



YEAR 12

HSC Courses 2024/2025

Assessment Information Booklet

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YEAR 12 ASSESSMENT POLICY

Purpose

This policy, relating to assessment for the Higher School Certificate, has been developed to link information and documentation provided by New South Wales Education Standards Authority (NESA) (concerning “Internal Assessment in the Higher School Certificate”) to standards and practices within Wollondilly Anglican College.

This policy relates to students undertaking subjects to be examined in 2025.

The policy will be evaluated as it is implemented and reviewed and modified in Term 3 (2024) for the 2025 HSC cohort.

NESA Information

HSC Minimum Standards

Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. Students will be provided opportunities to meet these minimum standards twice yearly from Year 10.

Assessment

Assessment for Higher School Certificate courses should reflect the **standards referenced** approach determined by NESA.

Assessment procedures should assess the accomplishment of students against specified standards of performance.

In the HSC, the term **standards** refers to:

- The syllabus standard - what students are expected to know and be able to do as a result of studying the course.
- The performance standard - the different levels of achievement by students in the course.

Assessment procedures for the Higher School Certificate courses, should allow students opportunities to show which outcomes of the course they have achieved and the degree of their achievement of these outcomes.

Assessment Results to be Shown on the Higher School Certificate

At the completion of the Higher School Certificate students will receive the following results for most subjects.

HSC Examination Mark

This is the mark awarded by NESA indicating a student's performance in the Higher School Certificate.

Moderated Internal Assessment Mark

This is based on results of the student's performance in the internal assessment program.

Final HSC Mark

This is an average of the HSC Examination Mark and the Moderated Internal Assessment Mark.

Performance Band

This is determined by the Final HSC mark and indicates the student's level of achievement in relationship to the desired outcomes of the course.

Changes to HSC Courses

Students wishing to enrol in a new HSC course during the HSC year may do so only if the Headmaster is satisfied that they:

- have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter;
- and will be able to complete all HSC course requirements, including assessment requirements.

No new enrolments in HSC courses may occur after 30 June in the Higher School Certificate examination year.

Students may withdraw from an HSC course or an optional HSC examination at any time before the HSC examination.

Schools can withdraw students from HSC courses or optional examinations for VET Framework courses, English Studies and Mathematics Standard 1 in Schools Online before the due date for submission of HSC school assessments to NESA.

Eligibility Requirements for the HSC

To be eligible for the award of the Higher School Certificate, students must:

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed HSC: All My Own Work (or its equivalent);
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- e. sit for and make a serious attempt at the requisite Higher School Certificate examinations; and
- f. demonstrate a minimum standard of literacy and numeracy of at least Level 3, by sitting for the online tests in reading, writing and numeracy. For further information, go to educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

Reporting to NESA

1.1 Subjects Examined at the Higher School Certificate

At the completion of the assessment procedures outlined in this policy the College will submit a set of marks for each student to NESA which reflects the rank order and relative differences between students' achievements in the course. NESA will use the performance of the College cohort in each subject in the Higher School Certificate examination to adjust these internal marks. The resulting set of marks after this process will be shown on the Higher School Certificate as the "Moderated Assessment Mark".

The Headmaster will certify that each student has satisfactorily completed their Higher School Certificate courses if they have achieved some or all of the outcomes of the course and they have completed *HSC assessment tasks that contribute in excess of 50 per cent of available marks in courses where internal assessment marks are submitted*. Failure to meet these requirements will lead to the student being unsatisfactory in that course in their HSC curriculum pattern, which may lead to the student

being ineligible for the award of the Higher School Certificate.

1.2 Vocational Education and Training Courses

Students will be assessed in VET in ways outlined in the syllabi of these courses. Course requirements involve completion of the compulsory work placement component of the course.

Students will be required to sit a Half-Yearly Examination and a Trial Higher School Certificate Examination for Vocational Education and Training courses to enable NESA to determine a Higher School Certificate examination result should the student be successful in an Illness and Misadventure Appeal in the HSC examination.

1.3 Non-ATAR Extension Subjects

The assessment program for non-ATAR subjects is used to calculate the final results of these subjects. These results are submitted to NESA for inclusion in the Higher School Certificate.

1.4 TAFE Delivered Courses – Open High School Courses

Assessment policy and procedures for courses studied through the TAFE Delivered program and through Distance Education are determined by the relevant institutions. It is the responsibility of students, undertaking these courses, to be aware of the assessment policies and programs of the relevant institution and to ensure that they are fulfilling requirements. Students cannot assume that the College will be informed of problems or the possibility of N-determination warnings.

The HSC Assessment Program at Wollondilly

2.1 Higher School Certificate Assessment Booklet

The Director of Teaching and Learning 7-12 will prepare a Higher School Certificate Courses Assessment Policy and Program booklet. The Leader of Learning Coordinator for each faculty is responsible for the development of an assessment program that aligns to the course syllabus for each HSC course being implemented.

The HSC Assessment Policy and Program booklet is to be evaluated and reviewed during Term 3 each year and necessary amendments made for inclusion in the HSC Assessment Policy and Program Booklet for the incoming HSC cohort.

2.2 HSC Assessment Programs

Each assessment program should indicate the **list** of assessment tasks, the week **when** each assessment task will be held, the **nature** of the assessment task, the **Outcomes Assessed** in each task, the **weighting** of the task in the assessment program and the **component** weighting.

The Leader of Learning Coordinator is responsible for ensuring that the assessment program for subjects in their area of responsibility satisfies all syllabus requirements as outlined by NESA.

2.3 Number of Assessment Tasks

NESA has allowed each school to make their own decision on the nature and number of assessment tasks that are completed in each course, under the ACE rule 2.1.2, as of 14 October 2024.

2.4 Start and Finish of Assessment Programs

Assessment programs for Higher School Certificate subjects may commence in Term 4 in the year prior to the HSC. The assessment program, excluding assessment tasks included in the Trial Higher School Certificate, should ideally be completed one week before the commencement of the Trial Higher School Certificate.

Assessment Task Processes

3.1 Assessment Tasks

Within the assessment program for each course there will be a range of assessment task types to allow students to show what they know and can do in a variety of ways. Some examples of tasks considered appropriate for formal assessments in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions

Assessment tasks must be directly linked to syllabus outcomes. They should be explicit in what students are required to do and allow students to demonstrate his or her level of achievement.

3.3 Submission of Tasks

Assessment tasks must be submitted or carried out on the due date. It is expected that tasks will be handed to the class teacher or submitted digitally as specified in the assessment task details (or the Leader of Learning Coordinator in the absence of the teacher) during the timetabled period of that course or at the time indicated by the class teacher when the notice of the assessment task was given.

Students are not to be absent the day before an assessment task is due or take a partial absence on the due date of an assessment task unless a medical certificate supports this partial absence or the Headmaster grants leave.

3.4 Marking of Assessment Tasks

Marking of assessment tasks is **standards based**. The mark should reflect the level of achievement that a student has shown in the task.

Marking criteria and guidelines will be developed when the task is set. Students should be informed and be issued with the marking criteria and guidelines when the task is handed out. In some circumstances it may be necessary to provide the marking guidelines when the task is returned. Marking guidelines should set out the criteria for assessing achievement of the outcomes and content at different levels and identify the marks or mark ranges to be awarded at each level.

Marking criteria of assessment tasks will include the adherence to any word limits (for written tasks) and time limits (for oral tasks) that were outlined in the notification of the task. Students may be penalised if they exceed set word or time limits by more than 10%.

3.5 Recording

The Leader of Learning Coordinator will keep a copy of assessment tasks given to students.

After the task is marked the class teacher is required to keep a record of the marks obtained by each student and an indication of the outcomes achieved by the student in the task. Students may request their rank in each assessment task.

Each Leader of Learning Coordinator is to keep a printed copy of raw marks, obtained by students for each assessment task. The set of marks for each assessment task is to be recorded on Edumate with a copy kept on file.

3.6 Illness or Misadventure

College policy on illness or misadventure will reflect that used by NESA.

Students who believe that circumstances beyond their control may have diminished their performance in an assessment task may apply for special consideration due to **illness or misadventure**. Students should note that if applying for consideration due to illness or misadventure, they should not assume the application would be approved. The Director of Teaching and Learning 7-12 will assess Illness/Misadventure applications in a similar manner as used by NESA.

Application for special consideration due to **illness** should be supported by a Doctor's Certificate. Students need to present at a Doctor's Surgery or have a Telehealth Conference with a Medical Practitioner. Copies of this documentation are found on page 12 and at Student Reception.

Students who are applying for special consideration due to illness, are to submit the assessment task or be prepared to do the task on the first day that they return to school. If they do not have the subject on this day they should hand in their assessment task to their subject teacher or the relevant Leader of Learning Coordinator at their office.

In the case of oral tasks, students should make an additional application for special consideration due to illness if they are ill on any day prior to them giving their oral presentation.

Application for special consideration due to **misadventure** is to be referred to the Director of Teaching and Learning 7-12 and should be supported by a parent letter. **Students should note that technical difficulties due to computer malfunctions do not constitute grounds for appeal as a misadventure.** Students are advised to save all completed assessment tasks on both their hard drive and back up external drives. It is recommended that students make backup copies of work completed at the end of each session in which they worked on the task.

Where the assessment task is a Trial Higher School Certificate Examination the guidelines for Illness/Misadventure Appeals will reflect the Higher School Certificate Illness/Misadventure guidelines as outlined by NESA. Failure to attend an examination due to misreading the examination timetable does not constitute grounds for a Misadventure Appeal.

Where possible, students should sit for the assessment task/examination even if they intend to apply for consideration to be given for Illness/Misadventure.

When an application for special consideration has been recognised, students should be given an opportunity to show that they have achieved the course outcomes that were assessed in the assessment task. This may be done using a substitute task.

If an application for special consideration due to illness or misadventure for the Trial Examination is approved a student's ranking in that course will be maintained based on their performance in other assessment tasks.

A misadventure form must be submitted for non-submission of a task due to absence for reasons other than sickness. In instances when leave has been approved by the College (eg family holiday) then the expectation is that the student has organised with the Leader of Learning Coordinator alternative arrangements. In most circumstances the task is to be submitted **prior to the leave commencing**.

If a student submits an illness/misadventure, the Director of Learning and Teaching 7-12 in consultation with the appropriate Leader of Learning Coordinator will approve one of the following:

- the assessment to be rescheduled within five school days of the student's return to school
- the use of a substitute task
- an estimate for the task (in exceptional cases only)

Zero marks may be awarded for an item if:

- a student does not complete an illness/misadventure form
- a claim based on illness is not supported by an appropriate medical certificate
- insufficient evidence is provided in support of an application based on misadventure
- this is determined to be appropriate by the Director of Teaching and Learning 7-12 in conference with the relevant Leader of Learning Coordinator
- if the task is not submitted by the due date as indicated by the Classroom Teacher and on the Assessment task

In exceptional circumstances where the completion of a substitute task is not feasible nor reasonable, or where the task is difficult to duplicate with equity, the Director of Teaching and Learning 7-12 may authorise the use of an estimate based on appropriate evidence.

Please note: Multiple estimates cannot be used. If appropriate evidence is not available, the student must sit a substitute task. Students are to discuss arrangements for a substitute task immediately (on the first day of return to school). The substitute task must be undertaken within five school days of return. It may be used as a basis for an estimate. It is the student's responsibility to complete the illness/misadventure form if they have been absent and must sit for an assessment task.

Please note: *To be eligible for the HSC, students need to complete HSC assessment tasks that contribute in excess of 50 per cent of available marks in courses where internal assessment marks are submitted.*

3.7 Late-Submission and Non-Completion of Tasks

Failure, without valid reason, such as illness or misadventure, to complete an assessment task will result in a zero mark being awarded. This penalty also applies to in class tasks or examinations. Parents are to be informed in writing via an official NESA Warning Letter when a student did not submit or complete an assessment task. This will be issued as soon as possible after the due date.

Students will be provided with the opportunity to submit the task, or undertake a substitute task, after the due date to show that they have met the outcomes being assessed in the task. The mark of zero will then be recorded to replace the non-attempt (NA) result.

Please note that leaving a task at home accidentally does not constitute grounds for special consideration.

The Leader of Learning Coordinator is responsible for informing parents when a student has been given a non-attempt (NA) or a mark of zero.

3.8 Unfair Advantage

Students should not be allowed an unfair advantage over other students. This does not preclude special provisions allowed to remedy disadvantage.

A full or partial absence from school in order to complete assessment tasks or prepare for an

'in class' task is an unfair advantage over other students. Genuine illness or misadventure as per 3.6 will not incur penalties.

Students who are absent from school the day before an assessment task or when a task is due, will be asked to provide a doctor's certificate, for medical reasons, or other supporting evidence stating why they were unable to attend the College, to demonstrate that no unfair advantage has been gained.

On the day of an assessment task, if a student arrives at school after the commencement of Period 1 then they should be referred to the Director of Teaching and Learning 7-12 to discuss whether there was a possibility of an unfair advantage. Students who are absent from school on the morning of an assessment task because of Illness / Misadventure must have supporting evidence.

In other cases, the Deputy Headmaster, in consultation with the Director of Teaching and Learning 7-12 and the relevant Leader of Learning Coordinator, will make a judgment concerning any penalties to ensure equity between students.

Students who attempt to gain an unfair advantage may be awarded zero for the task.

3.9 Malpractice

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and allegations are treated very seriously. Detected malpractice may result in a mark of zero being recorded. The College is required to notify NESA of substantiated cases of malpractice.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed
- not acknowledging any work completed by others for your submitted work or performance
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source

- paying someone to write or prepare material
- breaching school exam rules
- cheating in an HSC exam
- using generative AI and claiming the work as their own when it has been indicated in the task notification, that generative AI is not allowed
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.

Suspected cases of malpractice will be investigated by the Leader of Learning Coordinator in consultation with the Director of Teaching and Learning 7-12. The penalty given will depend on the degree to which a student has made an original contribution to the task.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- 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
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Generative AI

On each assessment task notification, students will have a generative AI ‘traffic light’ which indicates the degree of AI use. Students should refer to the task and ask specific questions of their course teacher or Leader of Learning.

Parents will be informed if a zero mark is awarded. (4.4)

3.10 Unsatisfactory Completion of Tasks

If it is determined that a student has not submitted a satisfactory attempt for a task and a mark of zero is awarded parents should be informed in writing (4.4). In these circumstances students will be

required to resubmit a satisfactory attempt of the task.

3.11 Reviews and Appeals in relation to Individual Tasks

- A student may only query the result of an assessment task with the classroom teacher at the time it is returned. Once an assessment task has left the classroom no query is possible. If a query is raised, the teacher will maintain possession of the task until resolved.
- A student may query the class teacher’s procedure for arriving at a mark, but not the validity of the mark itself.
- If the result of an assessment task is queried as soon as it is returned, the result may be raised outside the classroom:
 - with the relevant class teacher at the first available opportunity
 - with the relevant Leader of Learning Coordinator, if the class teacher is unable to resolve the problem
 - with the Director of Learning and Teaching 7-12, if the class teacher and Leader of Learning Coordinator have not been able to resolve the problem. If this occurs, the Director of Learning and Teaching 7-12 will work with the relevant class teacher to review the process by which the mark was determined.

3.12 Invalid and Unreliable Tasks

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark). Sometimes a task might become invalid due to problems associated with its administration (such as significant disruptions). In these circumstances the class teacher in consultation with the Leader of Learning Coordinator will replace the original assessment task with an additional task. Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly. An assessment task may be deemed to be invalid (or unreliable) if it:

- does not provide a reasonable spread of marks
- fails to discriminate between students of higher and lower ability
- can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students

- is of a practical nature and produces data or results that are considered to be significantly different to those expected. If a teacher suspects that a task may be invalid, they will raise the issue with their Leader of Learning Coordinator and the Director of Teaching and Learning 7-12. The teacher, Leader of Learning Coordinator and the Director of Teaching and Learning 7-12 will examine the data concerning the task and make a decision as to its validity

Communication

4.1 HSC Assessment Policy, Programs and Procedures

The Assessment Policy and Program booklet is prepared under policy 2.1.

Students will be issued the Assessment Booklet and given the opportunity to ask questions relating to the policy.

4.2 Assessment Task Feedback

Students should be given feedback of performance in assessment tasks that is linked to the marking guidelines. Where possible, this feedback should be given in writing to the students. Where appropriate, students may also be given feedback through a discussion with their teacher.

Opportunities should be taken to discuss with students how their performance in achieving course outcomes may improve. The methods of feedback used are communicated to the students on the assessment task notice.

4.3 Higher School Certificate Course Assessment Rank

Students may be advised of their cumulative ranking after each of the formal assessment tasks. This ranking will be recorded on the relevant report.

4.4 Letters to Parents

Parents should be informed in writing when a student fails to complete or submit a task, submits an unsatisfactory attempt resulting in a mark of zero or in any circumstances of plagiarism or presumed cheating. Copies of these letters are to be given to the Director of Teaching and Learning 7-12 to be placed on the student's file. The Deputy Headmaster is to be informed of any letters relating to assessment issues that are sent to parents.

Students and parents will be advised in writing if the student is in danger of not meeting course requirements.

4.5 Special Examination Provisions (Disability Provisions)

The College will follow NESA policy, as outlined in the ACE Manual, to apply for Disability Provisions for students who are deemed eligible.

If a student has a special need that would in a normal examination situation, prevent him or her from:

- (a) reading the examination questions, and/or
- (b) communicating his or her responses.

The Headmaster has the authority to decide on and to implement special provisions for school-based assessment tasks including examinations.

Special examination provisions are granted to provide students who have special examination needs with practical support in the Higher School Certificate Examinations.

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension at examination time, rest breaks, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Application Procedures

Applications for special examination provisions will be submitted to NESA by the Advanced Learning and Learning Support Coordinator in consultation with the Director of Teaching and Learning 7-12.

When an application is submitted, evidence must be included indicating the precise nature of the special need and the consequent effect on examination performance. This evidence will be provided by parents from a medical professional and the student's teachers.

Final Assessment

5.1 Final Internal Assessment Mark

Assessment task results will be added together using the weighting set out in each subject's assessment schedule (2.1) to obtain a final assessment mark.

This assessment mark will be submitted to NESA for moderation.

The Leader of Learning Coordinator has accountability for ensuring that the correct procedures and results have been used in determining the Final Internal Assessment Marks.

5.2 Final Rank Order

The Final Rank Order of students will be determined using the Final Internal Assessment Mark.

If several students have the same Final Internal Assessment Mark, then ranks may be determined on decimal places.

Following the requirements of NESA, students will be informed of their Final Rank Order but not their Final Internal Assessment Mark.

5.3 Records

The Leader of Learning Coordinators are to keep written copies of all information used to determine the Final Internal Assessment Mark. Final internal assessment marks will also be kept with the Director of Teaching & Learning.

N-Determinations

6.1 N-Determination

If a student is deemed to fail to meet the requirements for satisfactorily completing the course, as outlined by NESA, then they may be given an N-Determination.

These requirements are that the student has:

- a) followed the course outlined by NESA,
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school,
- c) achieved some or all of the outcomes of the course.

Students who fail to complete in excess of 50% of the assessment program of a course will be deemed to not meet requirement b) and receive an N-Determination for that course.

Students who receive an N-Determination for a course will be unable to count the course in their curriculum pattern for the Higher School Certificate. This may lead to the student not meeting NESA requirements for the awarding of a Higher School Certificate.

Students who are deemed in danger of receiving an N-Determination will be interviewed by the Leader of Learning Coordinator and given a program of work that will allow the student to complete course requirements. Failure to complete the program of work may be used as evidence to support an N-Determination.

Parents will be notified, in writing, if a student is in danger of receiving an N-Determination and the suggested program of work.

Appeals

9.1 Right of Appeal Concerning the Marking Process

A student, if they are not satisfied with the process through which marks were awarded in an assessment task, may appeal to the Leader of Learning Coordinator within a week of an assessment task being returned. Students will be advised of the result of their appeal in writing.

7.2 Right of Appeal Concerning the Final Rank Order or N-Determination

Students may appeal their Final Rank Order for Internal Assessments only if they consider it is not correct on the basis of feedback given during the course.

This appeal should be submitted in writing to the Headmaster. The Director of Teaching and Learning 7-12 will convene an **Appeal Committee** consisting of the Deputy Headmaster, the Director of Teaching and Learning 7-12, the Leader of Learning Coordinator, a teacher of the course and the Year Patron. This committee will review the assessment procedures and results relating to the determination of the Final Rank Order for the relevant subject.

The Deputy Headmaster will report the findings of the committee to the Headmaster. The committee's findings will be provided to the student and parents and NESA. Students and parents will be advised that they may appeal to NESA if they feel the review process is inadequate.

Students who receive an N-Determination may appeal to the Headmaster in writing. A committee consisting of the Deputy Headmaster, the relevant Leader of Learning Coordinator and the subject teacher will assess the appeal and make a recommendation to the Headmaster. Students have the right to appeal an N-Determination to NESA if assessment procedures do not meet requirements.



Application for Illness/Misadventure Form

Complete this form when:

<input type="checkbox"/> Applying for an extension	<input type="checkbox"/> Submitting a task after due date	<input type="checkbox"/> Absent on the day or day before a task
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This application must be submitted **prior to the due date of the task** (where misadventure is known prior) or **within two days** of the student returning to College, accompanied with the **appropriate supporting documentation attached before submission**. A failure to submit this form will render an excuse invalid.

Details

Student's Name		Year		Phone	
Address				Postcode	
Task Name				Due date of task	
Subject			Teacher		
Type of Claim	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure (did not complete task)				
State your reason for making the claim eg did not attend/failed to submit task/unable to meet deadline					
Supporting evidence attached:					
Outcome you hope to achieve by submitting this claim:					
<i>Student's Signature</i>		<i>Parent's Signature</i>		<i>Date</i>	

Recommendation/Approval

The Student's claim is accepted; detailed recommendations below:		
<input type="checkbox"/> Task to be rescheduled	<input type="checkbox"/> Task accepted without penalty	<input type="checkbox"/> Estimate to be used
The student's claim is denied – reason(s) given below:		
<i>Course Teacher's Signature</i>		<i>Director of Teaching & Learning's Signature</i>
<i>Date</i>		<i>Date</i>

**Please return this form to the Director of Teaching and Learning 7-12
and ensure all sections have been completed.**



ASSESSMENT SCHEDULES

Christian Studies

Creative Arts/LOTE

- Dance
- Drama
- Visual Arts

English

- Standard
- Advanced
- Extension 1
- Extension 2

Humanities

- Business Studies
- History Extension
- Modern History
- Society and Culture
- Economics
- Studies of Religion
- Legal Studies

Mathematics

- Mathematics Standard 2
- Mathematics Advanced
- Extension 1
- Extension 2

PDHPE

- Community & Family Studies
- PDHPE
- Sport, Lifestyle & Recreation Studies (SLR)

Science

- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Science Extension

Technology

- Engineering Studies
- Hospitality
- Industrial Technology Timber Products & Furniture Technologies
- Textiles and Design

CHRISTIAN STUDIES – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	In Class Work	
Nature of Tasks	Assignment	In Class Work	
Timing	Term 2, Week 7	Throughout Course	
Outcomes Assessed	N/A	N/A	
Components			Weighting %
Total %	70	30	100

DANCE – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Presentation of Core Composition Presentation of progress Core Composition Core Composition Interview Submission of process diary as analysis of concept/intent in the movement and dance	Half-Yearly Core Performance Examination Presentation of progressing solo Core Performance dance Core Performance Interview Written Exam Submission of process diary including the analysis of the use of safe dance practices	Submission/Performance of Draft Major Study Work <i>Major Performance Elective / Major Composition Elective/ Major Technology Elective</i> – Presentation of dance, elaboration interview videos and process diary <i>Major Appreciation Elective</i> – Submission of a collection of essays	Trial HSC Examination Part A: Practical Trial Examination – 15% Part B: Written Core Appreciation Examination – 20%	
	Timing	Term 4, Week 8	Term 1, Week 9-10 TBA	Term 2, Week 8	Term 3, Week 2-4 TBA
	Outcomes Assessed	H3.1, H3.2, H3.3	H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H2.2 (MSP), H3.1 (MSC), H3.4 (MST), H4.3 (MSA)	H1.3, H2.1, H2.2, H3.2, H4.1, H4.2, H4.4
	Components				
Performance		20			20
Composition	20				20
Appreciation				20	20
Major Study			25	15	40
Total %	20	20	25	35	100

DRAMA – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Individual Project Presentation (including journal)	Half-Yearly Examination Practical: Performance Essay Written: Written Examination	Group Performance Presentation (including journal)	Trial HSC Examination Practical: Group Performance (including journal) & Individual Project with Rationale (including journal) Written: Written Examination	
Timing	Term 4, Week 8	Term 1, Week 9-10 TBA	Term 2, Week 8	Term 3, Week 2-4 TBA	
Outcomes Assessed	H2.1, H2.2	H1.3, H2.3, H3.1	H1.6, H1.7, H3.3	H1.4, H2.3, H3.2	
Components					Weighting %
Making	10		15	15	40
Performing	5	5	10	10	30
Critically Studying		15		15	30
Total %	15	20	25	40	100

VISUAL ARTS - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Body of Work Statement of Intent Presentation and VAPD Research	Half-Yearly Examination	Body of Work Progress and Experimentation	Trial HSC Examination & Resolution of Body of Work	
Timing	Term 4, Week 8	Term 1, Week 9-10 TBA	Term 2, Week 4	Term 3, Week 2-4 TBA	
Outcome Assessed	H1, H3, H4, H5, H7, H9	H7, H8, H9, H10	H2, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components					Weighting %
Art Making	10		20	20	50
Art History and Criticism	10	20		20	50
Total %	20	20	20	40	100

ENGLISH STANDARD - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Texts and the human experience Multimodal task	Half-Yearly Examination	Module B: Close Study of Text	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 3-4	
Outcomes Assessed	EN12-1, EN12-3, EN12-6, EN12-7	EN12-1, EN12-3, EN12-6, EN12-8	EN12-1, EN12-3, EN12-5, EN12-7	EN12-2, EN12-4, EN12-5, EN12-9	
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 in a range of modes and media	10	10	15	15	50
Total %	20	25	25	30	100

ENGLISH ADVANCED - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Texts and the human experience Multimodal task	Half-Yearly Examination	Module B: Close Study of Text Extended response	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3, Weeks 3–4	
Outcomes Assessed	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6,	
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 in a range of modes and media	10	10	15	15	50
Total %	20	25	25	30	100

ENGLISH EXTENSION 1 - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Literary Worlds Response to unseen texts	Half-Yearly Examination	Worlds of Upheaval Viva voce	Trial HSC Examination	
Timing	Term 1, Week 2	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 3-4	
Outcomes Assessed	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4,	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	
Components					Weighting %
Knowledge and understanding of complex texts and of how and why they are valued.	15	10	10	15	50
Skills in complex analysis, sustained composition and independent investigation.	10	10	15	15	50
Total %	25	20	25	30	100

ENGLISH EXTENSION 2 - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Viva Voce	Literature Review	Critique of the Creative Process	
Timing	Term 1, Week 2	Term 2, Week 3	Term 3, Week 1	
Outcomes Assessed	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
Components				Weighting %
Skills in extensive independent investigation	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

BUSINESS STUDIES – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Marketing Short Response (In-class)	Half-Yearly Examination	Operations Business Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 10	Term 2, Week 9 <i>TBA</i>	Term 3, Weeks 2-4	
Outcomes Assessed	H2, H4, H6, H9	H1, H3, H5, H6, H7, H8, H9	H2, H5, H6, H8	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		5	5	10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms	10			10	20
Total %	20	25	25	30	100

HISTORY EXTENSION – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	History Project: Historical Process (proposal, process log, annotated sources)	Half-Yearly Examination	History Project: Essay	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Weeks 9 TBA	Term 3, Weeks 2-4	
Outcomes Assessed	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2	H2, H5, H6, H8	HE12-1 HE12-3 HE12-4	
Components					Weighting %
Knowledge and understanding about significant historiographical ideas and processes	10	5	10	15	40
Skills in designing, undertaking and communicating historical inquiry and analysis	10	5	30	15	60
Total %	20	10	40	30	100

MODERN HISTORY – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Power & Authority in the Modern World 1919-1946 Source Analysis	National Study: Russia 1917-1941 Research Task & Presentation	Half-Yearly Examination	Conflict in Europe 1935-1945 Research task (Historical Analysis)	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 5	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-4	
Outcomes Assessed	MH12-2 MH12-5 MH12-6	MH12-1 MH12-2 MH12-6 MH12-7 MH12-9	MH12-1, MH12-2, MH12-5. MH12-6	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Components						Weighting %
Knowledge and understanding of course content	5	5	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5		10	20
Historical inquiry and research		10		10		20
Communication of historical understanding in appropriate forms	5	5		5	5	20
Total %	15	20	10	25	30	100

SOCIETY & CULTURE – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task: Social and Cultural Continuity and Change	Half-Yearly Examination	Oral Presentation: Popular Culture	Trial HSC Examination	
Timing	Term 1, Week 4	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 2-4	
Outcomes Assessed	H1, H3, H4, H5, H6, H7, H8, H9, H10	H1,H2,H7,H9	H1, H2, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H7, H10	
Components					Weighting %
Knowledge and understanding of course content	10	5	15	20	50
Application and evaluation of social and cultural research methods	15		5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10		20
TOTAL %	30	10	30	30	100

ECONOMICS - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	The Global Economy: Research & in-class essay	Half-Yearly Examination	Economic Issues: Charting Trends & Analysis (Short Answer Questions)	Trial HSC Examination	
Timing	Term 1, Week 3	Term 1, Week 10	Term 2, Week 5	Term 3, Week 2-4	
Outcomes Assessed	H1, H2, H3, H4, H5, H9, H10, H12	H4, H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
Components					Weighting %
Knowledge and understanding of course content: <ul style="list-style-type: none"> the economic behaviour of individuals, firms, institutions and governments the function and operation of markets contemporary economic problems and issues facing individuals, firms and governments 	10	10	5	15	40
Stimulus-based skills <ul style="list-style-type: none"> the operation and management of economies 		5	5	10	20
Inquiry and research <ul style="list-style-type: none"> investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources 	5	5	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

STUDIES OF RELIGION – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Quiz: Religion in Australia Post 1945 + Religion and Non-Religion	Research: Islam	Half-Yearly Examination	Presentation: Buddhism	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 5	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-4	
Outcomes Assessed	H2, H3, H6, H8,	H1, H4, H7, H9	H1,H2,H4,H5,H8	H5, H7,H8,H9	H1,H2,H5,H8	
Components						Weighting %
Knowledge and understanding of course content	10	5	5	10	10	40
Source-based skills	5		5		10	20
Investigation and research		15		5		20
Communication of information, ideas and issues in appropriate forms	5			5	10	20
Total %	20	20	10	20	30	100

LEGAL STUDIES – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Crime: Short answer responses and research task	Half-Yearly Examination	Family Law: in-class extended response	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8 TBA	Term 3, Week 2-4	
Outcomes Assessed	H1, H2, H3, H6, H7, H9	H1, H2, H3, H4, H5, H7, H8, H9	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H7, H8, H9	
Components					Weighting %
Knowledge and understanding of course content	10	20	10	20	60
Inquiry and research	10		10		20
Communication of legal information, issues and idea in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

MATHEMATICS STANDARD 2 - Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Video Presentation	Half-Yearly Examination	Assignment	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 10	Term 3, Week 2-3	
Outcomes assessed	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	All Outcomes (including preliminary)	
Components					Weighting %
Understanding, Fluency and Communication	7.5	12.5	17.5	12.5	50
Problem-Solving, Reasoning and Justification	7.5	12.5	17.5	12.5	50
Total %	15	25	35	25	100

MATHEMATICS ADVANCED – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Video Presentation	Half-Yearly Examination	Assignment	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 10	Term 3, Week 2-3	
Outcomes assessed	MA11-7, MA12-1, MA12-10	MA12-1, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	All Outcomes (Including Preliminary)	
Components					Weighting %
Understanding, Fluency and Communication	7.5	12.5	17.5	12.5	50
Problem-Solving, Reasoning and Justification	7.5	12.5	17.5	12.5	50
Total %	15	25	35	25	100

MATHEMATICS EXTENTION 1 – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Test-Student notes	Portfolio	Assignment	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 7	Term 3, Week 2-3	
Outcomes assessed	ME 11-5, 12-1, 12-3, 12.6, 12.7	ME 12-1, 12-2, 12.3 12-6, 12-7	ME 12-1, 12-3, 12-4, 12-6, 12-7	All Outcomes (Including Preliminary)	
Components					Weighting %
Understanding, Fluency and Communication	7.5	12.5	17.5	12.5	50
Problem-Solving, Reasoning and Justification	7.5	12.5	17.5	12.5	50
Total %	15	25	35	25	100

MATHEMATICS EXTENTION 2 – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Assignment	Portfolio	Validation	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 2-3	
Outcomes assessed	12-1, 12-4, 12-7	12-1, 12-2, 12-3, 12-4, 12-7, 12-8	12-1, 12-2, 12-4, 12-5, 12-7, 12-8	All Outcomes	
Components					Weighting %
Understanding, Fluency and Communication	7.5	12.5	17.5	12.5	50
Problem-Solving, Reasoning and Justification	7.5	12.5	17.5	12.5	50
Total %	15	25	35	25	100

CAFS – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Independent Research Project (IRP) – Analysis and Conclusion	Half-Yearly Examination	Parenting and Caring Task	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes Assessed	H3.4, H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H5.1, H6.2	H1.1, H2.1, H2.2, H3.2, H5.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Components					Weighting %
Knowledge and understanding of the course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	15	20	60
Total %	20	20	25	35	100

PDHPE – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Enhancing Sports Performance	Half-Yearly Examination	Sports Medicine Management Plan	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes Assessed	H7, H8, H10, H11, H17	H1, H2, H3, H4, H5, H7, H8, H9, H14, H15	H8, H13, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17	
Components					Weighting %
Knowledge and understanding of the course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total %	20	25	25	30	100

SLR – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Sport Perspective Research Presentation	Trip Planning (Outdoor Education)	Sports Coaching Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Week 2-3	
Outcomes Assessed	1.4, 2.4, 3.7	1.1, 1.3, 2.3, 3.6, 4.1	1.3, 2.1, 3.2, 4.2	1.1, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.6, 3.7, 4.1, 4.5	
Components					Weighting %
Knowledge and understanding of the course content	10	5	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	20	15	10	60
Total %	25	25	25	25	100

BIOLOGY – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Modelling Task	Half-Yearly Examination	Depth Study – Genetic Technologies	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-4	
Outcomes Assessed	BIO11/12-1, 2, 3, 6, 7, BIO12-12	BIO11/12-4, 5, 6, 7, BIO12-12, BIO12-13	BIO11/12-1, 2, 3, 5, 6, 7, BIO12-13, BIO 12-14	BIO11/12-1 to 7, BIO12-12 to 15	
Components					Weighting %
Knowledge and Understanding of course content	5	10	5	20	40
Skills in working scientifically	10	15	25	10	60
Total %	15	25	30	30	100

CHEMISTRY – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Tasks	Depth Study Equilibrium	Titration	Half-Yearly Examination	Identification of Unknowns Assessment	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-4	
Outcomes Assessed	CH11/12-1 to CH11/12-7; CH12-12, CH12-15	CH11/12-1, 3, 4, 5, 6; CH12-12, CH12-13	CH12-1 to CH12-7; CH12-12, CH12-13, CH12-14	CH11/12-1 to CH11/12-6; CH12-14, CH12-15	CH11/12-1 to CH11/12-7; CH12-12 to CH12-14	
Components						Weighting %
Knowledge and Understanding of course content	5	5	5	5	20	40
Skills in working scientifically	15	15	10	10	10	60
Total %	20	20	15	15	30	100

EARTH & ENVIRONMENTAL SCIENCE

Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Natural disaster Depth Study	Half-Yearly Examination	Waste audit	Trial HSC Examination	
Timing	Term 1, Week 2	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-4	
Outcomes Assessed	EES 11/12-1, 3, 4, 7, 13	EES 11/12-5, 6, 13, 14	EES 11/12-1, 2, 3, 4, 5, 6	EES 11/12-4, 5, 7, 12, 13, 14, 15	
Components					
Knowledge and understanding of course content	5	15		20	40
Skills in working scientifically	15	5	30	10	60
Total %	20	20	30	30	100

PHYSICS – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Practical Test	Half-Yearly Examination	Depth Study	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-4	
Outcomes Assessed	PH11/12-3, 5, 6, PH12-12	PH11/12-1 to 7, PH12, 13	PH11/12-1, 2, 3, 7, PH12-13	PH11/12-1 to 7, PH12, 13, 14, 15	
Components					Weighting %
Knowledge and Understanding of course content	5	10	5	20	40
Skills in working scientifically	15	10	20	15	60
Total %	20	20	25	35	100

SCIENCE EXTENSION – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Literature Review Task	Half-Yearly Examination Statistical Analysis	Scientific Research Report	
Timing	Term 4, Week 7	Term 1, Week 10	Term 2, Week 10	
Outcomes Assessed	SE-1, SE-2, SE-7	SE-4, SE-5, SE-6	SE1 to SE7	
Components				Weighting %
Communicating scientifically	15		15	30
Gathering, recording, analysing and evaluating data		20	10	30
Application of scientific research skills	15	10	15	40
Total %	30	30	40	100

ENGINEERING STUDIES – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Civil Engineering Report	Half-Yearly Validation Task	Aeronautical Engineering Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-4	
Outcomes Assessed	H1.2, H2.1, H3.1, H3.2, H5.1, H6.1	H2.1, H3.1, H3.3, H4.4, H4.2, H4.3, H6.2	H1.1, H2.2, H3.2, H4.1, H4.3, H5.2, H6.1	H1.1, H2.2, H3.2, H4.1, H4.3, H5.2, H6.1	
Components					Weighting %
Knowledge and understanding of course content	10	20	10	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
Total %	20	30	20	30	100

VET Hospitality – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	
Nature of Tasks	Half-Yearly Examination	Trial HSC Examination	
Timing	Term 1, Week 10	Term 3, Weeks 2-3	
Outcomes	Course will be assessed through competencies	Course will be assessed through competencies	
Components			Weighting %
Knowledge and understanding of course content	50	50	100
Total %	50	50	100

VET courses are competency-based. This means your assessment is based on your ability to demonstrate your skills against the standards prescribed by the Hospitality industry. Your teachers will gather assessment evidence using a variety of assessment tasks in a variety of contexts. Your results will be recorded as either competent or not yet competent. If you are judged as not yet competent you will be given other opportunities to be reassessed.

Assessment in VET courses consists of both formal and informal tasks. While competencies can be observed and assessed while you are completing practical tasks in class or on work placement, there will also be opportunities for competencies to be demonstrated in a more formal way.

INDUSTRIAL TECHNOLOGY Timber Products & Furniture Technologies

Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Tasks	Design and Planning Presentation	Prototyping, Modelling and Testing	Half-Yearly Examination	Industry Study	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 3	Term 1, Week 10	Term 2, Week 8	Term 3, Week 2	
Outcomes Assessed	H3.1, H3.2, H4.3, H5.2	H2.1, H3.3, H4.1, H4.2, H5.2, H6.2	H1.1, H1.2, H1.3, H7.1, H7.2	H1.1, H1.2, H1.3, H5.1, H6.1, H7.1, H7.2	All Outcomes	
Components						Weighting %
Knowledge and understanding of course content			10	15	15	40
Knowledge and skills in the management, communication and production of projects	25	20		5	10	60
Total %	25	20	10	20	25	100

TEXTILES & DESIGN – Year 12 (HSC) Assessment Schedule 2025

The final assessment mark and rank will be determined by the following assessment activities:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Designing and Planning Presentation	Contemporary Designer & Culture Case Study/ Half-Yearly Examination	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Week 2	
Outcomes Assessed	H2.1, H2.3, H4.2	H3.1, H3.2, H4.1, H5.1	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
Components					Weighting %
Knowledge and understanding of course content		15	5	30	50
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30		50
Total %	20	15	35	30	100