, H3, H4, H5, H6	Resolution of the Body of Work Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of material practice and conceptual ideas through the frames.	35%	35		Term 2, 2026 Week 11
4	H7, H8, H9, H10	Trial HSC Examination	25%		25	Term 3, 2026 Weeks 3-5
			<b>100%</b>	<b>50</b>	<b>50</b>	