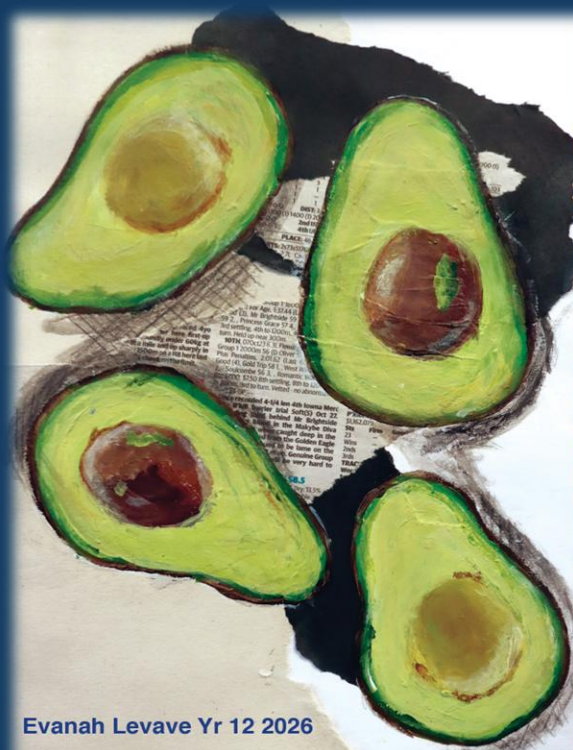




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Year 12 Assessment Handbook

HSC 2026



PRINCIPAL'S INTRODUCTION

The HSC Assessment Handbook is provided to all HSC students at the start of the course to:

- Inform students and parents about assessment requirements, including important dates and weightings for formal school-based assessments.
- Encourage students to take responsibility for their learning and assist in planning their study schedules.
- Motivate students to maximise their learning opportunities throughout the year, leading to successful completion of the HSC course.

Students should read the handbook carefully, paying particular attention to:

- The Crestwood High School's Stage 6 Assessment Policy, including procedures for illness and misadventure.
- The expected dates and weightings of formal assessment tasks.
- Expectations regarding academic integrity and the consequences of malpractice.

At Crestwood High School, we believe that student success is best achieved when students, teachers, and parents collaborate closely. Students should fully engage in class and personal study, utilising feedback from teachers to achieve results they can be proud of, paving the way for their future.

All the best to our Year 12 students,

A handwritten signature in black ink, appearing to read 'J. Wright'.

Tania Wright

Principal

Contents

Principal's Introduction.....	1
HSC Essentials	5
The Higher School Certificate	5
Eligibility for the Higher School Certificate	5
Satisfactorily complete the required courses as part of the specified study patterns.	6
Satisfactory completion of a Preliminary and HSC Course	6
Stage 6 Assessment Policy.....	7
Purpose	7
Scope	7
1. Principles of Assessment.....	7
2. School responsibilities	7
3. Student responsibilities	8
4. Guidelines for types of assessment.....	8
5. Procedures for informing students of assessments.....	8
6. Procedures relating to the administration of tasks	9
6.1. Adequate notice	9
6.2. Required information on assessment task notification	9
6.3. Acknowledging for receipt of tasks	9
6.4. Students absent from school when assessment information is handed out	9
6.5. Procedures for absence on the day of an in-class task or examination	9
6.6. Procedures for submission of tasks.....	11
6.7. Parent notification of incomplete tasks or failure to submit tasks	13
6.8. Prolonged absence or extenuating circumstances	13
6.9. Adjustments (including provisions in examinations).....	14
6.10. Procedures relating to invalid or unreliable tasks	14
7. Procedures relating to malpractice	14
Types of Malpractice	15
7.1. Procedures for investigating suspected malpractice	16
7.2. Procedures for penalties for malpractice	16
7.3. Procedures for student appeals in relation to malpractice.....	16
8. Procedures for awarding marks and providing feedback to students on their performance in tasks	16

8.1.	Awarding marks for an assessment task	16
8.2.	Providing feedback to students on assessment tasks	16
8.3.	Student ranks	16
9.	Procedures for assessment of accelerants and accumulants.....	17
9.1.	Procedures for accommodation of accelerants	17
9.2.	Procedures for accommodation of accumulants	17
10.	Recognition of prior learning	17
11.	Procedures for conducting school reviews of student appeals for assessment marks and appeals to NESA.....	17
11.1.	Procedures for appeals when a dispute arises over assessment tasks.....	17
11.2.	Procedures for internal review of appeals final rank or grade to school	18
11.3.	Appeal final stage 6 rank order or grade to NESA	18
12.	Procedures for informing students in writing when they are in danger of not meeting course requirements.....	19
12.1.	N Determinations	19
12.2.	N Warnings.....	19
13.	HSC All My Own Work.....	20
14.	Expulsion for unsatisfactory participation for students aged 17 years and over	20
Appendix A:		21
Application for Alteration to Assessment Form		21
Appendix B:		23
CHS MEDICAL CERTIFICATE		23
Appendix C:		25
Course Assessment Schedules		25
Ancient History		26
Biology.....		27
Business Studies.....		28
Chemistry		29
Community and Family Studies		30
Design and Technology.....		31
Economics.....		32
English Advanced		33
English Extension 1		34

English Extension 2	35
English Standard	36
English Studies	37
Enterprise Computing	38
Food Technology	39
Health and Movement Science	40
Hospitality VET Macquarie Park RTO 90222.....	41
Industrial Technology	42
Investigating Science.....	43
Legal Studies	44
Mathematics Advanced.....	45
Mathematics Extension 1	46
Mathematics Extension 2	47
Mathematics Standard 1	48
Mathematics Standard 2	49
Modern History	50
Music 1	51
Physics	52
Sport, Lifestyle and Recreation	53
Software Engineering.....	54
Visual Arts	55
Work Studies	56
Year 12 Assessment Calendar 2025/2026 – Term 4 2025.....	57
Year 12 Assessment Calendar 2025/2026 – Term 1 2026.....	58
Year 12 Assessment Calendar 2025/2026 – Term 2 2026.....	59
Year 12 Assessment Calendar 2025/2026 – Term 3 2026.....	60

HSC ESSENTIALS

The Higher School Certificate

The HSC is the highest award in secondary education in NSW. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students need to meet HSC course requirements and sit for the statewide HSC examinations.

It is an internationally recognised credential that provides a strong foundation for the future, whether students wish to pursue tertiary qualifications, vocational training, or employment.

The Higher School Certificate is governed by the Education Act 1990 (NSW), which sets out the general requirements which need to meet to be awarded the Higher School Certificate. The authority which is responsible for organising and overseeing the award of the Higher School Certificate is called NSW Education Standards Authority (NESA).

Eligibility for the Higher School Certificate

To be eligible for the HSC, students must fulfil the following criteria:

- Satisfactorily complete Years 9 and 10 or obtain equivalent qualifications recognised by the NSW Education Standards Authority (NESA).
- Attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college.
- Successfully complete the [HSC: All My Own Work](#) program (or its equivalent) before submitting any work for Preliminary or HSC courses.
- Sit for, and make a serious attempt at the HSC exams as required.
- Meet the [HSC minimum standard of literacy and numeracy](#) within 5 years of starting their HSC course.

Satisfactorily complete the required courses as part of the specified study patterns.

To meet HSC requirements, students must complete the following patterns of study:

- **Preliminary (Year 11) pattern** – must include at least 12 units
- **HSC pattern** – must include at least 10 units

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- At least 4 more units of Board Developed courses
- At least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- At least 4 subjects.

Students may count up to six units of Science in Year 11 and seven units of Science in Year 12.

Further information

For more information, students can go to NESA to see the rules for HSC patterns of study:

<https://curriculum.nsw.edu.au/ace-rules/ace12/nesa-pattern>

Satisfactory completion of a Preliminary and HSC Course

The following **course completion criteria** refer to both Preliminary and HSC courses.

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

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

STAGE 6 ASSESSMENT POLICY

Purpose

The purpose of this policy is to ensure fair, valid, and reliable assessment practices for Stage 6 students in accordance with the NSW Education Standards Authority (NESA) clarified Assessment Certification Examination (ACE) rules. This policy provides guidelines for the assessment of students' achievements and informs stakeholders of their responsibilities and rights.

Scope

This policy applies to all Stage 6 courses offered within Crestwood High School which have been developed in line with the NSW Education Standards Authority (NESA) and involves all teaching staff, students, and parents/carers.

1. Principles of Assessment

Assessment in Stage 6 will adhere to the following principles:

- **Validity:** assessments are designed to accurately measure the learning outcomes specified in the syllabus.
- **Reliability:** results are consistent through well-structured and fair assessment tasks.
- **Fairness:** assessments are designed to be equitable, considering diverse student needs and providing appropriate support.
- **Transparency:** assessment criteria, weightings, and expectations are clearly communicated to students.

2. School responsibilities

The school has set a formal HSC assessment schedule that details assessment tasks, their weightings, and their types. There may need to be minor changes to this schedule due to unavoidable events unforeseen at the time of printing. However, students will be given typically a minimum of two weeks' notice of any changes required.

The school will provide typically a minimum of two weeks' written notification for any formal assessment task. This will be provided either in hard copy or digitally.

Assessment tasks will be marked according to valid and reliable task standards/marketing criteria and the relevant HSC subject syllabus as defined in the written notification.

When the assessment is returned, students will receive feedback according to the task standards concerning areas of strength and areas for improvement.

In the case of illness/misadventure application, students will receive advice regarding the outcome of any application within five school days.

In the case of an appeal, the school's Assessment Review Panel, consisting of the Deputy Principal of Year 12 and HT Secondary Studies and/or other independent Head Teacher, will form to review any necessary appeals.

3. Student responsibilities

It is the responsibility of every Year 12 student to:

- be familiar with the Stage 6 HSC assessment handbook.
- complete and/or hand in all assessment tasks at the required time as specified on the assessment task notification.
- attend school for the whole day in which an assessment task is scheduled. Failure to attend all lessons may be considered malpractice and may result in disciplinary action.
- in the case of absence from school, contact their teachers to catch up on any work missed, including any assessment materials which were handed out during the time of absence.
- consult their class teacher or Head Teacher of the faculty if they have questions about any assessment requirements and notify them immediately of any illness/misadventure affecting the submission of a formal assessment task.

4. Guidelines for types of assessment

In alignment with NESA, assessment tasks may vary in nature, and may include a combination of in class tasks, practical tasks, submission tasks, formal written examinations and tests of limited scope. The number, type and weightings of the components of these tasks have been developed in line with the specific syllabus requirements for each course.

5. Procedures for informing students of assessments

At the commencement of each course, students will be issued with an assessment schedule booklet outlining all assessment schedule details for each course. Assessment booklets will be uploaded to CANVAS and emailed to students.

Students will be informed in writing for all assessment tasks. Notification is to be provided a minimum of two weeks prior to task completion/submission. Students are to acknowledge receipt of assessment notification (either in hard copy or electronically).

If the substantive class teacher is away when an assessment task is given out, the Head Teacher or course coordinator will make arrangements for the task to be given out.

Please note that due to the timing of class work or other school requirements, assessment schedules may need to change. In this instance, students will be notified of the change of assessment dates when issued with the assessment task.

6. Procedures relating to the administration of tasks

6.1. Adequate notice

Two weeks' written notice is typically required for all formal assessment tasks.

6.2. Required information on assessment task notification

The task notification must include the:

- scheduled date and time for attempting or submitting the task
- type of the assessment task
- syllabus outcomes assessed
- components and weightings, as per the assessment schedule
- requirements of the task
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together on the same due date. (NESA [ACE 2.1.2](#))

6.3. Acknowledging for receipt of tasks

All students are required to acknowledge receipt for all formal assessment tasks either by signing and dating the assessment register or digitally acknowledging on an online platform.

Note: For the Yearly Examination and/or Trial Examination period, students will be given an examination timetable in lieu of an assessment notification.

6.4. Students absent from school when assessment information is handed out

If a student is absent the day of assessment task notification, it is the students' responsibility to see their teacher to receive the notification. No extension of time will be given to students unless there are extenuating circumstances whereby documentation in the form of a **CHS Medical Certificate** from a doctor, statutory declaration or other appropriate documentation is supplied along with a completed Application for Alteration to Assessment Form. Holidays or other leave are not a valid reason for an alteration to the assessment task or policy.

6.5. Procedures for absence on the day of an in-class task or examination

Students are expected to attend school on the day of an in-class assessment task for the whole day. Any partial-day absence must be covered by relevant documentation (for example, a **CHS Medical Certificate** from a registered doctor, a statutory declaration or a police report).

Failure to follow the procedures may result in a mark of zero for the task.

6.5.1. Illness or misadventure on the day of in-class tasks

Extenuating circumstances beyond the control of the student may mean that a student is unable to attend school to complete their assessment task.

This may relate to:

- Illness or physical injuries that directly affect student performance in the task
- Misadventure – any other event beyond the control of a student, for example the death of a family member or involvement in a car accident on the way to school.

In the case of illness/misadventure, the student or their parent/carer must inform the class teacher or the faculty Head Teacher of the illness/misadventure on the morning the task is scheduled.

Students must report to their class teacher or Head Teacher on the first day of their return to school before 8:30am whether or not they have a class for that subject timetabled that day. They should be prepared to sit for the assessment task on their first day back.

If a student is absent from an assessment task, evidence of illness/misadventure must be produced. A **CHS Medical Certificate** is required and considered evidence of illness. As CHS requires specific information, we have included a proforma (**Appendix B**) in this booklet. This is the template that the Doctor must fill in. This is also available on the school website and Canvas Student Hubs. The dates featured on the illness or misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

Students must obtain and return the completed **green Application for Alteration to Assessment Form (Appendix A)** to the class teacher within 2 days of returning to school with appropriate evidence (for example, the aforementioned **CHS Medical Certificate**, a statutory declaration or a police report) to support their application.

6.5.2. Illness or misadventure during an examination period

The student or their parent/carer must inform the Head Teacher Secondary Studies of the illness or misadventure on the morning of the examination.

Students must report to the Head Teacher Secondary Studies on the next school day they are able, whether or not they have an assessment scheduled.

If a student is absent from an assessment task, evidence of illness/misadventure must be produced. A **CHS Medical Certificate** is required and considered evidence of illness. As CHS requires specific information, we have included a proforma (**Appendix B**) in this booklet. This is the template that the Doctor must fill in. This is also available on the school website and Canvas Student Hubs. The dates featured on the illness or misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

Students must obtain and return the completed green **Application for Alteration to Assessment Form** to the class teacher within 2 days of returning to school with appropriate evidence (for example, a **CHS Medical Certificate**, a statutory declaration or a police report) to support their application.

The Head Teacher Secondary Studies will organise a rescheduling of the affected examination(s). Students should be prepared to sit the exam on the next school day.

6.5.3. Students representing the school on the day of in-class tasks

Students who are absent from school on the day of an in-class task or examination due to representing the school must inform the class teacher or HT Secondary Studies as soon as possible after receiving the task notification. Students are required to submit the green Application for Alteration to Assessment Form to the class teachers where possible 5 school days before the task due date to make arrangements to sit the task at an alternative time as deemed by the class teacher, Head Teacher and/or Head Teacher Secondary Studies.

6.5.4. Students completing VET work placement on the day of in-class tasks

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

In cases where clashes with assessment tasks are unavoidable, students are required to obtain and submit the green Application for Alteration to Assessment Form to the class teachers where possible 5 school days before the task due date to make arrangements to sit the task at an alternative time as deemed by the class teacher, Head Teacher and Head Teacher Secondary Studies.

6.5.5. Approved leave on the day of in-class tasks

In extenuating circumstances, the Principal may deem approved leave, for example, some levels of elite sport representation. In these circumstances, students must inform the school as soon as possible, and obtain and submit the green Application for Alteration to Assessment Form with attached documentation (e.g. letter of offer from a sporting academy with competition dates and itinerary) to the Faculty Head Teacher to make arrangements to sit the task at an alternative time as deemed by the class teacher, Head Teacher and/or Head Teacher Secondary Studies.

6.5.6. Unapproved leave on the day of in-class tasks

Unapproved leave is not a valid reason for an alteration to the assessment task or policy. Students who are absent on unapproved leave on the date of an assessment task will be awarded a mark of zero for the tasks. They must still complete the task upon their return to meet course requirements and will be provided with feedback on their performance in the task.

6.6. Procedures for submission of tasks

All hand-in assessment tasks are to be submitted to the class teacher by the stipulated time on the due date as indicated on the Assessment Task Notice.

It is a requirement of the school that students must attend all other scheduled classes on the day of any assessment task.

If a student is absent on the day of the assessment, they should deliver the task either electronically or physically **before 8:30am** on the day the task is due. Holidays or other leave are not a valid reason for an alteration to the assessment task or policy.

Failure to follow these procedures may result in a mark of zero for the task.

6.6.1. Illness or misadventure on the day of submission

The student or their parent/carer must inform the school of the illness or misadventure on the morning of the day the task is due to be handed in.

If the student is still able to submit the task on time, they should do so (e.g. through electronic submission or drop-off by a family member).

If the student is not able to submit the task on time, they must submit it on the first day they return to school before 8:30am, to either the class teacher or the faculty Head Teacher, whether or not they have a class for that subject scheduled that day.

Students must obtain and return the green **Application for Alteration to Assessment Form (Appendix A)** to the class teacher within two days of returning to school with appropriate evidence (for example, a **CHS Medical Certificate**, a statutory declaration or a police report) to support their application. The dates featured on the illness or misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is submitted.

N.B. A **CHS Medical Certificate** for the day a major work, major project, depth studies, IRPs, PIPs etc. is due may not suffice as a reason for late submission, due to the ongoing nature of the task. If the student is absent on the day the task is to be handed in, due to illness, the student must ring the school so arrangements can be made to have the task delivered.

6.6.2. Students representing the school on the day of submission

Students who are absent at the time of submission due to representing the school must still submit their task by the due date.

6.6.3. Students completing VET work placement on the day of submission

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

In the case of submission tasks, students are required to submit the task by the due date.

6.6.4. Approved leave on the day of submission

In extenuating circumstances, the Principal may deem approved leave, for example, some levels of elite sport representation. In these circumstances, students must inform the school as soon as possible, and submit the green Application for Alteration to Assessment Form with attached documentation (e.g. letter of offer from a sporting academy with competition dates and itinerary) to the Faculty Head Teacher to make arrangements to submit the task as deemed by the class teacher, Head Teacher and/or Head Teacher Secondary Studies. Depending on the nature of the leave, students may be required to submit their task by the due date and time. Applications will be judged on a case by case basis.

6.6.5. Unapproved leave on the day of submission

Unapproved leave is not a valid reason for an alteration to the assessment task or policy. Students who are absent on unapproved leave who fail to submit their assessment task before the due date will be awarded a mark of zero for the tasks and will be provided with feedback on their performance in the task.

6.6.6. Technological failure

Some assessment tasks will require electronic submission, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

Technological failure is not a valid reason for failure to submit a task by the due date.

It is the responsibility of the student to:

- Ensure that the file submitted is the correct and complete file
- Save their work continually to ensure that they do not lose any of their work
- Validate that the teacher has received the file in working condition before the due date, including ensuring that the file format is able to be read by the teacher.

6.7. Parent notification of incomplete tasks or failure to submit tasks

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 10 school days of the official task submission date. Teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received.

6.8. Prolonged absence or extenuating circumstances

Students with prolonged absence and/or extenuating circumstances will be judged on a case-by-case basis, through collaborative consultation between the Learning Support Team, Executive and Senior Executive, to design an equitable individualised assessment plan. Holidays or leave are not a valid reason for an alteration to the assessment task or policy.

6.9. Adjustments (including provisions in examinations)

Schools must ensure that students with disability can access and participate in education on the same basis as other students, as required under the Disability Standards for Education 2005.

Through collaborative curriculum planning, the school will determine and implement reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams.

6.10. Procedures relating to invalid or unreliable tasks

If a task is deemed invalid or unreliable, a review panel consisting of the Deputy Principal, Faculty Head Teacher and Head Teacher Secondary Studies will be formed to determine a course of action and to inform students of the outcome within 2 weeks of the task.

7. Procedures relating to malpractice

Malpractice is any attempt to gain an unfair advantage over other students. It is the responsibility of the student to know, understand and comply with NESA's ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

It is also the responsibility of the student to know, understand and comply with the school policy and procedures for malpractice.

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

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

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

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Types of Malpractice

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

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

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

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.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

7.1. Procedures for investigating suspected malpractice

If the school becomes aware of suspected malpractice, an assessment review panel will be formed consisting of the class teacher and faculty Head Teacher to investigate. The panel will review each malpractice case on its merits, considering all the issues, to arrive at a fair conclusion.

7.2. Procedures for penalties for malpractice

If a student engages with malpractice, they may receive a mark of zero for the assessment task and will be placed on the NESA Academic Malpractice Register. The student will be required to complete and submit the task again to meet course requirements and will be provided with feedback on their performance in the task.

7.3. Procedures for student appeals in relation to malpractice

If a student appeals the decision regarding malpractice, a second review panel will be formed including the Deputy Principal of the year group to review the decision. The onus is on the student to prove their case against malpractice, including evidence that their work is their own.

8. Procedures for awarding marks and providing feedback to students on their performance in tasks

8.1. Awarding marks for an assessment task

Marks must be awarded against explicit marking criteria and guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity. The assessment must assess the student's actual performance, not potential performance.

8.2. Providing feedback to students on assessment tasks

All tasks are to be marked and returned to students with feedback within 2 weeks from submission. Teachers are to provide clear and valid feedback in line with the explicit marking criteria that accompanies the student assessment notification, to clearly identify where marks have been awarded.

8.3. Student ranks

Students will be provided with their final course rank at the completion of a course. In line with NESA policy, students will **not** be provided with their final school-based assessment mark which is submitted to NESA.

9. Procedures for assessment of accelerants and accumulants

9.1. Procedures for accommodation of accelerants

Students may undertake Year 11 and/or HSC courses in advance of the usual cohort or in less than NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses. Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course/s for the ROSA, Year 11 or HSC study pattern/s via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credential, the Principal must inform NESA prior to the acceleration of the student.

9.2. Procedures for accommodation of accumulants

There is no time restriction on the accumulation of Year 11 Courses. Students may accumulate HSC courses towards the HSC over up to 5 years. The five-year period will commence in the first year the student satisfactorily completes the HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a "rolling period" so that students wishing to go beyond the five years will have earliest year's presentation deleted.

On completion of the accumulation, all pattern of study requirements must have been met for both Year 11 and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 Unit HSC course in one year and the related Extension course in a subsequent year within the five year accumulation period.

Accelerating students may count towards their HSC results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

10. Recognition of prior learning

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement.

11. Procedures for conducting school reviews of student appeals for assessment marks and appeals to NESA

11.1. Procedures for appeals when a dispute arises over assessment tasks

Students can lodge an appeal about the process, not the marks received for an assessment task except where a zero mark is received.

If a student wishes to appeal the decision made on a task, they must complete the APPEAL section at the bottom of the green Application for Alteration to Assessment Form and submit to the Deputy Principal for review within 5 days of the assessment task being returned.

The Deputy Principal will form a review panel consisting of Deputy Principal, Head Teacher and Head Teacher Secondary Studies.

The review panel will investigate the claims by the student, review the assessment process and make recommendations as a team. Findings will be communicated to the person making the appeal by the Deputy Principal within 2 weeks of the assessment task being returned.

11.2. Procedures for internal review of appeals final rank or grade to school

Students will be issued a final rank order upon completion of their course. Students may request a school review of their placement in the rank order for a course based on their performance during the course. However, they cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks.

A student may submit their appeal to the Principal who will convene a review panel consisting of the Deputy Principal, Faculty Head Teacher and Head Teacher Secondary Studies to examine the student review requests.

The panel will refer to the school's internal procedures for determining the final school-based assessment mark, and consider whether it:

- i. has weighted the assessment tasks in line with NESA's requirements, and
- ii. complied with the stated formal assessment program when determining the student's final assessment mark, and
- iii. was calculated or entered correctly when determining the student's final assessment mark, and

The outcome of the review will be communicated to the student.

If the review panel upholds the appeal, then revised final assessment marks must be provided to NESA as requested. If the review panel declines the appeal, then no changes to the rank order will be made.

11.3. Appeal final stage 6 rank order or grade to NESA

If a student is unsatisfied with the outcome of the review panel, they may appeal to NESA.

Students may appeal to NESA following an unsuccessful school rank order appeal.

In undergoing their review, NESA will only take into consideration whether the school review process was adequate in determining whether:

- the components and weightings specified by the school in its school-based assessment program complied with NESA requirements as detailed in the Assessment and Reporting document, and/or
- the procedures used by the school for determining the final assessment mark complied with its stated formal assessment program, and/or
- there were no computational or other clerical errors in the determination of the assessment mark; and
- the conduct of the review was proper in all aspects.

12. Procedures for informing students in writing when they are in danger of not meeting course requirements

12.1. N Determinations

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

12.2. N Warnings

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have accrued multiple N-Warnings may be subject to a Senior Review Panel conducted by the Head Teacher Secondary Studies to support students in being able to redeem their outstanding course work and/or assessment tasks. Failure to redeem these N-Warnings will result in a further interview by the Deputy Principal.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination and advise NESA.

13. HSC All My Own Work

Students are required by NESA to complete this course as part of their entry into Year 11 and HSC studies. It is expected that students will abide by the ethical academic standards outlined in that course.

Further information can be found here: <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work>

14. Expulsion for unsatisfactory participation for students aged 17 years and over

The principal and Director, Educational Leadership may only expel a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course. In these circumstances the principal must have:

- advised the student of the tasks or actions to be undertaken in time for the issue to be corrected and alerted the student to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination
- followed all NSW Education Standards Authority (NESA) requirements in relation to issuing 'N' warnings
- provided the student with a formal written notice of potential expulsion for unsatisfactory participation from the school
- following the written 'N' warning letters and notice of potential expulsion, provided the student with the opportunity, time and appropriate support to complete the course requirements.

If the decision to expel has been made by the Principal and DEL for the grounds outlined above, the Principal will follow the Department of Education procedures for notifying students and parents.

APPENDIX A:

APPLICATION FOR ALTERATION TO ASSESSMENT FORM

The form on the following page is a copy of the form that can be found in the front office with the Head Teacher Secondary Studies.

The form will be printed on GREEN paper for ease of reference.

APPLICATION FOR ALTERATION TO ASSESSMENT TASK

This form must be completed within two days of returning to school for illness/misadventure or at least one week before for applications for extensions or adjustments for known absences.

Student Name: _____ Class: _____

Subject/Course: _____ Class Teacher: _____ Due Date of Task: _____

Please Tick: ☐ Year 7/8 ☐ Year 9 ☐ Year 10 ☐ Year 11 course ☐ Year 12 HSC course

Task Name: _____

Reason for Application for Alteration (Extension/Alternative Date/Exemption):

☐ Illness/Misadventure ☐ Work Placement ☐ Representing the school ☐ Approved Leave

☐ Other _____

Please provide more details: _____

Supporting Documentation:

☐ Medical Certificate ☐ Statutory Declaration ☐ Other _____

Student Signature: _____ Date: _____

(I verify that the information above is a true and accurate account for non-completion of the task)

Parent Signature: _____ Date: _____

Class Teacher Date Received: _____ Class Teacher Comments: _____

Head Teacher Decision: ☐ Extension ☐ Alternative Task ☐ Exemption ☐ Earlier date ☐ No alteration granted

Head Teacher Comment: _____

Head Teacher Signature: _____ Date: _____

APPEAL

Appeals can be lodged about the process, not the marks given for the assessment task except where a zero mark is issued. If you wish to appeal the decision, please complete the following and submit to the Deputy Principal for review.

Reason for appeal: _____

Student Signature: _____ Date: _____

Review Panel Decision: _____

Deputy Principal Signature: _____ Date: _____

APPENDIX B:

CHS MEDICAL CERTIFICATE

If a student is absent from an assessment task, evidence of illness/misadventure must be produced.

A CHS Medical Certificate is required and considered evidence of illness.

As CHS requires specific information, the following proforma (Appendix B) is the template that the Doctor must fill in. This is also available on the school website and Canvas Student Hubs.



CRESTWOOD HIGH SCHOOL MEDICAL CERTIFICATE

The school requires students to inform their doctor that the medical certificate is being used to claim illness or misadventure for an **HSC assessment task or to request time off immediately before an assessment**. The certificate must be from a qualified medical professional and include illness experienced, evidence of the illness, as observed by the doctor; date of onset; how the illness impacted the student's performance and any additional consultation dates.

A certificate stating the student was "unfit for work/study" is insufficient. The doctor's stamp, including a provider number, must be used, or the practice may be contacted to verify validity.

Doctor's Name / Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certifies that on the
above date, examined (patient's name): _____

☐ The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

☐ Is suffering from a medical condition of a confidential nature.

IMPACT ON ASSESSMENT PERFORMANCE

In my opinion this condition will affect the completion of the following: (please tick)

	In a minor way	Moderately	Severely
Class attendance			
Written assignments			
Practical assignments			
Private study			

For the period: _____ to _____

Where relevant, please provide any further detail on how the students' condition and symptoms will or has impacted their assessment performance (or the students' medical inability to attend school):

Signature of Medical Practitioner: _____

Place stamp here (include provider number)

APPENDIX C:

COURSE ASSESSMENT SCHEDULES

The following pages contain the assessment schedules for all school offered HSC courses at Crestwood High School.

Students should familiarise themselves with the schedules for all of the subjects in their pattern of study to ensure they are adequately prepared throughout the year.

Ancient History

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Core Study: Cities of Vesuvius- Pompeii and Herculaneum Historical Analysis	Historical period: Greek World 500- 440BC	Ancient Society: Athenian Society in the time of Pericles OR Persian Society in the Time of Darius and Xerxes	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	AH12-2 AH12-3 AH12-5 AH12-6 AH12-7 AH12-9	AH12-2 AH12-3 AH12-5 AH12-6 AH12-7 AH12-9	AH12-2 AH12-3 AH12-5 AH12-6 AH12-7 AH12-9	AH12-2 AH12-3 AH12-5 AH12-6 AH12-7 AH12-9	
Course Components	%	%	%	%	%
Knowledge and understanding of course content		10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	10	5		20
Task weighting %	20	25	25	30	100%

Biology

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 7-10	Term 1, 2026 Week 9-10	Term 2, 2026 Week 3	Term 3, 2026 Week 4-6	
Type of task	Depth Study	HALF- YEARLY TASK	Practical Task	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	Selection of: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 Any one of: BIO12-12 BIO12-13 BIO12-14 BIO12-15	Selection of: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	Selection of: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 Any one of: BIO12-12 BIO12-13 BIO12-14 BIO12-15	Selection of: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Course Components	%	%	%	%	%
Skills in working scientifically	20	20	15	5	60
Knowledge and understanding of course content	10		5	25	40
Task weighting %	30	20	20	30	100%

Business Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 10	Term 1, 2026 Week 9-10	Term 2, 2026 Week 9	Term 3, 2026 Week 4-6	
Type of task	Operations Task	Finance Task	Marketing Task	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H2 H4 H5 H9	H5 H8 H9 H10	H4 H6 H7 H8 H9	H1, H2 H3, H4 H5, H6 H7, H8 H9, H10	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		5	5	10	20
Inquiry and research	5	5	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Task weighting %	20	25	25	30	100%

Chemistry

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1, 2026 Week 3-6	Term 1, 2026 Week 9-10	Term 2, 2026 Week 4	Term 3, 2026 Week 4-6	
Type of task	Depth Study	HALF- YEARLY TASK	Practical Task	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	Selection of: CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 Any one of: CH12-12 CH12-13 CH12-14 CH12-15	Selection of: CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	Selection of: CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 Any one of: CH12-12 CH12-13 CH12-14 CH12-15	Selection of: CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Course Components	%	%	%	%	%
Skills in working scientifically	20	20	15	5	60
Knowledge and understanding of course content	10		5	25	40
Task weighting %	30	20	20	30	100%

Community and Family Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 7 29/11/24	Term 2, 2026 Week 2	Term 2, 2026 Week 10	Term 3, 2026 Week 4-6	
Type of task	Groups in Context In-class test	Independent Research Project	Parenting and Caring In-class essay	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H3.1 H3.2 H5.1	H4.1 H4.2	H1.1 H2.1 H2.2	H3.3 H5.2 H7.4	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Task weighting %	25	20	25	30	100%

Design and Technology

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 6	Term 2, 2026 Week 10	Term 3, 2026 Week 4-6	
Type of task	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H2.1 H4.1 H4.2	H1.1 H1.2 H2.1 H2.2 H3.1 H6.2	H4.3 H5.1 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H6.2	
Course Components	%	%	%	%	%
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Task weighting %	20	20	30	30	100%

Economics

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 10	Term 1, 2026 Week 8	Term 2, 2026 Week 10	Term 3, 2026 Week 4-6	
Type of task	Topic 1: The Global Economy. Extended Response	Topic 2: Australia's Place in the Global Economy. Extended Response	Topic 3: Economic Issues. Topic Test	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H1, H2, H7, H8, H9, H11	H1, H2, H7, H8, H9, H11	H1, H2, H7, H8, H9, H11	H1, H2, H7, H8, H9, H11	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	5	5	10	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Task weighting %	20	25	25	30	100%

English Advanced

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 9	Term 1, 2026 Week 8	Term 3, 2026 Week 1	Term 3, 2026 Weeks 4-5	
Type of task	Extended and Short Response Common Module: Texts and Human Experiences	Extended Response Module A: Textual Conversations	Writing and Reflection Module C: Craft of Writing	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	EA12-2 EA12-4 EA12-5 EA12-7	EA12-1 EA12-3 EA12-6 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-9	EA12-1 EA12-3 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
Task weighting %	25	25	20	30	100%

English Extension 1

	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1, 2026 Week 2	Term 2, 2026 Week 8	Term 3, 2026 Weeks 4-5	
Type of task	Writing Portfolio Common Module: Literary Worlds	Multimodal Task Elective: Worlds of Upheaval	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	
Course Components	%	%	%	%
Knowledge and understanding of complex texts and of how and why they are valued	20	15	15	50
Skills in complex analysis, sustained composition and independent investigation	20	15	15	50
Task weighting %	40	30	30	100%

English Extension 2

	Task 1	Task 2	Task 3	Totals
Timing of task	Term 4, 2025 Week 9	Term 1, 2026 Week 7	Term 2, 2026 Week 10	
Type of task	Viva Voce including written proposal + Journal	Literature Review of Research + Journal	Critique of the creative process with draft MW + Journal	
Related Outcomes	EEX12- 1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5	
Course Components	%	%	%	%
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Task weighting %	30	40	30	100%

English Standard

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 9	Term 1, 2026 Week 8	Term 3, 2026 Week 1	Term 3, 2026 Weeks 4-5	
Type of task	Extended and Short Response Common Module: Texts and Human Experiences	Extended Response Module A: Language, Identity and Culture	Composition and Reflection Module C: The Craft of Writing	TRIAL HSC EXAMINATION All topics examined Module C (5%)	
Related Outcomes	EN12-1 EN12-3 EN12-4 EN12-7	EN12-1 EN12-3 EN12-5 EN12-8	EN12-1 EN12-2 EN12-3 EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8 EN12-9	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
Task weighting %	25	25	20	30	100%

English Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 9	Term 1, 2026 Week 8	Term 2, 2026 Week 10	Term 3, 2026 Week 4	
Type of task	Extended and Short Response Common Module: Texts and Human Experiences	In Class Response Module N: The Way We Were	Presentation Task Module C: On the Road	Portfolio Of Work All topics	
Related Outcomes	ES12-1 ES12-2 ES12-5 ES12-7 ES12-8	ES12-1 ES12-2 ES12-5 ES12-7 ES12-9	ES12-2 ES12-3 ES12-4 ES12-6 ES12-8	ES12-1 ES12-4 ES12-6 ES12-7 ES12-10	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	10	10	20	50
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	10	10	10	20	50
Task weighting %	20	20	20	40	100%

Enterprise Computing

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 9	Term 2, 2026 Week 5	Term 2, 2026 Week 10	Term 3, 2026 Week 4-6	
Type of task	Spreadsheet and Database Development	Data Visualisation for the Web	Intelligent Expert System	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	EC-12-08 EC-12-09 EC-12-11	EC-12-05 EC-12-08 EC-12-09 EC-12-11	EC-12-05 EC-12-19 EC-12-11	EC-12-01 EC-12-02 EC-12-03 EC-12-04 EC-12-06 EC-12-07	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	15	15	5	15	50
Knowledge and skills in the practical application of the content	15	20	5	10	50
Task weighting %	30	35	10	25	100%

Food Technology

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8 Thursday 4 th December	Term 1, 2026 Week 9	Term 2, 2026 Week 9	Term 3, 2026 Week 4-6	
Type of task	Australian Food Industry Case Study	Food Manufacture	Food Product Design and Development	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H1.1, H1.2, H1.4, H3.1	H1.1, H5.1	H1.3, H4.1, H4.2, H5.1	All except H3.2, H4.1	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10			30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts		10	20		30
Task weighting %	20	20	30	30	100%

Health and Movement Science

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 7	Term 1, 2026 Week 9-10	Term 2, 2026 Week 7	Term 3, 2026 Week 4-6	
Type of task	Training for Improved Performance In Class Writing Task	Depth Study 1 (Sports Injuries) Training for Improved Performance	Depth Study 2 Health in an Australian and Global Context	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	HM-12-04 HM-12-05 HM-12-06 HM-12-07	HM-12-02 HM-12-04 HM-12-05 HM-12-06 HM-12-07 HM-12-09	HM-12-01 HM-12-02 HM-12-03 HM-12-07 HM-12-10	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-07	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	5	10	5	20	40
Skills in critical thinking, research, analysis and communicating	15	15	20	10	60
Task weighting %	20	25	25	30	100%

Hospitality VET

Course: Year 12 Hospitality – Food and Beverage Stream (Certificate II)

Macquarie Park RTO 90222

		Task 3	Trial HSC Exam
Timing of task		Term 3, 2026 Week 3	Term 3, 2026 Weeks 4-6
Type of task		The Hospitality Industry	TRIAL HSC EXAMINATION HSC Examinable Units of Competency
Code	Units of Competency		
SITHFAB024	Prepare and serve non-alcoholic beverages	X	Students will complete a Trial Examination in preparation for the HSC exam. The results will be provided to NESA in the case of illness/misadventure in the HSC exam. This does not form part of the RTO assessment requirements.
SITHIND006	Source and use information on the hospitality industry	X	
SITHFAB025	Prepare and serve espresso coffee	X	
SITHFAB027	Serve food and beverages	X	
BSBTWK201	Work effectively with others		
SITHIND007	Use hospitality skills effectively	X	
SITXCOM002	Show social and cultural sensitivity		
Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20322.			
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated.			

Industrial Technology

	Task 1	Task 2	Task 3	Totals
Timing of task	Term 4, 2025 Week 9	Term 1, 2026 Week 9-10	Term 2, 2026 Week 7	
Type of task	Prototyping and Skill Development	Half-Yearly Examination	Industry Study Task	
Related Outcomes	H4.1, HB4.3, H6.1	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	
Course Components	%	%	%	%
Knowledge and understanding of course content		5	35	40
Knowledge and skills in the design, management, communication and production of a major project	35	25		60
Task weighting %	35	30	35	100%

Investigating Science

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Issued: Term 4: Week 8 2025 Due: Term 1: Week 3 2026	Term 1, 2026 Week 9-10	Term 2, 2026 Week 5	Term 3, 2026 Week 4-6	
Type of task	Depth Study	HALF- YEARLY TASK	Practical Task	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	Selection of: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 Any one of: INS12-12 INS12-13 INS12-14 INS12-15	Selection of: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7	Selection of: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 Any one of: INS12-12 INS12-13 INS12-14 INS12-15	Selection of: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Course Components	%	%	%	%	%
Skills in working scientifically	20	20	15	5	60
Knowledge and understanding of course content	10		5	25	40
Task weighting %	30	20	20	30	100%

Legal Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 10	Term 1, 2026 Week 9-10	Term 2, 2026 Week 10	Term 3, 2026 Week 4-6	
Type of task	Workplace	Option 1 Family	Crime/ Media	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	H1 H4 H5 H6 H7 H9	H1 H3 H4 H5 H6 H7 H8 H9 H10	H1 H3 H4 H5 H6 H7 H8 H9	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	10		20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research			20		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Task weighting %	20	20	30	30	100%

Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Topic Test	Open book half yearly examination	Assignment	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	MA11-6 MA12-2 MA12-4 MA12-9	MA12-2 MA12-6 MA12-7 MA12-9	MA12-8 MA12-9 MA12-10	All outcomes	
Course Components	%	%	%	%	%
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Task weighting %	20	25	25	30	100%

Mathematics Extension 1

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 10	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Topic Test	Open book half yearly examination	Assignment	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	ME11-4 ME11-5 ME12-6	ME12-1 ME12-2 ME12-6	ME12-2 ME12-6	All outcomes	
Course Components	%	%	%	%	%
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Task weighting %	20	25	25	30	100%

Mathematics Extension 2

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1, 2026 Week 2	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Topic Test	Open book half yearly examination	Assignment	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	MEX12-1 MEX12-4	MEX12-1 MEX12-2 MEX12-3 MEX12-4	MEX12-1 MEX12-3	All outcomes	
Course Components	%	%	%	%	%
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Task weighting %	20	25	25	30	100%

Mathematics Standard 1

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Topic Test	Open book half yearly examination	Assignment	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	MS1 1-7 MS1-11-1 MS1-11-4	MS1-11-1 MS1-11-3 MS1-11-4 MS1-11-7 MS1-11-8	MS1-11-5 MS1-11-1	All outcomes	
Course Components	%	%	%	%	%
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Task weighting %	20	25	25	30	100%

Mathematics Standard 2

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 9-10	Term 2, 2026 Week 8	Term 3, 2026 Week 4-6	
Type of task	Topic Test	Open book half yearly examination	Assignment	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	MS2-11-7 MS2-11-1 MS2-11-4	MS2-11-1 MS2-11-3 MS2-11-4 MS2-11-7 MS2-11-8	MS2-11-5 MS2-11-1	All outcomes	
Course Components	%	%	%	%	%
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Task weighting %	20	25	25	30	100%

Modern History

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 8	Term 2, 2026 Week 7	Term 3, 2026 Week 4-6	
Type of task	Core Study	National Study	Peace and Conflict	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	MH12-2 MH12-3 MH12-5 MH12-6 MH12-8 MH12-9	MH12-2 MH12-3 MH12-5 MH12-6 MH12-8 MH12-9	MH12-2 MH12-3 MH12-5 MH12-6 MH12-8 MH12-9	MH12-2 MH12-3 MH12-5 MH12-6 MH12-8 MH12-9	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	5	5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Task weighting %	20	25	25	30	100%

Music 1

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 7	Term 1, 2026 Week 5	Term 2, 2026 Week 7	Term 3 2026 Week 4-6	
Type of task	Presentation of Musicology viva voce with portfolio and Performance	Aural task and presentation of Electives 1 & 2 (Performance, or Composition or Musicology Portfolio)	Composition and portfolio, and presentation or submission of Electives 2 & 3 (Performance, or composition or musicology portfolio)	TRIAL HSC EXAMINATION Aural Skills and Practical exam	
Related Outcomes	H1, H4 H5, H6 H7, H9	H1, H4 H5, H6 H7, H9	H1, H3 H4, H5 H6, H7 H8, H9	H1, H4 H5, H6 H9	
Course Components	%	%	%	%	%
Performance	10				10
Composition			10		10
Musicology	10				10
Aural		10		15	25
Electives		15	15	15	45
Task weighting %	20	25	25	30	100%

Physics

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8-10	Term 1, 2026 Week 9-10	Term 2, 2026 Week 7	Term 3, 2026 Week 4-6	
Type of task	Depth Study	HALF- YEARLY TASK	Practical Task	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	Selection of: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 Any one of: PH12-12 PH12-13 PH12-14 PH12-15	Selection of: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	Selection of: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 Any one of: PH12-12 PH12-13 PH12-14 PH12-15	Selection of: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Course Components	%	%	%	%	%
Skills in working scientifically	20	20	15	5	60
Knowledge and understanding of course content	10		5	25	40
Task weighting %	30	20	20	30	100%

Sport, Lifestyle and Recreation

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2026 Week 6	Term 1, 2026 Week 8	Term 2, 2026 Week 7	Term 3, 2026 Week 4-6	
Type of task	Games and Sports Applications Practical and Theory	Sports Administration Application of Skills Practical and Theory	Resistance Training Training and Exercise Plan Practical and Theory	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	1.1, 1.3 2.1, 3.1 3.2, 4.1 4.4	1.1, 1.3 1.6, 2.4 3.2, 4.2 4.5	1.2, 1.3 2.1, 2.2 2.3, 2.5 3.2, 3.3 4.4	1.1, 1.2, 1.3 2.1, 2.2, 2.3 2.4, 2.5, 3.1 3.2, 3.3, 4.1 4.2, 4.4, 4.5	
Course Components	%	%	%	%	%
Knowledge and understanding	10	10	15	15	50
Skills	5	10	15	20	50
Task weighting %	15	20	30	35	100%

Software Engineering

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 6	Term 2, 2026 Week 1	Term 3, 2026 Week 2	Term 3, 2026 Week 4-6	
Type of task	CASE Tool Prototype	Software Engineering Project	Gaming Portal Website	TRIAL HSC EXAMINATION All topics examined	
Related Outcomes	SE-12-01 SE-12-02 SE-12-03 SE-12-06 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-06 SE-12-08 SE-12-09	SE-12-02 SE-12-04 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-03 SE-12-04 SE-12-05 SE-12-07	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	15	10	15	50
Knowledge and skills in the practical application of the content	15	15	10	10	50
Task weighting %	25	30	20	25	100%

Visual Arts

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 8	Term 1, 2026 Week 6	Term 1, 2026 Exam Period	Term 2, 2026 Week 7	
Type of task	Body of Work Progress 1 Submission: Development of body of work - including VAPD and Art Criticism and Art History Task	Body of Work Progress 2 Submission: Development of body of work - including VAPD and In Class Written Task	Half-Yearly Examination Section I and II Paper	Body of Work Progress 3: Body of Work and VAPD Submission of draft extended response	
Related Outcomes	H1 H2 H3 H4 H7 H8 H9	H1 H2 H3 H4 H7 H8 H9	H7 H8 H9	H2 H4 H5 H6 H7 H8 H9	
Course Components	%	%	%	%	%
Artmaking	10	15		25	50
Art criticism and art history	15	10	20	5	50
Task weighting %	25	25	20	30	100%

Work Studies

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 4, 2025 Week 7	Term 1, 2026 Week 5-8	Term 2, 2026 Week 9	Term 3, 2026 Week 4-6	
Type of task	Personal Finance	Work Experience and post evaluation	Self-employment	YEARLY EXAMINATION All topics examined	
Related Outcomes	WS1 WS2 WS7 WS8	WS1 WS2 WS3 WS4	WS1 WS3 WS7 WS8	WS1 WS2 WS3 WS4 WS6 WS7	
Course Components	%	%	%	%	%
Knowledge and understanding	10	5	5	10	30
Skills	10	25	15	20	70
Task weighting %	20	30	20	30	100%

Year 12 Assessment Calendar 2025/2026 – Term 4 2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Software Engineering – Task 1 Sport Lifestyle & Recreation - Task 1	CAFS- Task 1 Health & Movement Science - Task 1 Music 1 - Task 1 Work Studies - Task 1	Ancient History- Task 1 Design & Technology - Task 1 Food Technology- Task 1 Mathematics Advanced - Task 1 Mathematics Standard 1 - Task 1 Mathematics Standard 2 - Task 1 Modern History - Task 1 Visual Arts - Task 1	English Advanced- Task 1 English Extension 2- Task 1 English Standard- Task 1 English Studies - Task 1 Enterprise Computing - Task 1 Industrial Technology - Task 1	Biology - Task 1 Business Studies - Task 1 Economics - Task 1 Legal Studies - Task 1 Mathematics Extension 1- Task 1 Physics - Task 1

Year 12 Assessment Calendar 2025/2026 – Term 1 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	English Extension 1- Task 1 Mathematics Extension 2- Task 1	Investigating Science - Task 1		Music 1 - Task 2	Chemistry - Task 1 Design & Technology - Task 2 Visual Arts - Task 2	English Extension 2 - Task 2	Economics - Task 2 English Advanced- Task 2 English Standard- Task 2 English Studies- Task 2 Modern History- Task 2 Sport Lifestyle & Recreation - Task 2 Work Studies - Task 2	Ancient History- Task 2 Biology- Task 2 Business Studies- Task 2 Chemistry- Task 2 Food Technology- Task 2 Health & Movement Science- Task 2 Industrial Technology- Task 2 Investigating Science- Task 2 Legal Studies- Task 2 Mathematics Advanced- Task 2 Mathematics Extension 1- Task 2 Mathematics Extension 2- Task 2 Mathematics Standard 1- Task 2 Mathematics Standard 2- Task 2 Physics- Task 2 Visual Arts- Task 3	

Year 12 Assessment Calendar 2025/2026 – Term 2 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Software Engineering – Task 2	CAFS - Task 2	Biology - Task 3	Chemistry - Task 3	Enterprise Computing - Task 2 Investigating Science - Task 3		Health & Movement Science - Task 3 Industrial Technology- Task 3 Modern History - Task 3 Music 1 - Task 3 Physics - Task 3 Sport Lifestyle & Recreation - Task 3 Visual Arts - Task 4	Ancient History - Task 3 English Extension 1- Task 2 Mathematics Advanced- Task 3 Mathematics Extension 1- Task 3 Mathematics Extension 2- Task 3 Mathematics Standard 1- Task 3 Mathematics Standard 2- Task 3	Business Studies - Task 3 Food Technology- Task 3 Work Studies- Task 3	CAFS- Task 3 Design & Technology - Task 3 Economics - Task 3 English Extension 2 - Task 3 English Studies- Task 3 Enterprise Computing - Task 3 Legal Studies- Task 3	

Year 12 Assessment Calendar 2025/2026 – Term 3 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English Advanced- Task 3 English Standard - Task 3	Software Engineering – Task 3	Hospitality – Task 3	TRIAL HSC EXAMINATIONS: Ancient History- Task 4 Biology- Task 4 Business Studies- Task 4 CAFS – Task 4 Chemistry- Task 4 Design & Technology- Task 4 Economics- Task 4 English Advanced- Task 4 English Extension 1- Task 3 English Standard- Task 4 English Studies- Task 4 Enterprise Computing- Task 4 Food Technology- Task 4 Health & Movement Science- Task 4 Hospitality- Trial examination Investigating Science- Task 4 Legal Studies- Task 4 Mathematics Advanced- Task 4 Mathematics Extension 1- Task 4 Mathematics Extension 2- Task 4 Mathematics Standard 1- Task 4 Mathematics Standard 2- Task 4 Modern History- Task 4 Music 1- Task 4 Physics- Task 4 Software Engineering- Task 4 Sport Lifestyle & Recreation- Task 4 Work Studies- Task 4						