

YEAR 12

2026 HSC ASSESSMENT HANDBOOK

FOREWORD

Welcome to Year 12; the final year of your secondary education. As a senior student at Mount Carmel Catholic College, you are in a privileged position to uphold the standards of the college and become important role models for younger students. As you conclude your secondary education, you will refine a number of skills that will become important beyond school. You are asked to maximise this opportunity. Your teachers are excited to continue on this journey with you, and they are well-prepared to help you achieve excellence. Please trust their expertise. Throughout Year 12, you will be expected to be organised and prepared for all informal and formal assessments. These are designed to challenge you to apply your knowledge and understanding of course content and to reach beyond your comfort zone in order to learn and to grow. Assessments are not designed to *trick* you, they are an opportunity for you to display what you know and are able to do.

The following pages are designed to give you the necessary information regarding assessment procedures specific to Year 12. It is very important that you and your parents/guardians read this handbook carefully as it outlines your responsibilities and alleviates any misunderstanding. Parents and guardians are encouraged to become familiar with the assessment processes so that they can help and encourage their children to successfully manage their studies. Please note that NESA requires certain expectations to be met in order for the award of the Higher School Certificate. Failure to meet these expectations in any course may require the Principal to notify NESA of an 'N' Determination (not satisfactory completion).

It is your responsibility to be aware of the expectations with regards to assessment as outlined in this booklet. This should become a useful and familiar resource for you to remain organised and to be aware of procedures that must be followed. As always, if you have any questions regarding the information outlined on the pages that follow, please do not hesitate to contact the College to clarify these. We wish you all the best in Year 12 and look forward to supporting you as you commence the final year of your secondary education.

Mr Stephen Lo Cascio	Ms Chardy Miller	Mr Brendan Berkeley
Principal	*Leader of Learning - Curriculum Pedagogy*	*Year Coordinator*

STUDENT AGREEMENT & RESPONSIBILITIES

As a senior student receiving this *Year 12 Assessment Handbook* you have taken on the responsibility to follow the procedures outlined below.

Student Agreement

1. I understand that I am to complete and present all assessment tasks by the due date and also to be present for those assessment tasks held in class.
2. If I am unable to attend the College on the due date of an assessment task, I should contact the College and explain my absence.
3. I realise that if I fail to hand in an assessment task by the due date, a zero mark will be awarded, pending an *Illness/Misadventure Appeal*.
4. If I am unable to complete an assessment task for reasons of injury, illness or misadventure, I must submit an *Illness/Misadventure* form with appropriate documentation.
5. If I do not submit an assessment task at the due time, I must submit the task with an *Illness/Misadventure* form.
6. Any assessment task which is missed, and for which an acceptable reason is not given, will be recorded as a 'zero' mark.
7. I agree that it is my responsibility to consult with the relevant KLA Coordinator if I experience problems in interpreting this *Assessment Handbook*, or in fulfilling the course requirements.

Student Responsibilities

- To understand the College policy on assessment as outlined in this handbook
- To see the Leader of Learning - Curriculum Administration, Leader of Learning - Curriculum Pedagogy or KLA Coordinator if in any doubt about the requirements of the assessment policy or procedures
- To cooperate with the process of assessment
- To engage in scholarly practices consistent with *HSC: All My Own Work* principles
- To not engage in academic malpractice as this will lead to a 'zero' mark.
- To only submit your own work. It is dishonest to have someone else do your work (e.g. a tutor or friend) and for you to submit this work as your own.

Please keep this booklet in a safe place as you may be required to present a copy of this at an appeal forum.

GLOSSARY OF ACRONYMS & KEY TERMS

ATAR	"The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group)" (UAC, 2025)
HSC	The Higher School Certificate (HSC) "is the highest level of attainment you can reach at school" (NESA, 2025)
Informal Assessment	"Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. Informal assessment may include a range of strategies including class work and work in progress, questioning, class discussion, group work, observations and monitoring, student self-evaluation and reflection, and peer feedback" (NESA, 2025).
Formal Assessment	"Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings" (NESA, 2025).
Formative Assessment	Formative assessment is any form of assessment that occurs throughout the learning process, providing teachers with an opportunity to provide ongoing feedback throughout the learning and teaching process.
NESA	The NSW Education Standards Authority (NESA) is an independent statutory authority who "support the school sectors to deliver the best possible outcomes for students through high-quality syllabuses, assessment, teaching standards and school environments" (NESA, 2025)
RoSA	NESA "issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12" (NESA, 2025).
Summative Assessment	Summative assessment is the assessment that occurs at the conclusion of a unit of work or course, and provides the student with an opportunity to reflect their knowledge and understanding or skills attained as a result of the learning that took place.
Syllabus	Each course has a corresponding syllabus which provides an overview of knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage of learning through providing outcomes, content and other requirements that teachers must follow when programming.
Transcript of Study	Students who leave school after year 10 and do not meet RoSA requirements will be awarded a Transcript of Study to reflect courses that have been satisfactorily completed.
UAC	The Universities Admissions Centre (UAC) "processes applications for admission to most undergraduate courses at participating institutions" (UAC, 2025).
VET	Vocational Education and Training (VET) courses provide students with a broad range of specialist skills and practical experience that prepares them for the workplace. These courses are best suited for students who intend to study at TAFE or move into the workforce after completing their HSC.

STAGE 6 STUDIES

THE RECORD OF SCHOOL ACHIEVEMENT

"The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning" (NESA, 2025).

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. Students who remain at school to complete their HSC will not receive a RoSA.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grades
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a *Transcript of Study*. The *Transcript of Study* contains the same information as the RoSA for courses satisfactorily completed.

STAGE 6 STUDIES

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is a Certificate issued by NESA upon the completion of a student's secondary education. To be eligible for the HSC a student must:

- Study a combination of courses, which meet the requirements of the HSC.
- Complete a Year 12 pattern of study in an approved combination of subjects.
- Complete the course requirements.
- Have a satisfactory record of attendance and application in their studies.
- Sit for and make a genuine attempt at the HSC examination in each course studied.
- Meet NESA requirements for completion of course work and application
- Meet the following subject guidelines in Year 12:
    - Complete at least 6 units of Board Developed Courses
    - Complete at least 2 units of Board Developed English (including English Studies)
    - Complete at least 3 courses of 2 Units value (or greater) and
    - Complete at least 4 subjects

In Year 11, the pattern of study must comprise a minimum of twelve (12) units and in the HSC Year a minimum of ten (10) units. In Catholic schools students study Religion as part of their Year 12 and HSC pattern of study.

STAGE 6 STUDIES

CREDENTIALS AWARDED BY NESA FOR THE HIGHER SCHOOL CERTIFICATE

Reporting of Marks to NESA

- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The report for each course will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The final HSC report will provide a description of your achievements. These are comprised of:
    - Internal assessment tasks which will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in formal assessment tasks you have undertaken during the course. This mark is submitted to NESA and is not provided on College Academic Reports.
    - The other 50% will come from the final HSC examination. In some instances, the prescribed Major Project may contribute to this percentage.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6, from 90 – 100 will correspond to the highest level of achievement. Band 1, from 0-50 will correspond to not achieving the minimum standard for course outcomes.
- On their College provided Academic Report, students will receive their final rank in each course (where applicable).

On satisfactory completion of your HSC you will receive a portfolio containing:

1. The Higher School Certificate Testamur: the official certificate confirming your achievement of all requirements for the award.
2. The Higher School Certificate Record Achievement: a package which includes your Year 12 HSC (Stage 6) results and Year 11 (Preliminary Stage 6) grades. Results for each Stage appear on separate pages. This provides formal recognition of your senior secondary school achievements, and lists the courses you have studied along with the assessment marks, exam marks and bands you have achieved.
3. Course Reports: for every HSC Board Developed Course you will receive a Course Report showing your marks, the performance scale and the band descriptions for that course.

ASSESSMENT

STRUCTURE & PURPOSE

The College's HSC Assessment Policy, which is contained in this Handbook, has been designed so that no student can be advantaged or disadvantaged by the College's system of assessment for the Higher School Certificate. Assessment at Mount Carmel encourages the progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment is defined as 'the process of gathering and interpreting information about the development of student learning'. We promote:

Assessment of learning	which assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task.
Assessment as learning	which occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.
Assessment for learning	which involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Source: NESA. (2025). *Assessment for, as and of learning.* Retrieved from https://educationstandards.nsw.edu.au

This handbook outlines the formal assessments which account for the Assessment of Learning. Note that in the assessment schedules published in this handbook:

- the same outcomes may be assessed by more than one task.
- one task can assess more than one component.

It is a requirement of the Year 12 school assessment program that for each course taught, schools must establish a program of assessment tasks.

ASSESSMENT

ASSESSING STUDENT PERFORMANCE

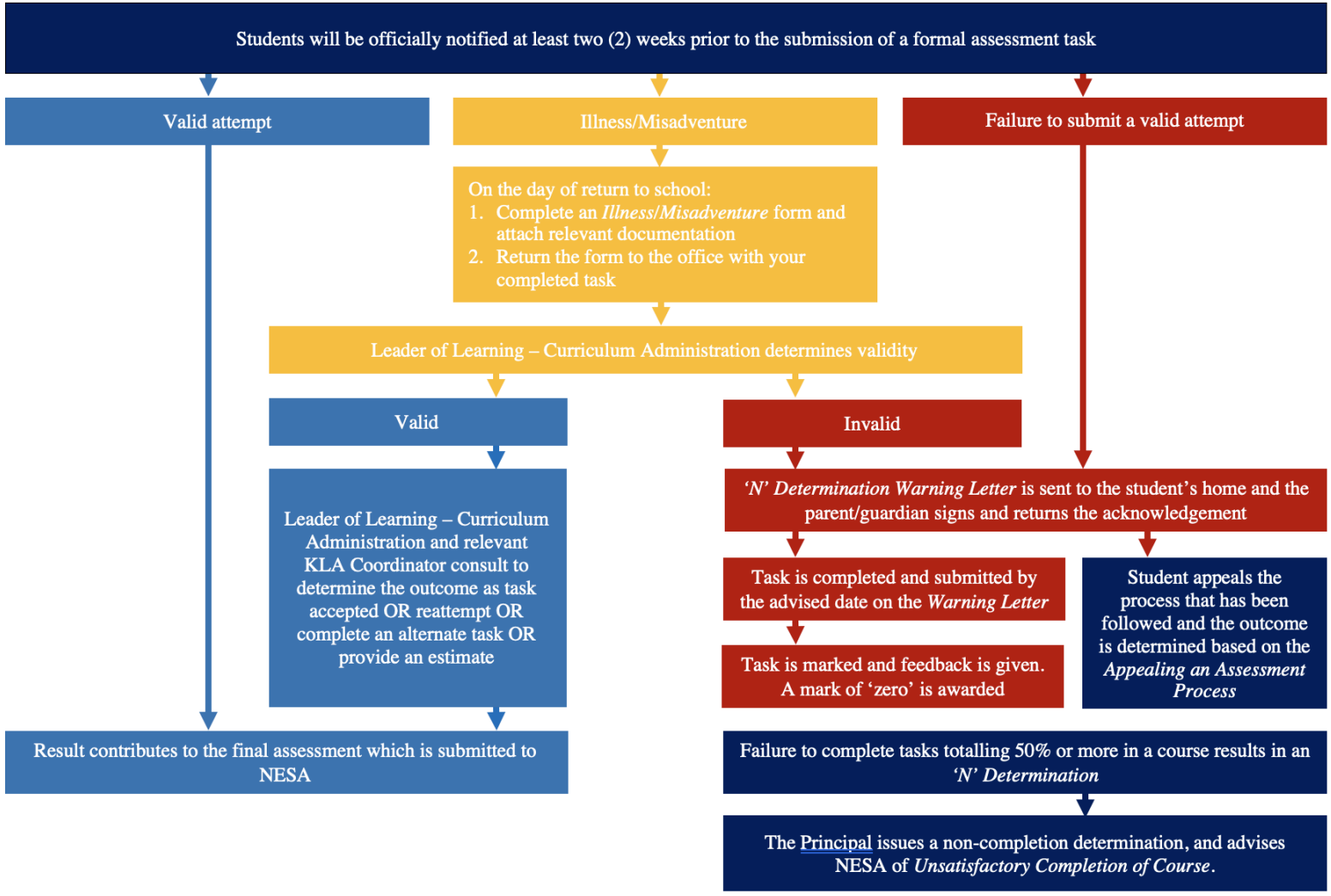
In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

ASSESSMENT OF LEARNING

OVERVIEW OF THE PROCESS OF NOTIFICATION & SUBMISSION



ASSESSMENT OF LEARNING

FREQUENCY, SCHEDULING & SUBMISSION OF TASKS

Task Due Dates

Formal assessments will begin in Term 4, 2025 and they will conclude at the end of Term 3, 2026. Formal Assessment is limited so that students will generally complete four (4) tasks for a 2 unit course, and three (3) tasks for a 1 unit course. It is rare that any tasks are scheduled in the week prior to any major exam block. Due dates are indicated by term and week for assessment tasks in the schedules for each course contained in this booklet. You will receive written notification of the assessment task at least two (2) weeks before the task is due. If you are absent on the day a task notification is distributed, it is **your** responsibility to check your email as all tasks distributed to students will be communicated digitally on the same day. Absence on the day a task is distributed will **not** constitute grounds for an appeal.

Procedures for Task Submission

- All tasks are to be completed and submitted by the specified date to the KLA Coordinator or Subject Teacher at the designated place (as indicated in the assessment notification) by 8:40am
- If the task is to be completed in class it is to be submitted at the prescribed time.
- Tasks are **not** to be handed to teachers during a lesson or left in a teacher's pigeonhole

Late Submissions

A task submitted after 8:40am will be recorded as 'Late', a zero mark will be awarded, and you will be required to submit an *Illness/Misadventure* form with reasons why the mark for the task should be altered. Regardless of the reason, if an assignment is submitted late you must report immediately to Student Services, complete an *Illness/Misadventure* form and then submit the task with the *Illness/Misadventure* form attached. All late tasks are to be handed in at the College Office and signed in to a member of the office staff.

Pre-Accepted Leave From The College Principal

All known leave for pressing family or medical reasons must be accepted by the College Principal by applying for known leave to the College Principal in writing at least four (4) weeks in advance via the College form. Students who will be absent for more than **twenty** (20) school days must apply for an *Exemption from School Attendance*. This will then be passed onto the College Principal for review in accordance with Government requirements. The *Reschedule of Task* process may need to be followed and students should liaise with the Leader of Learning - Curriculum.

ASSESSMENT OF LEARNING

FREQUENCY, SCHEDULING & SUBMISSION OF TASKS

Tasks Due During Work Placement (VET Courses) or College Representation

Vocational subjects have a compulsory Work Placement. No extension of submission time for an assessment will be granted due to Work Placement, Representative Sport or other events where a student is representing the College. Failure to submit an assessment that is missed due to Work Placement or College representation will not be upheld as an appeal. If you are absent at the time an in class assessment is due, as a result of Work Placement or College Representation, you must complete a *Request to Reschedule a Task* form (collected from the Leader of Learning - Curriculum) and return this no later than two (2) weeks prior to the due date of the task. A suitable alternate time for task completion will be organised upon submission of this form. All hand in tasks must be submitted to the KLA Coordinator or Class Teacher prior to the period of Work Placement or College Representation or digitally before 8:40am on the due date of the task.

Courses with Practical HSC Exams (projects, submitted works, oral and performances)

For HSC courses where there is a practical component submitted as part of the HSC exam it is vital that students understand that their progress will be monitored and recorded at various stages. The class teacher and Principal must certify with NESA that the submitted work is a student's own work, that it is consistent with earlier drafts and other samples of work and that it was completed and submitted by the due date and time (refer to Section 4.4 of the NESA HSC Rules and Procedures)

ASSESSMENT

VOCATIONAL EDUCATION & TRAINING (VET)

Schools are not required to submit internal assessment marks for these courses. The industry curriculum frameworks will use a competency-based approach to assessing and reporting student achievement. This means that student achievement is assessed and reported against industry competency standards as prescribed in national training packages. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. A unit of competency is broken down into elements of competency. These elements describe the aspects or components of competency. Each element of competency has a number of accompanying performance criteria. These criteria provide an outline of the actions required to be assessed as competent in the element of competency. All students undertaking an industry curriculum framework will undergo competency-based assessment. This process of assessment will be for the purposes of awarding a Vocational Education and Training (VET) qualification and credit towards a qualification under the Australian Qualifications Framework and for the award of the Higher School Certificate (HSC).

Students who wish to include their industry curriculum framework courses in the calculation of the Australian Tertiary Admissions Rank (ATAR) must:

- complete a 240 hour course and
- undertake the optional two hour external written examination
- complete the mandatory hours of work placement

A student will be considered to have satisfactorily completed a Year 12 course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course that has been approved by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved a significant number of the course outcomes.
- completed the mandatory hours of work placement

Satisfactory attendance is important. The Principal may determine that as a result of inadequate attendance, the course completion criteria have not been met.

ASSESSMENT POLICIES & PROCEDURES

ILLNESS & MISADVENTURE

We understand that there may be unpredicted incidents which influence your capacity to complete or submit a task on the due date. These reasons are categorised as **Illness** or **Misadventure**. In every instance of absence on the day of a task, it is best practice to contact the College Office before 8:40am and leave a message for your Year Coordinator and the relevant Class Teacher. Please note that in the event of an absence prior to an assessment or examination block a student may be asked to provide documentation (medical or otherwise) to explain the absence. To avoid being awarded a **zero** mark for non submission/completion of a task, proof must be provided in either of the following forms:

1. **Illness:** An Illness/Misadventure form must be completed by a Registered Medical Practitioner for a student's absence from school where the student was unable to submit or complete an assessment task that day. Please note that as per NESA requirements, a medical certificate alone is **not** considered sufficient evidence.
2. **Misadventure:** Reasons include public transport delays or car breakdowns, unexpected family circumstances are considered reasons for misadventure. In this instance, a letter from your parent/guardian will be required and this will be verified with a phone call. Failure of computer systems, incompatibility of systems or disk errors are **not** an acceptable reason for failing to submit work on time. Students are reminded of the importance to back up all work completed on Google Drive.

On the first day back from your absence, please submit the Illness/Misadventure form with the required documentation and your completed task (if the task is a hand in submission). If you miss an examination or an in class task, please assume that you will complete a substitute task at the first available opportunity. Students must communicate with the Leader of Learning - Curriculum to make arrangements for missed assessments.

ASSESSMENT POLICIES & PROCEDURES

HSC: ALL MY OWN WORK & MALPRACTICE

To be eligible for the HSC, students must complete *HSC: All My Own Work* before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses. *HSC: All My Own Work* is a program designed to help HSC students follow the principles and practises of good scholarship. This includes understanding, valuing and using ethical practises when locating and using information as part of their HSC studies. At Mount Carmel, all students complete *HSC: All My Own Work* at the end of Year 10. Students who have completed the program will also know about penalties for engaging in malpractice and how to avoid malpractice when preparing their work for assessment.

The academic honesty of students completing HSC assessment tasks, exams, and tests is critical to the integrity of the credential. Dishonest behaviour and/or any attempt carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the **HSC** or **RoSA** and constitutes malpractice. All forms of academic dishonesty are unacceptable.

Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice. NESA applies this definition of malpractice in determining cases of suspected malpractice in HSC minimum standard tests and HSC exams including practical components and submitted works. Breaches of exam/test rules, and malpractice in any form including plagiarism, collusion, and misrepresentation, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice may jeopardise a student's award and achievement of the RoSA or the HSC. All suspected breaches of exam/test rules and/or malpractice will be investigated and may be penalised. Student conduct amounting to breaches of exam/test rules and/or malpractice may range from unintentional failures to comply with NESA's rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students are responsible for knowing and complying with NESA's rules and policies regarding malpractice. Students are responsible for knowing and complying with the College malpractice policy for all school-based assessment. Student appeals concerning malpractice in school-based assessment tasks must be resolved at the school level. (NESA's ACE Rules - https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice).

Types of malpractice

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:

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

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
    a. copying someone else's work in part or in whole, and presenting it as their own, and/or
    b. using material directly from books, journals, the internet, generative artificial intelligence or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
    a. sharing answers to an assessment with other students through any medium, and/or
    b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
    c. contract cheating by outsourcing work to a third party, and/or
    d. unauthorised use of artificial intelligence technologies.

Additionally, malpractice includes:

- breaching College examination rules (such as bringing in a mobile phone or electronic device or notes or disrupting the exam room and not complying with instructions)
- providing fraudulent evidence in applications for disability provisions or illness/ misadventure

ASSESSMENT POLICIES & PROCEDURES

ASSESSMENT APPEALS POLICY

Assessment Appeal Process - Malpractice

If a student's behaviour during an assessment task or submitted work is found to exhibit evidence of malpractice it will be reviewed by a panel consisting of three members from the College Leadership and KLA Coordinators. The panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and determine the outcome. Students and parents will be informed in writing of the outcome of this malpractice review. Students are advised that all schools are required to document all cases of proven malpractice in Assessments in a *Register of Malpractice in HSC Assessment Tasks* with NESA. Potential outcomes of an Assessment Review for malpractice may include, zero marks awarded or reduction in marks.

Assessment Appeal Process - Request a Review of Result

Students receive feedback on their performance in a task. This feedback will include achievement against the task marking criteria and possibly additional written comment. A student may only appeal an Assessment Task Result on the basis that processes were not correctly followed. This appeal is initiated by completing a *Request to Review Assessment Process* form and lodging it to the Leader of Learning - Curriculum Administration within two (2) school days of the task being returned. **Evidence must be provided citing the marking criteria and any additional written comment provided by the marker(s).** The process will be reviewed by the Leader of Learning - Curriculum Pedagogy and Leader of Learning - Curriculum Administration and/or KLA Coordinator to determine if the process was correctly followed. Students who have lodged an appeal will be notified of the outcome in writing.

Issues with Technology that Influence Task Submission

The use of technology (e.g. word processors, computer printers) is your responsibility. No allowances will be made for problems related to technical malfunctions. The College will not accept assessment tasks submitted on a portable storage device. It is recommended that students use Google Drive as an additional storage location of assessments in all circumstances. All draft work completed on a computer should be backed up by the student. An additional safeguard in an emergency is that you can email the task to the Class Teacher if you experience a printing failure the night before submitting a task. Students who experience technology failure should submit drafts of the assessment task. Failure to comply with the procedures as listed above will result in a zero for the task concerned.

Declaring a Task as 'Void'

The Principal reserves the right to 'void' a task or change the weighting if the results are invalid or unreliable. This means that no marks are awarded to any student for a particular task or part of a task. You will be informed in writing in these circumstances.

ASSESSMENT POLICIES & PROCEDURES

NON COMPLETION OF COURSE REQUIREMENTS ('N' DETERMINATION)

NESA expects that each student will complete all assessment tasks. Failure to complete a task will seriously place at risk the student's chance of achieving a satisfactory completion of a Preliminary or HSC course. In cases of non-satisfactory completion, an 'N' Determination will be submitted to NESA. Non completion of course requirements may include instances where a student:

- has not submitted the task by the due date or time
- fails to provide an acceptable reason for an absence from an assessment task
- has not satisfactorily completed coursework (this may include circumstances resulting from high absenteeism)

Warning Letters

If it appears that a student is at risk of not satisfactorily completing a Year 12 course, a warning letter will be issued. Parents/guardians will be advised, in writing by the Principal, of the need to correct the problem and alert them to the possible consequences of you receiving an 'N' determination. Following the first warning letter, if the task is still not satisfactorily completed within the specified time, then a second warning letter will be issued. A second 'N' warning letter may also be issued for failure to meet subsequent assessment tasks or course requirements. This may be considered sufficient documentation for an 'N' Determination for that course.

'N' Determination

This is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

ASSESSMENT POLICIES & PROCEDURES

APPEALING 'N' DETERMINATIONS

Appeals Against 'N' Determinations

Where a Principal has determined that a student is to be issued with an 'N' Determination in any course, the *Principal's Determination* form should be completed and a copy given, together with the *Student Appeal* form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the Principal's determination.

NESA will review appeals only on the information submitted with the *Principal's Determination* form, the *Student Appeal* form and the *School Review – Principal's Report* form. Copies of all warning letters that were sent must be included. If a student does not wish to appeal to NESA, the completed *Principal's Determination* form should be retained at the school.

Completion of Appeal Forms

If a student appeals to the school and the student's appeal is successful at the school level, both the *Principal's Determination* form and the *Student Appeal* form should be retained at the school. NESA must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the school level, the *Principal's Determination* form, the *Student Appeal* form, the *School Review – Principal's Report* form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA in which case all forms and copies of warning letters must be sent to NESA for review of the appeal. The appropriate forms relating to 'N' determinations must be submitted to NESA by the dates specified by NESA.

ASSESSMENT SCHEDULES

UNDERSTANDING ASSESSMENT SCHEDULES

When reading a course assessment schedule it is important to remember:

- there are generally four (4) tasks in the schedule that need to be undertaken
- a range of assessment tasks are used as outlined in the syllabus
- individual tasks are generally worth between 10% and 40% of the total assessment mark
- the types of tasks used for internal assessment are generally broader than those used in the HSC examinations for the course. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed than may be possible in the external examination

When reading each schedule, refer to the guide below to interpret the information presented.

Due Date: The date the task must be submitted/completed. Make note of this in your student diary. All hand in tasks must be submitted by 8:40am.

Task Type: The format of the task e.g. Report, In-class Test, Research Project.

Mode: The mode in which the task will be submitted/completed.

Components: The syllabus components you will be assessed on.

Weighting: The total weight of each component as specified by NESA.

Percentage of Marks: The total weight for each task.

YEAR X
STUDIES OF RELIGION I
20XX ASSESSMENT PLAN

Outcomes	XX	XX	XX	
Task Number	Task One	Task Two	Task Three	
Due Date	Term X, Week X dd/mm/yyyy	Term X, Week X dd/mm/yyyy	Term 3, Week 3-4	
Task Type	**Topic Test**	**Research Table and Responses**	**Trial Examination**	
Mode	In Class	Hand In	Exam	
Components	**RT: Islam**	**RT: Christianity**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	15%		5%	20%
Investigation and research		20%		20%
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	20%
Percentage of Marks	**35%**	**35%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

STUDIES IN CATHOLIC THOUGHT

2025/26 ASSESSMENT PLAN

	Outcomes	12-1, 12-2, 12-4, 12-7, 12-10	12-1, 12-3, 12-4, 12-5, 12-6, 12-8, 12-9, 12-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 2 04/02/2026	Term 2, Week 3 04/05/2026	Term 2, Week 10 22/06/2026	
	Task Type	**Research Task Media File**	**Research Task Multimodal task**	**End of Course Exam**	
	Mode	Hand In	Hand In	Exam	
Components		**Vice, Virtue, Salvation**	**The Good Works**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	20%	40%
Religious source-based skills		10%	5%	5%	20%
Inquiry and research skills		10%	10%		20%
Communication of religious ideas and understanding in appropriate forms		5%	10%	5%	20%
Percentage of Marks		**35%**	**35%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

STUDIES OF RELIGION I

2025/26 ASSESSMENT PLAN

	Outcomes	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 4, Week 9 11/12/2025	Term 2, Week 2 28/04/2026	Term 3, Week 3-5 2026	
	Task Type	**Source Based Skills Test**	**Research and Topic Test**	**Trial Examination**	
	Mode	In Class	Hand in and In Class	Exam	
Components		**Post 45**	**RT: Judaism**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	20%	40%
Source-based skills		10%		10%	20%
Investigation and research			20%		20%
Communication of information, ideas and issues in appropriate forms		10%		10%	20%
Percentage of Marks		**30%**	**30%**	**40%**	**100%**

HIGHER SCHOOL CERTIFICATE

STUDIES OF RELIGION II

2025/26 ASSESSMENT PLAN

	Outcomes	H1, H2, H3, H4, H5, H6	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H8, H9	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 11/12/2025	Term 1, Week 7 09/03/2026	Term 2, Week 8 10/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Source-based Analysis Skills Test**	**Topic Test**	**Research Task**	**Trial Examination**	
	Mode	In Class	In Class	Hand-in and In Class	Exam	
Components		**Post-1945 & Religion and Non-Religion**	**RT: Judaism**	**Religion and Peace**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		5%	15%	5%	15%	40%
Source-based skills		10%			10%	20%
Investigation and research				20%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%		10%	20%
Percentage of Marks		**20%**	**20%**	**25%**	**35%**	**100%**

HIGHER SCHOOL CERTIFICATE

ENGLISH ADVANCED

2025/26 ASSESSMENT PLAN

	Outcomes	EA12-1, EA12-2, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 03/12/2025	Term 1, Week 7 13/03/2026	Term 2, Week 8 12/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Critical Response with Related Text**	**Comparative Essay**	**Multimodal Craft of Writing Imaginative Task**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components						**Weighting**
Knowledge and understanding of course content		10%	15%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		10%	10%	15%	15%	50%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

ENGLISH STANDARD

2025/26 ASSESSMENT PLAN

	Outcomes	EN2-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-6 EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 03/12/2025	Term 1, Week 7 13/03/2026	Term 2, Week 8 12/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Critical Response**	**Multimodal Task**	**Craft of Writing Imaginative Text**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components						**Weighting**
Knowledge and understanding of course content		10%	10%	15%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		10%	15%	10%	15%	50%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	

HIGHER SCHOOL CERTIFICATE

ENGLISH STUDIES

2025/26 ASSESSMENT PLAN

	Outcomes	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 03/12/2025	Term 1, Week 7 13/03/2026	Term 2, Week 8 12/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Analytical Response**	**Research Task**	**Classwork Portfolio**	**Trial Examination**	
	Mode	In Class	In Class	Hand in	Exam	
Components						**Weighting**
Knowledge and understanding of course content		15%	10%	15%	10%	50%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively		10%	15%	15%	10%	50%
Percentage of Marks		**25%**	**25%**	**30%**	**20%**	**100%**

HIGHER SCHOOL CERTIFICATE

ENGLISH EXTENSION 1

2025/26 ASSESSMENT PLAN

	Outcomes	EE12-1, EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 6 03/03/2026	Term 2, Week 8 09/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Imaginative Response with Reflection**	**Critical Response with Related Text**	**Trial Examination**	
	Mode	In Class	In Class	In Class	
Components					**Weighting**
Knowledge and understanding of complex texts and of how and why they are valued		15%	20%	15%	50%
Skills in complex analysis, sustained composition and independent investigation		15%	20%	15%	50%
Percentage of Marks		**30%**	**40%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

ANCIENT HISTORY

2025/26 ASSESSMENT PLAN

	Outcomes	AH12-1,AH12-2, AH12-3, AH12-4, AH12-5,AH12-6, AH12-7, AH12-8, AH12-9	AH12-2, AH12-4, AH12-5, AH12-6, AH12-7, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 10/12/2025	Term 1, Week 10 30/03/2026	Term 2, Week 10 25/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Historical Analysis**	**Source Analysis**	**Exposition**	**Trial Examination**	
	Mode	In Class	In Class	In class	Exam	
Components		**Personality**	**CORE: Pompeii and Herculaneum**	**Historical Period**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	10%	10%	40%
Historical skills in the analysis and evaluation of sources and interpretations		10%			10%	20%
Historical inquiry and research			10%	10%		20%
Communication of historical understanding in appropriate forms			5%	5%	10%	20%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

BIOLOGY

2025/26 ASSESSMENT PLAN

	Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 6 18/11/2025	Term 1, Week 9 26/03/2026	Term 2, Week 7 04/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Depth Study**	**Topic Test**	**Research and Analysis Task**	**Trial Examination**	
	Mode	In Class Investigation with Hand In Report	In Class	Hand In Research Task with In Class Component	Exam	
Components		**Module 7**	**Module 5**	**Module 6**	**All Units Assessed**	**Weighting**
Skills in working scientifically		20%	15%	20%	5%	60%
Knowledge and understanding of course content		5%	10%	5%	20%	40%
Percentage of Marks		**25%**	**25%**	**25%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

BUSINESS STUDIES

2025/26 ASSESSMENT PLAN

	Outcomes	H2, H5, H7 H8, H9	H2, H5, H8, H10	H6, H7, H8, H9	All Outcomes except H7	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 02/12/2025	Term 1, Week 9 26/03/2026	Term 2, Week 9 18/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Topic Test**	**Stimulus - based Business Report**	**Research - based Business Report**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components		**Marketing**	**Marketing & Finance**	**Human Resources**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		5%	10%	5%	20%	40%
Stimulus-based skills			15%		5%	20%
Inquiry and research		10%		10%		20%
Communication of business information, ideas and issues in appropriate forms		5%		10%	5%	20%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

CHEMISTRY

2025/26 ASSESSMENT PLAN

	Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 7 24/11/2025	Term 1, Week 9 23/03/2026	Term 2, Week 5 19/05/2026	Term 3, Week 3-5 2026	
	Task Type	**First Hand Investigation and Data Analysis**	**Topic Test**	**Depth Study**	**Trial Examination**	
	Mode	In Class Investigation & data analysis with Hand In Report	In Class	Practical Investigation & data analysis with Depth Study Report Hand In	Exam	
Components		**Module 7**	**Module 5**	**Module 6**	**All Units Assessed**	**Weighting**
Skills in working scientifically		25%	5%	25%	5%	60%
Knowledge and understanding of course content			15%	5%	20%	40%
Percentage of Marks		**25%**	**20%**	**30%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

COMMUNITY AND FAMILY STUDIES

2025/2026 ASSESSMENT PLAN

	Outcomes	H1.1, H3.3 H4.2, H6.2	H4.1, H4.2	H2.2, H3.2 H5.1 H5.2	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 4/12/2025	Term 1, Week 10 31/03/2026	Term 2, Week 7 04/06/2026	Term 3, Week 3-5 2026	
	Task Type	**In Class Response**	**Independent Research Project**	**Topic Test**	**Trial Examination**	
	Mode	In Class	Hand In	In Class	Exam	
Components		**Core 2 Groups in Context**	**Core 1 Research Methodology**	**Core 3 Parenting and Caring**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		15%	-	10%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating		15%	20%	10%	15%	60%
Percentage of Marks		**30%**	**20%**	**20%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

HEALTH AND MOVEMENT SCIENCE

2025/26 ASSESSMENT PLAN

	Outcomes	HM-12-01, HM-12-03, HM-12-06, HM-12-07	HM-12-02, HM-12-04, HM-12-10	HM-12-04, HM-12-05, HM-12-08, HM-12-09	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 12/12/2025	Term 1, Week 8 18/03/2026	Term 2, Week 8 11/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Topic Test**	**Depth Study**	**Case Study**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components		**Health in an Australian and Global Context**	**Health in an Australian and Global Context and Training for Improved Performance**	**Training for Improved Performance**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	10%	10%	40%
Skills in critical thinking, research, analysis and communicating		15%	10%	15%	20%	60%
Percentage of Marks		**25%**	**20%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

HISTORY EXTENSION

2025/26 ASSESSMENT PLAN

	Outcomes	HE12.2, HE12.4	HE12.1, HE12.2, HE12.3, HE12.4	HE12.1, HE12.3, HE12.4	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 10 23/06/2026	Term 2, Week 11 30/06/2026	Term 3, Week 3-5 2026	
	Task Type	**History Project - Historical Process**	**History Project - Essay**	**Trial Examination**	
	Mode	Hand In	Hand In	Exam	
Components		**History Project**	**History Project**	**All topics**	**Weighting**
Knowledge and understanding of significant historical ideas and processes			20%	20%	40%
Skills in designing, undertaking and communicating historical inquiry and analysis		30%	20%	10%	60%
Percentage of Marks		**30%**	**40%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

INVESTIGATING SCIENCE

2025/26 ASSESSMENT PLAN

	Outcomes	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-7, INS12-12	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-13	INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS12-14	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 6 21/11/2025	Term 1, Week 8 19/03/2026	Term 2, Week 6 26/05/2026	Term 3, Week 3-5 2026	
	Task Type	**Depth Study**	**Topic Test**	**Primary Investigation** Testing of Claims Practical Investigation and Report	**Trial Examination**	
	Mode	In Class Research, Investigation, Report and Evaluation	In Class	In Class	Exam	
Components		**Module 5**	**Module 6**	**Module 7**	**All Units Assessed**	**Weighting**
Skills in working scientifically		20%	15%	15%	10%	60%
Knowledge and understanding of course content		10%	10%	5%	15%	40%
Percentage of Marks		**30%**	**25%**	**20%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

LEGAL STUDIES

2025/26 ASSESSMENT PLAN

	Outcomes	H1, H2, H3, H4,H5, H6 H7, H8, H9, H10	H1, H2, H3, H4, H7, H8, H9	H1, H3, H4, H5, H6, H7, H8, H9, H10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 7 28/11/2025	Term 1, Week 5 26/02/2026	Term 2, Week 3 07/05/2026	Term 3, Week 3-5 2026	
	Task Type	**Crime Case Study**	**Topic Test**	**Research Task**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components		**Crime**	**Human Rights and Crime**	**Family and Consumer**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	10%	10%	40%
Analysis and evaluation			10%	10%		20%
Inquiry and research			5%	10%	5%	20%
Communication of legal information, ideas and issues in appropriate forms		5%			15%	20%
Percentage of Marks		**15%**	**25%**	**30%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MATHEMATICS ADVANCED

2025/26 ASSESSMENT PLAN

	Outcomes	MA12-1, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-8, MA12-9, MA12-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 6 21/11/2025	Term 1, Week 7 12/03/2026	Term 2, Week 7 04/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Topic Test**	**Assignment**	**Topic Test**	**Trial Examination**	
	Mode	In Class	Hand In Task with In-Class Component	In Class	Exam	
Components					**All Units Assessed**	**Weighting**
Understanding, fluency and communication		10%	15%	10%	15%	50%
Problem solving, reasoning and justification		15%	10%	10%	15%	50%
Percentage of Marks		**25%**	**25%**	**20%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MATHEMATICS EXTENSION 1

2025/26 ASSESSMENT PLAN

	Outcomes	ME12-5, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-2, ME12-4, ME12-6, ME12-7	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 7 26/11/2025	Term 1, Week 6 06/03/2026	Term 2, Week 8 10/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Assignment**	**Topic Test**	**Topic Test**	**Trial Examination**	
	Mode	Hand In Task with In-Class Component	In Class	In Class	Exam	
Components					**All Units Assessed**	**Weighting**
Understanding, fluency and communication		10%	15%	10%	15%	50%
Problem solving, reasoning and justification		10%	10%	15%	15%	50%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MATHEMATICS EXTENSION 2

2025/26 ASSESSMENT PLAN

	Outcomes	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 10 15/12/2025	Term 1, Week 5 26/02/2026	Term 2, Week 8 12/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Assignment**	**Topic Test**	**Topic Test**	**Trial Examination**	
	Mode	Hand In Task with In-Class Component	In Class	In Class	Exam	
Components					**All Units Assessed**	**Weighting**
Understanding, fluency and communication		10%	10%	15%	15%	50%
Problem solving, reasoning and justification		15%	10%	10%	15%	50%
Percentage of Marks		**25%**	**20%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MATHEMATICS STANDARD 1

2025/26 ASSESSMENT PLAN

	Outcomes	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 04/12/2025	Term 1, Week 7 12/03/2026	Term 2, Week 9 18/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Investigation**	**Topic Test**	**Topic Test**	**Trial Examination**	
	Mode	Hand In	In Class	In Class	Exam	
Components					**All Units Assessed**	**Weighting**
Understanding, fluency and communication		15%	10%	10%	15%	50%
Problem solving, reasoning and justification		10%	15%	10%	15%	50%
Percentage of Marks		**25%**	**25%**	**20%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MATHEMATICS STANDARD 2

2025/26 ASSESSMENT PLAN

	Outcomes	MS212-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-8, MS2-12-9, MS2-12-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 04/12/2025	Term 1, Week 5 26/02/2026	Term 2, Week 3 07/05/2026	Term 3, Week 3-5 2026	
	Task Type	**Topic Test**	**Topic Test**	**Assignment**	**Trial Examination**	
	Mode	In Class	In Class	Hand In Task with In-Class Component	Exam	
Components					**All Units Assessed**	**Weighting**
Understanding, fluency and communication		10%	15%	10%	15%	50%
Problem solving, reasoning and justification		15%	10%	10%	15%	50%
Percentage of Marks		**25%**	**25%**	**20%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

MODERN HISTORY

2025/26 ASSESSMENT PLAN

	Outcomes	MH 12-2, MH 12-4, MH 12-5, MH 12-6, MH 12-7	MH 12-1, MH 12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-8, MH 12-9	MH 12-2, MH 12-3, MH 12-6, MH 12-7, MH 12-8, MH 12-9	All Outcomes except MH 12-8	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 6 19/11/2025	Term 1, Week 8 20/03/2026	Term 2, Week 8 12/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Source Based Task**	**Historical Analysis**	**Essay Response**	**Trial Examination**	
	Mode	In Class	Hand In Essay and Annotated Bibliography	In Class	Exam	
Components		**Power and Authority**	**China 1927- 1949**	**Conflict in Indochina**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	10%	10%	10%	40%
Historical skills in the analysis and evaluation of sources and interpretations		10%			10%	20%
Historical inquiry and research			10%	10%		20%
Communication of historical understanding in appropriate forms			5%	5%	10%	20%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

PHYSICS

2025/26 ASSESSMENT PLAN

	Outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH11/12-1, PH11/12-5, INS11/12-6, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 02/12/2025	Term 1, Week 10 30/03/2026	Term 2, Week 10 24/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Topic test**	**Depth study**	**Practical Test**	**Trial Examination**	
	Mode	In class	Hand In Task with in Class Component	Practical task with in Class Component	Exam	
Components		**Module 5**	**Module 6**	**Module 7**	**All Units Assessed**	**Weighting**
Skills in working scientifically		10%	25%	20%	5%	60%
Knowledge and understanding of course content		10%	5%	5%	20%	40%
Percentage of Marks		**20%**	**30%**	**25%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

SOCIETY & CULTURE

2025/26 ASSESSMENT PLAN

	Outcomes	H1, H2, H3, H5, H7	H1, H2, H3, H4, H5, H6, H7	H1, H4, H5, H6, H7, H8, H9, H10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 09/12/2025	Term 1, Week 9 23/03/2026	Term 2, Week 9 15/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Research Task**	**Topic Test**	**Presentation and PIP Diary**	**Trial Examination**	
	Mode	Hand In and In Class	In Class	Hand In	Exam	
Components		**Belief Systems and Ideologies**	**Core: Continuity and Change**	**Personal Interest Project-Process**	**All Units Assessed**	**Weighting**
Knowledge and understanding of course content		10%	15%		25%	50%
Application and evaluation of social and cultural research methods		10%	10%	10%		30%
Communication of information, ideas and issues in appropriate forms				15%	5%	20%
Percentage of Marks		**20%**	**25%**	**25%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

SPANISH BEGINNERS

2025/26 ASSESSMENT PLAN

	Outcomes	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 8 05/12/2025	Term 1, Week 9 25/03/2026	Term 2, Week 10 24/06/2026	Term 3, Week 3-5 2026	
	Task Type	**Reading Test**	**Listening & Interview**	**Writing & Conversation**	**Trial Examination**	
	Mode	In Class	In Class	In Class	Exam	
Components		**Personal World and Spanish Speaking Communities**	**Personal World and Spanish Speaking Communities**	**Personal World and Spanish Speaking Communities**	**All Units Assessed**	**Weighting**
Listening			20%		10%	30%
Reading		20%			10%	30%
Speaking			10%	10%		20%
Writing				10%	10%	20%
Percentage of Marks		**20%**	**30%**	**20%**	**30%**	**100%**

HIGHER SCHOOL CERTIFICATE

SPORT, LIFESTYLE & RECREATION (2 unit)

2025/2026 ASSESSMENT PLAN

	Outcomes	1.1, 1.3, 2.1 3.1, 4.5	1.3, 2.2 3.2	1.3, 2.3 4.1, 4.2	All HSC Outcomes	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 7 24/11/2025	Term 1, Week 7 12/03/2026	Term 2, Week 9 18/06/2026	Term 3, Weeks 3-5 2026	
	Task Type	**Topic Test**	**Research**	**Case Study**	**Trial Examination**	
	Mode	In Class	Hand In and In Class	In Class	Exam	
Components		**Sports Coaching and Training**	**Fitness**	**Outdoor Recreation**	**Three Units Assessed**	**Weighting**
Knowledge and understanding		15%	10%	15%	10%	50%
Skills		10%	15%	10%	15%	50%
Percentage of Marks		**25%**	**25%**	**25%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

WORK STUDIES (2 unit)

2025/26 ASSESSMENT PLAN

	Outcomes	2,4,5,7	1,2,5,6	2,3,7,9	5,6,8	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 12/12/2025	Term 1, Week 8 20/03/2026	Term 2, Week 10 25/06/2026	Term 3, Week 5 19/08/2026	
	Task Type	**Communication Portfolio**	**Effective Team Member Manual**	**Examination**	**Work-Life Balance schedule and report**	
	Mode	Hand In	Hand In	In Class	Hand In	
Components		**Workplace Communication**	**Teamwork and Enterprise Skills**	**Workplace Issues, Workplace Communication, Teamwork & Enterprise Skills**	**Managing Work and Life Commitments**	**Weighting**
Knowledge and understanding		5%	5%	20%		30%
Skills		20%	20%	5%	25%	70%
Percentage of Marks		**25%**	**25%**	**25%**	**25%**	**100%**

HIGHER SCHOOL CERTIFICATE

VISUAL ARTS

2025/26 ASSESSMENT PLAN

	Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	
	Task Number	Task One	Task Two	Task Three	Task Four	
	Due Date	Term 4, Week 9 08/12/2025	Term 1, Week 10 31/03/2026	Term 3, Week 1 22/07/2026	Term 3, Week 3-5 2026	
	Task Type	**Body of Work Proposal**	**Case Study Response**	**Body of Work Final**	**Trial Examination**	
	Mode	Hand In	In Class	Hand In	Exam	
Components					**All Units Assessed**	**Weighting**
Artmaking		20%		30%		50%
Art criticism and art history			20%		30%	50%
Percentage of Marks		**20%**	**20%**	**30%**	**30%**	**100%**

VET: HOSPITALITY (FOOD & BEVERAGE) ASSESSMENT SCHEDULE 2025/2026

Implementation: Preliminary Year 2025, HSC 2026

QUALIFICATION: SIT20322 - Certificate II in Hospitality (Release 1)

(12 competencies must be achieved to receive this qualification)

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date
				TP	NESA			
Term 4	SITXCOM007 SITXCCS011	Show social and cultural sensitivity Interact with customers	 ✔	C C	E M	10 20	**Task 4**	**5 December 2025**
Term 5	SITHIND006 BSBTWK201	Source and use information on the hospitality industry Work effectively with others		C C	E E	20 15	**Task 5**	**20th March 2026**
Term 6	SITHFAB027 SITHFAB025	Serve Food and Beverage Prepare and serve espresso coffee	✔ ✔	E E	S S	40 25	**Task 6**	**26 June 2026**
Term 7	SITHIND007	Use hospitality skills effectively		C	E	25	**Task 7**	**11 September 2026**
					Total	**260**		

VET Industry Curriculum Frameworks have a Higher School Certificate written examination. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will determine an appropriate estimated examination mark for all students entered for the corresponding HSC VET examination.

HSC Requirements **Mandatory** 35 hours Workplacement Trial HSC- Exam Term Three Weeks 3 to 5

VET: CONSTRUCTION PATHWAYS ASSESSMENT SCHEDULE 2025/2026

Implementation: Preliminary Year 2025, HSC 2026

QUALIFICATION: CPC20220

All Units of Competency must be completed to attain full qualification

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date:
			TP	NESA			
Term 4	CPCCCM2006	Apply Basic levelling Procedures	E(I)	E	15	**Task 4 Concreting**	**05 December 2025**
	CPCCCO2013	Carry out Concreting to Simple Forms	E(I)	E	20		
Term 5/6	CPCCCA2011	Handle Carpentry Materials	E(B)	E	20	**Task 5 Framing**	**26 June 2026**
	CPCCVE1011	Undertake a Basic Construction Project	C	E	25		
	CPCCCM2005	Use Construction Tools and Equipment*	E	M	20		
	CPCCCA2002	Use Carpentry Tools and Equipment	E(B)	E	10		
Term 7	CPCCBL2001	Handle and Prepare Bricklaying and				**Task 6 Bricklaying**	**11 September 2026**
	CPCCBL2002	Blocklaying Materials	E(A)	E	20		
		Use Bricklaying and Blocklaying Tools and Equipment	E(A)	E	10		
				Total	**245**		

**CPCWHS1001 - White Card CT, *CPCCCM2001 and CPCCCM2005 from CERT II Construction*

VET Industry Curriculum Frameworks have a written examination for Higher School Certificates. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will determine an appropriate estimated examination mark for all students entered for the corresponding HSC VET examination.

HSC Requirements **Mandatory** 35 hours Workplacement Trial HSC- Exam Term Three Weeks 3 to 5



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