

St Clair High School



Courtesy, Consideration & Commonsense

Higher School Certificate Assessment Policy & Schedules 2025

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This booklet contains essential information for students attempting courses in Year 12 2025. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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Message from the Principal

Dear Year 12,

Congratulations on completing your Preliminary Courses and having met the requirements to study for the HSC, 2025.

This assessment book for the HSC Course is provided to:

- assist you in understanding the role of assessment in your HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary, and
- assist you in planning and organising your time, by informing you of when assessment tasks are due.

You are advised to refer to the booklet **Studying for the NSW Higher School Certificate** for other details, and to the NSW Education Standards Authority website:

<http://educationstandards.nsw.edu.au/>

You need to ensure that you have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to HSC assessment. You will sign an acknowledgement indicating that you have received, read and understood HSC policies and procedures outlined in this assessment booklet

Your teachers, Year Advisers and Mentors will be there to assist you in the year ahead. Your family and friends are also part of this journey with you. Together with your teachers, they will form a support for you as you work through the many challenges of completing the HSC.

- The assessment schedules for every course outlined in this booklet are your guide to formal assessment. Students who succeed in the HSC focus on three main things:
- attending school regularly
- allocating time to complete tasks and homework and submitting on time
- applying sustained and diligent effort

I encourage you to give yourself the best possible chance of a successful outcome by taking this advice on board and working consistently throughout the next four terms in pursuit of your HSC.

I wish you every success in the journey ahead.

Mrs Julie Tegart

Principal, St Clair High School

Higher School Certificate Assessment

Definition

Legislative Basis: Sections 95 and 95A of the *Education Act 1990* (NSW) set out the eligibility requirements for the award of the Higher School Certificate (HSC).

As per NESA ACE Rules Manual point 1.2:

1. The HSC provides information on a student's performance in all Preliminary and HSC courses satisfactorily completed.
2. Students eligible for the award of the HSC can download an HSC Record of Achievement in Students Online at the completion of the HSC.
3. Year 11 and 12 students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The student eRecord is an interim report, not a formal credential.

The Higher School Certificate {HSC} is the highest educational award in New South Wales schools. As per NESA ACE Rules Manual point 1.2.2 to be eligible for the award of the HSC, students must:

- a) have completed Year 10, and
- b) have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c) have completed All My Own Work (AMOW) or its equivalent, and
- d) have demonstrated the minimum standard of literacy and numeracy, and
- e) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f) undertake and make a serious attempt at the requisite HSC exams.

The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment {NESA, Assessment Certification manual 2024}

Purpose

The school-based assessment marks submitted by a school for each course are intended to indicate students' achievements at the end of the HSC course.

As per NESA ACE Rules Manual 2.1.2 Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC assessment and exams.

The school-based assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (eg research, fieldwork or practical skills). The assessment marks submitted by the school reflect **the knowledge and skills objectives of the course and the related outcomes**. Schools should not include measures of objectives and outcomes from the affective domain (ie values and attitudes) in their assessments. Assessments should not be influenced by factors such as student conduct.

Disability Provisions

Disability provisions have been designed to meet NESAs' obligations under the Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Disability provisions address students' exam needs impacted by one or more of the following categories of disability:

- learning, and/or
- medical, and/or
- vision, and/or hearing.
- are determined on the basis of functional evidence of impact, and provide practical support for students with disability to access HSC exams, not to achieve potential. The practical support does not include any adjustments to marks in an exam.

Approving Disability Provisions: As per NESAs ACE Rules Manual 6.1.1

1. NESAs may approve disability provisions that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation.
2. NESAs will not approve disability provisions:
 - a. solely on the basis of a diagnosis
 - b. if it confers an advantage over students without that provision
 - c. based on students' stated or perceived difficulties when undertaking HSC courses or preparing for HSC exams
 - d. based on a student's lack of familiarity with the English language, and
 - e. for students with episodic conditions that might occur during the HSC exam, any occurrence of these conditions will be subject to consideration under NESAs' Illness/Misadventure program.

Applying for Disability Provisions: As per NESAs ACE Rules Manual 6.1.2:

- Principals must apply for HSC disability provisions on behalf of students for known conditions by completing the online application form in Schools Online by the last day of Term 1 in the year the student sits the HSC exams.
- Applications must include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address application requirements.

Students must:

- obtain and complete the student declaration form, and bear responsibility for any costs incurred when obtaining independent reports, such as health reports for medical conditions.

NESAs will:

- advise the school of the decision in Schools Online
- notify students that a decision is available in Students Online, and
- inform the Presiding Officer of the approved provisions.

Adjustments for school-based assessment tasks: As per NESAs ACE Rules Manual 6.1.3:

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 must 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.

Schools are responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests. Adjustments at a school level are not disability provisions for the HSC.

Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams. However, schools must still provide adjustments for school-based assessment.

Appealing a declined HSC disability provisions application: As per NESAs ACE Rules Manual 6.1.4

A student may appeal NESAs decision to decline their application for HSC disability provisions.

Schools must submit their student's appeal in Schools Online within 14 days of receiving the decision letter.

The school's appeal for the student must:

- state why the NESAs decision is unacceptable, and
- include new evidence
- supporting why the student needs the provision(s).
- NESAs will review the appeal and advise the school of its decision in Schools Online within 21 calendar days.

Assessment and Course Requirements

Students are expected to undertake ALL TASKS and CLASS ACTIVITIES in order to satisfactorily complete the course, whether they are part of an assessment schedule or not.

One of the conditions of completing a course satisfactorily is that students must *"apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"* {NESAs Assessment Certification manual 2024}.

Unsatisfactory Progress and attendance

Poor attendance and unsatisfactory progress are closely linked. Your attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes.

Where attendance and/or course outcomes completion are of concern the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" Determination, which is regarded as having not satisfactorily completed the course.

In extreme circumstances the Principal may expel a student from the school.

The grounds for expulsion will be *"unsatisfactory participation in learning by a student of post-compulsory age (17 years old) e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESAs requirements for the award of Higher School Certificate"*. {Department of Education & Training Suspension and Expulsion Policy}.

Assessment Programs

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to;

- inform students of requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify a mark/weighting for each task;
- keep records of each student's performance on each task;
- provide students with information on their progress.

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task.

Notification of Assessment Tasks

With the exception of Formal Examinations, you will be notified in writing typically 14 calendar days of each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you on our Senior Assessment Task Notice Cover Sheet (see Appendix 1) which will be issued when you are notified of the task.

The task notification will include the:

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

An assessment task register is to be completed by the student and retained by class teacher.

A moratorium on the conduct of assessment tasks will be held for one week prior to any examination period.

Absence when task is notified

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Principal an Application for Consideration/Extension.

Completing and Submitting Assessment Tasks

NESA expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Senior Assessment Task Cover Sheet attached, at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed **late**. Late work will receive a zero mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a zero mark will be recorded for that task.

Note: No allowance will be made for failure of a student's computer hardware and software. Students are advised to keep back-ups of all work completed on computer equipment.

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must use the Illness/Misadventure/Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend ALL day on days with scheduled assessment tasks. **Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a zero mark for the task.**

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. They must go through the Illness/Misadventure/Application for Extension Appeal Process.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (ie. one teacher marks all of one section or one task).

Lateness/Absence from Task due to Illness, Misadventure or Exceptional Circumstances

It is your responsibility to perform/submit all tasks which are a part of your Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a valid reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, on the day you return to school, before the start of the school day you must:

1. Negotiate with your class teacher or Head Teacher a time to do the task or a similar substitute class
2. Submit an Application for Illness/Misadventure with supporting documentation (Statutory Declaration, completed form (Appendix 2) by a medical practitioner) to the Head Teacher who will then submit it to the Principal/Deputy Principal for a decision.

Absences due to illness MUST have the reverse of the Special Consideration/Extension Application Form completed by a doctor.

Failure to have this form completed or you do not follow the above procedure, or your application is not successful, you will receive ZERO for that task.

Substituting assessment tasks: As per NES A ACE Rules Manual 2.1.2.33

If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, or
- providing the student with a substitute assessment task.

Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.

As per NESA ACE Rules Manual 2.1.2.35

In exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

NOTE:

1. A letter from a parent/carer may not be sufficient to satisfy the requirement
2. If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
3. Family holidays and other non-emergencies are not justifiable reasons for missing an assessment task and will result in a zero mark being recorded along with an N Warning Notification
4. If you are suspended from school when assessment tasks are due you must:
 - a. not attend school for the duration of your suspension
 - b. submit out-of-school assessment tasks by delivery to the Front Office
 - c. miss your in-school assessment task for which you will be given an alternative task or an estimate

Assessment of separate classes in the same course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task)

Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed in Class

Every faculty at St Clair High School maintains an accurate signed register for;

- I. students' receipt of assessment notice and
- II. each assessment task submitted for assessment and
- III. assessment tasks completed in class. For Formal Examinations, a roll is taken in every examination session and submitted to the roll office from where it can then be checked. Student attendance slips are also completed before each examination and collected by supervision staff before being transferred to Faculties with completed papers.

Extensions to Due Dates

An extension to the due date of an assignment may be approved, **by the Principal only**, in

cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension (Appendix 2). This is available in the back of this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task.

Managing Long Term Assessment

Long Term Assessment Tasks are characterised by one or more of the following-

- extended preparation time (usually at least 4 weeks)
- submission of work in stages over a sequence of deadlines
- substantial weighting and task size

Stages of long-term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task. These may include:

- completion of the same task OR
- an alternative task OR
- an estimate based upon evidence of progress through the duration of the project OR
- an extension of deadline.

Extension will only be granted in exceptional circumstances. These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of -

- technical difficulties
- misplaced work assignment
- difficulties with research which could have been addressed by early commencement of research
- brief periods of illness or misadventure.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

Submission of Assessment Tasks

All assessment tasks must be submitted on the due day and at the **beginning** of the **first** timetabled lesson in that subject. Assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left at staffrooms or in

classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed.

It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.

Electronic submission of Assessment Tasks

Instructions for electronic submission of assessment tasks will be clearly specified on the assessment task. The following rules apply:

1. All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.
2. The school will not be responsible for unreadable, unusable or virus infected files or media.
3. Electronic submissions will be checked via AI and Plagiarism detectors.
4. The school will only accept assessment tasks which are submitted in applications to which school staff have ready access, and in format which can be read by school the school's platforms (Google/Teams).
5. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
6. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledge by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
7. The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

Non-Genuine Attempt of Tasks

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, a mark will not be recorded, and it will be treated in the same manner as a non-attempt of the task. A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and is the student's own work and has been done to the best of the student's ability.

Completion of 50% of total value of tasks

Students studying an HSC course **must complete and/or make a genuine attempt** at assessment tasks (including examinations) which contribute in **excess** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark or an examination mark in that subject and it may result in the non-award of an HSC.

The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

Malpractice in Assessment Tasks

NESA is authorised under sections 20A and 95 of the *Education Act 1990* (NSW) to:

- prepare and distribute to schools information relating to the conduct of exams and other forms of assessment for HSC candidates
- determine rules and procedures for the conduct of the HSC exams
- consider all alleged breaches of exam rules found to have a case to answer and determine penalties
- consider all alleged malpractice cases found to have a case to answer and determine penalties.

As per NESA ACE Rules Manual 10.1.1:

Malpractice is any attempt to gain an unfair advantage over other students. 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 (ICAC).

As per NESA ACE Rules Manual 10.1.1, Malpractice constitutes:

1. 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:

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

2. 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:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or

- c. building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

3. 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:

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

Breach of assessment conditions

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

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:

- a. HSC exam rules and procedures, and
- b. 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.

Artificial Intelligence (AI)

NESA has developed a policy on the use of AI in schools. This policy falls under NESAs' existing rules governing academic honesty and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools.

AI has implications for academic honesty (see NESAs ACE Rules Manual 9022). Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately (see ACE 9023).

All students must complete All My Own Work (AMOW), or its equivalent, to be eligible for entry into a Preliminary and/or HSC course and for the award of the HSC. NESAs has updated AMOW topics in, 2024 which includes a new topic covering ethical use of AI. NESAs also provides resources to support the teaching of correct source referencing. St Clair High School has practices in place ensuring that students have confidence that plagiarism controls will be fairly applied.

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI (see NESAs ACE Rules Manual 9024). All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

In cases where students are found to have misused Artificial Intelligence (AI) to manipulate or produce fraudulent work, the following will be actioned:

An investigation will be conducted by the St Clair High School Assessment Review Panel ideally comprised of three members of the school executive, external to the faculty in which the case has arisen. As per NESAs ACE Rules Manual 9023, in the case of suspected malpractice, including the use of artificial intelligence (AI), 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 an explaining the process of their work, which may 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 or skills.

The Assessment Review Panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. The Principal will impose a penalty appropriate to the seriousness of the offence which **may** include:

- a **zero** mark for the assessment.
- a deduction in marks
- N Warning Letter

An investigation that determines AI misuse was part of a broader pattern of academic dishonesty, further disciplinary actions may be taken in accordance with School and Department policies.

Cheating - If a student is found to be cheating (or assisting others to cheat) in any assessment task,

they will score **zero** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.

Examinations - You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled, and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.

Zero Marks

Zero is awarded to:

A non-attempt at a task

A non-genuine attempt at a task

A non-genuine attempt using AI to complete a task

A task submitted late (without a **valid** reason which must be approved **by the Deputy Principal**)

A task involving cheating or serious malpractice.

In such cases -

- Parental guardians will be notified in writing and copies of the letter filed by the subject Head Teacher.
- It may be necessary to invoke the '50% Regulation' (see above).

Review of Assessment Marks and Procedures

If a student is dissatisfied with the mark awarded for a particular task, they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back. Student to complete Assessment Appeal Form (Stage 2)

- Appendix 3.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task, they can lodge an appeal to the school's Assessment Review Panel. ideally comprised of three members of the school executive, external to the faculty in which the case has arisen. The panel will consider the grounds for the appeal and will inform the student of the decision.

Parallel Classes

When there is more than one class in a particular course, common assessment tasks will be given.

Students who change courses/Schools/Repeat

NESA will be notified as soon as possible of all HSC student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before 30 June in an HSC examination year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after 30 June, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 12, an assessment will be made for the repeated year only. No changes to the HSC entries will occur after 30 June in the HSC examination year, other than withdrawal from the course.

Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, school course camps, representative sports, etc.) which you attend, it is the student's responsibility to notify teachers of this commitment well in advance. You may apply for an extension before the event occurs or submit the task earlier prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return. **Approval for late submission/completion of a task must be requested in advance.**

Extension of Time for an Assessment Task

Through using the Illness/ Misadventure/ Application for Extension Appeal Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extension must be sought at least one week before the due date. No teacher is to grant an extension as this is unfair to the greater number of students.

Conduct during Assessment Tasks (including Examination Periods)

Examinations are assessment tasks. Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have with them any notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task.

All work submitted as part or all of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further dishonest practices and will be dealt with as outlined below.

Provisional entry of students into HSC Courses

The Principal may authorise a student who received an 'N' determination in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary Course requirements. A student must satisfactorily complete all Preliminary Course work, commitments and demands before final HSC Course eligibility is confirmed. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher and discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Procedures for students in danger of not meeting NESA Requirements of a Course

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark. To satisfactorily complete a course, students must also follow the course developed or endorsed by the NESA (NSW Education Standards Authority); apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.

Students will be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether a student is an 'N' or unsatisfactory student. Termly student reviews where a letter is sent or a parent interview is arranged may also alert students to the likelihood of an 'N' determination in a subject. Letters regarding the failure to meet course requirements are kept on student files.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback- written and/or oral - in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students are also entitled to know their own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative ranking in each course on a report issued by the school.

Final assessment marks WILL NOT be disclosed to students as per NESA ACE Rules Manual 2.2.46

At the end of the course, schools must:

- a. provide students with their final course rank, and
- b. **not** provide students with their final submitted school-based assessment mark that schools enter in Schools Online

Records/Assessment Marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. Marks cannot be modified to take into account possible effects of illness or domestic situations. Assessment marks are recorded centrally by the teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Invalid Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and a replacement task arranged.

Final Assessment Rank Order Notice

Actual final HSC Assessment mark totals are not revealed to students. However, HSC students can collect their Final Assessment Rank Order Notice from the Principal at the completion of their final HSC examination and within the time period for appeals. The Principal will outline its purpose and any steps for procedural fairness or student appeal. Students can see their final rank in each course by using the Students Online service at the NSW Educational Standards Authority website.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must follow this up with their classroom teacher or the Head Teacher at the time of the return of the task. Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks cannot be appealed-the process and procedures can.

If there is any other concern about the administration and procedures, a student lodges an Illness/ Misadventure/ Application for Extension Appeal form. This must follow the normal process and time limits so that the appeals panel of the relevant Deputy Principal, Year Adviser and Head Teacher can preside over the concern. The relevant parties will consider the application and inform the Principal of the decision. Once this occurs, the result of the

concern will be communicated to the student and parent concerned.

If they are not satisfied by the school's review of their placement in the rank order for a course, the process of appealing to the NSW Educational Standards Authority will be outlined at this point via the ACE Manual.

Need more help?

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Your Mentor
- Head Teachers
- Year 12 Advisers
- Deputy Principal responsible for Year 12

Outside the school you can contact the NESA, 117 Clarence Street, Sydney, Telephone 9367 8111 or website www.educationstandards.nsw.edu.au/

Conclusion

It is important to keep assessments in perspective and recognise that is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, and class activities, it is intended to measure understanding and development in the subjects studied. Assessment is an extension of the normal classroom practice. Non-Assessment work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in both Assessment and HSC examinations will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

Assessment Schedules

ANCIENT HISTORY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 2-3
NATURE OF TASKS		In-Class Source Analysis Core Study: Cities of Vesuvius	In-Class Essay Historical Period	Historical Analysis Personality	Trail Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		5%	5%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		12.1, 12.6, 12.10	12.3, 12.8	12.4, 12.7	12.5, 12.9, 12.2

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

AH12.1	Accounts for the nature of continuity and change in the ancient world	AH12.6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH12.2	Proposes arguments about the varying causes and effects of events and developments	AH12.7	Discusses and evaluates differing interpretations and representations of the past
AH12.3	Evaluates the role of historical features, individuals and groups in shaping the past	AH12.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12.4	Analyses the different perspectives of individuals and groups in their historical context	AH12.9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12.5	Assesses the significance of historical features, people, places, events and developments of the ancient world	AH12.10	Analyses issues relating to the ownership, custodianship and conservation of the ancient past

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs.

BIOLOGY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 4 (2025) approx. Week 8	Term 2 approx. Week 4	Term 3 (trial period)
NATURE OF TASKS		Depth Study – Heredity	Practical Investigation (Design and conduct a practical investigation)	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40%	20%	5%	15%
Working Scientifically	60%	20%	25%	15%
MARKS	100%	40%	30%	30%
HSC OUTCOMES		12-1, 12-5, 12-6, 12-7, 12-12	12-1, 12-2, 12-3, 12-14	12-1 to 12-7 12-12 to 12-15
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.				

HSC OUTCOMES:

BIO 12-1	Develops and evaluates questions and hypotheses for scientific investigations	BIO 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	BIO 12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	BIO 12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	BIO 12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO 12-5	Analyses and evaluates primary and secondary data and information	BIO 12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease
BIO 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

BUSINESS STUDIES HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (Week 8)	Term 1 (Week 7)	Term 2 (Week 9)	Term 3 (Week 2/3)
NATURE OF TASKS		Marketing Extended Response	Business report	Finance Stimulus Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Stimulus-based Skills	20%		5%	10%	5%
Inquiry and research	20%	10%	10%		
Communication of business information, issues and ideas in appropriate forms	20%	5%	5%		10%
MARKS	100%				
HSC OUTCOMES ASSESSED		25%	30%	20%	25%

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

H1	Critically analyses the role of business in Australia and globally	H6	Evaluates the effectiveness of management in the performance of businesses
H2	Evaluates management strategies in response to changes in internal and external influences	H7	Plans and conducts investigations into contemporary business issues
H3	Discusses the social and ethical responsibilities of management	H8	Organises and evaluates information for actual and hypothetical business situations
H4	Analyses business functions and processes in large and global businesses	H9	Communicates business information, issues and concepts in appropriate formats
H5	Explains management strategies and their impact on businesses	H10	Applies mathematical concepts appropriately in business situations

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

CHEMISTRY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		2024 Term 4, Week 9	2025 Term 1, Week 8	2025 Term 2, Week 7	2025 Term 3, Weeks 2-3
NATURE OF TASKS		Equilibrium Skills Assessment Module 5	Titration Practical Examination Module 6	Combustion of Alcohol Depth Study Module 7	HSC Trial Chemistry Examination Modules 5, 6, 7, and 8
SYLLABUS COMPONENT	WEIGHTING %				
Working Scientifically	60	15	15	20	10
Knowledge and Understanding	40	5	5	10	20
TOTAL	100	20	20	30	30
HSC OUTCOMES ASSESSED		CH12-2, CH12-4, CH12-6, CH12-7, CH12-12	CH 12-1, CH12-2, CH12-3, CH12-5, CH12-13	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%. One task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

HSC OUTCOMES:

CH 12-1	Develops and evaluates questions and hypotheses for scientific investigations	CH 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	CH 12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	CH 12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CH 12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH 12-5	Analyses and evaluates primary and secondary data and information	CH 12-15	Describes and evaluates chemical systems used to design and analyse chemical processes
CH 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

COMMUNITY AND FAMILY STUDIES HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 8	Term 1 Week 10	Term 3 Weeks 2/3	Term 3 Week 6
NATURE OF TASKS		Investigation Issues of concern for a group within the community	Independent Research Project	Trial HSC Exam	Social Impact of Technology short and extended response questions
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	10%	10%	10%	15%	10%
Skills in critical thinking, research methodology, analysing and communicating	15%	15%	10%	15%	15%
MARKS	25%	25%	20%	30%	25%
HSC OUTCOMES ASSESSED		H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	H4.1, H4.2	H1.1 – H6.2	H2.3, H3.4, H6.1

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%. One task must be an Independent Research Project with a maximum weighting of 20%

HSC OUTCOMES:

H1.1	Analyses the effect of resource management on the well-being of individuals, groups, families and communities	H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships	H4.1	Justifies and applies appropriate research methodologies
H2.2	Evaluates strategies to contribute to positive relationships and the well-being of individuals, groups, families and communities	H4.2	Communicates ideas, debates issues and justifies opinions
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to well-being	H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H3.1	Analyses the socio-cultural factors that lead to special needs of individuals in groups	H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H3.2	Evaluates networks available to individuals, groups and families within communities	H6.1	Analyses how the empowerment of women and men influences the way they function within society
H3.3	Critically analyses the role of policy and community structures in supporting diversity	H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs.

DESIGN AND TECHNOLOGY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 8	Term 1 Week 3	Term 2 Week 7	Term 3 Weeks 2/3
NATURE OF TASKS		Case Study Innovation and Emerging Technologies	MDP Proposal	Project Development & Realisation (MDP Folio)	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	55%	20%	10%	10%	10%
Knowledge and skills in designing, managing, producing and evaluating a major design project	45%	-	20%	20%	10%
MARKS	100%	20%	30%	30%	20%
HSC OUTCOMES ASSESSED		H1.2, H2.1, H2.2, H3.1, H5.2, H6.2	H1.1, H4.1, H5.1, H6.1	H2.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1 H2 H3 H6

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%. One task must be a case study of an innovation with a weighting of 20%.

HSC OUTCOMES:

H1.1	Critically analyses the factors affecting design and the development and success of design projects	H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H1.2	Relates the practices and processes of designers and producers to the major design project	H4.2	Selects and uses resources responsibly and safely to realise a quality major design project
H2.1	Explains the influence of trends in society on design and production	H4.3	Evaluates the processes undertaken and the impacts of the major design project
H2.2	Evaluates the impact of design and innovation on society and the environment	H5.1	Manages the development of a quality major design project
H3.1	Analyses the factors that influence innovation and the success of innovation	H5.2	Selects and uses appropriate research methods and communication techniques
H3.2	Uses creative and innovative approaches in designing and producing	H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
		H6.2	Critically assesses the emergence and impact of new technologies and the factors affecting their development

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

ENGLISH ADVANCED HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Last Lesson of Week 10	Term 1 (2025) Week 9	Term 2 (2025) Week 7	Term 3 (2025) Week 2
NATURE OF TASKS		IN CLASS WRITING TASK Common Module	IN CLASS WRITING TASK Module A	MULTIMODAL Module B	TRIAL EXAM Modules A, B, C and Common Module
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	10%	15%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
MARKS	100%	20%	25%	30%	25%
HSC OUTCOMES ASSESSED		EA12-2, EA12-4, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-5, EA12-8	12EA12-1, EA12-2, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12- 5, EA12-6, EA12-9

NESA has amended Rule 2.1.2 to allow schools flexibility in determining the number, type, and weightings of assessment in each HSC course from 2025. This rule change allows schools to develop assessment schedules to suit their school context. Schools can continue to follow NESA's assessment settings for number, type and weighting of each course, as provided in the course-specific Assessment and Examination information that is released with each syllabus. For English Advanced these settings are: The Year 12 formal school-based assessment program is to reflect the following requirements: ♦ a maximum of four assessment tasks ♦ the minimum weighting for an individual task is 10% ♦ the maximum weighting for an individual task is 40% ♦ only one task may be a formal written examination with a maximum weighting of 30% ♦ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♦ assessment of the Common Module must integrate student selected related material.

HSC OUTCOMES:

EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.	EA12-6	Investigates and evaluates the relationships between texts
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning	EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts	EA12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Standard Stage 6 page 6.

ENGLISH STANDARD HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 10	Term 1 (2025) Week 9	Term 2 (2025) Week 7	Term 3 (2025) Week 2
NATURE OF TASKS		IN CLASS WRITING TASK Common Module	IN CLASS WRITING TASK Module A	MULTIMODAL Module B	TRIAL EXAM Modules A, B, C and Common Module
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-8	EN12-1, EN12-2, EN12-4, EN12-5, EN12-6, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-9

NESA has amended Rule 2.1.2 to allow schools flexibility in determining the number, type, and weightings of assessment in each HSC course from 2025. This rule change allows schools to develop assessment schedules to suit their school context. Schools can continue to follow NESA's assessment settings for number, type and weighting of each course, as provided in the course-specific Assessment and Examination information that is released with each syllabus. For English Standard these settings are: The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes assessment of the Common Module must integrate student selected related material.

HSC OUTCOMES:

EN12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.	EN12-6	Investigates and explains the relationships between texts
EN12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning	EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Standard Stage 6 page 6.

ENGLISH STUDIES HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 10	Term 1 (2025) Week 8	Term 2 (2025) Week 10	Term 3 (2025) Week 2
NATURE OF TASKS		TEXTS & HUMAN EXPERIENCES ESSAY (Common Module)	OPINION PIECE (Elective Module: Telling Us All About It – English and the Media)	PORTFOLIO (All Modules)	TRIAL EXAM (All Modules)
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	10%	10%	20%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	20%	10%
MARKS	100%	20%	20%	40%	20%
HSC OUTCOMES ASSESSED		ES12-1, ES12-3, ES12-5, ES12-6, ES12-7	ES12-1, ES12-2, ES12-3, ES12-5, ES12-7	ES12-1, ES12-3, ES12-4, ES12-6, ES12-6, ES12-10	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9

NESA has amended Rule 2.1.2 to allow schools flexibility in determining the number, type, and weightings of assessment in each HSC course from 2025. This rule change allows schools to develop assessment schedules to suit their school context. Schools can continue to follow NESA’s assessment settings for number, type and weighting of each course, as provided in the course-specific Assessment and Examination information that is released with each syllabus. For English Studies these settings are: The Year 12 formal school-based assessment program is to reflect the following recommendations: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 20% ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ assessment of the Common Module must integrate teacher or student selected related material.

HSC OUTCOMES:

ES12-1	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes	ES12-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-2	Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	ES12-7	Represents own ideas in critical, interpretive and imaginative texts
ES12-3	Accesses, comprehends and uses information to communicate in a variety of ways	ES12-8	Understands and explains the relationships between texts
ES12-4	Composes proficient texts in different forms	ES12-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-5	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences	ES12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting in English Studies Stage 6.

FOOD TECHNOLOGY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2/3
NATURE OF TASKS		Australian Food Industry (Research Assignment)	Food Manufacture (Practical & Written)	Nutrition and FPD short and long response questions	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	5%	5%	15%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	20%	-	-
MARKS	100%	25%	30%	15%	30%
HSC OUTCOMES ASSESSED		H3.1	H 4.2	H3.2,H 2.1, H5.1	H1.2,H 1.4, H1.1,H1.3

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

H1.1	Explains manufacturing processes and technologies used in the production of food products	H3.1	Investigates operations of one organisation within the Australian food industry
H1.2	Examines the nature and extent of the Australian food industry	H3.2	Independently investigates contemporary nutrition issues
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations	H4.1	Develops, prepares and presents food using product development processes
H1.4	Evaluates the impact of food manufacture on the individual, society and environment	H4.2	Applies principles of food preservation to extend the life of food and maintain safety
H2.1	Evaluates the relationship between food, its production, consumption, promotion and health	H5.1	Develops, realises and evaluates solutions to a range of food situations

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

INDUSTRIAL TECHNOLOGY – TIMBER HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 8	Term 1 Week 6	Term 3 Weeks 2/3	Term 3 Week 4
NATURE OF TASKS		Designing and Planning Presentation	Industry Study	Trial HSC Exam	Project Development and Management Report
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	5%	5%	20%	10%
Knowledge and skills in the design, management, communication and production of a major project	60%	15%	15%	10%	20%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H3.1, H3.2, H3.3, H4.2, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2
The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.					

HSC OUTCOMES:

H1.1	Investigates industry through the study of businesses in one focus area	H4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry	H4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H1.3	Identifies important historical developments in the focus area industry	H5.1	Selects and uses communication and information processing skills
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques	H5.2	Examines and applies appropriate documentation techniques to project management
H3.1	Demonstrates skills in sketching, producing and interpreting drawings	H6.1	Evaluates the characteristics of quality manufactured products
H3.2	Selects and applies appropriate research and problem-solving skills	H6.2	Applies the principles of quality and quality control
H3.3	Applies and justifies design principles effectively through the production of a Major Project	H7.1	Explains the impact of the focus area industry on the social and physical environment
H4.1	Demonstrates competency in a range of practical skills appropriate to the Major Project	H7.2	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs.

LEGAL STUDIES HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 6	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 2-3
NATURE OF TASKS		Human Rights Stimulus based in-class task	ICT/Case Study Research (Crime)	Extended Response – Option Topic (Family)	Trial HSC Examination Period
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%		10%	20%
Analysis and Evaluation	20%		10%	10%	
Inquiry and research	20%	5%	15%		
Communication of legal information, issues and ideas in appropriate forms	20%	5%		5%	10%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		H2; H3; H10	H1; H4; H7; H8	H2; H5; H6; H9	H1; H4; H7; H8; H9

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

H1	Identifies and applies legal concepts and terminology	H6	Assesses the nature of the interrelationship between the legal system and society
H2	Describes and explains key features of and the relationship between Australian and international law	H7	Evaluates the effectiveness of the law in achieving justice
H3	Analyses the operation of domestic and international legal systems	H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H4	Evaluates the effectiveness of the legal system in addressing issues	H9	Communicates legal information using well-structured and logical arguments
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	H10	Analyses differing perspectives and interpretations of legal information and issues

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs.

MATHEMATICS ADVANCED HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 5	Term 1 Week 8	Term 3 Weeks 2/3	Term 3 Week 6
NATURE OF TASKS		Reference Sheet submitted with in-class test	Investigative Task	Trial HSC Examination	In-class Test
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
MARKS	100%	25%	25%	30%	20%
HSC OUTCOMES ASSESSED		MA12-4, MA12-9, MA12-10	MA12-2, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10,	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

MA 12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts	MA 12-6	Applies appropriate differentiation methods to solve problems
MA 12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques	MA 12-7	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA 12-3	Applies calculus techniques to model and solve problems	MA 12-8	Solves problems using appropriate statistical processes
MA 12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems	MA 12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA 12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs	MA 12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

MATHEMATICS STANDARD 1 HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 6	Term 1 Week 7	Term 3 Weeks 2/3	Term 3 Week 6
NATURE OF TASKS		Reference Sheet submitted with in-class test	Investigative Task	Trial HSC Examination	In-class Test
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
MARKS	100%	25%	25%	30%	20%
HSC OUTCOMES ASSESSED		MS1-12-3, MS1-12-4, MS1- 12-5, MS1-12-9, MS1-12-10	MS1-12-2 to MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10
The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.					

HSC OUTCOMES:

MS1 12-2	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS1 12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1 12-2	analyses representations of data in order to make predictions and draw conclusions	MS1 12-7	solves problems requiring statistical processes
MS1 12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness	MS1 12-8	applies network techniques to solve network problems
MS1 12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems	MS1 12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1 12-5	makes informed decisions about financial situations likely to be encountered post-school	MS1 12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

MATHEMATICS STANDARD 2 HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 6	Term 1 Week 7	Term 3 Weeks 2/3	Term 3 Week 6
NATURE OF TASKS		Reference Sheet submitted with in-class test	Investigative Task	Trial HSC Examination	In-class Test
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
MARKS	100%	25%	25%	30%	20%
HSC OUTCOMES ASSESSED		MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

MS2 12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS2 12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2 12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions	MS2 12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2 12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate	MS2 12-8	Solves problems using networks to model decision-making in practical problems
MS2 12-4	Analyses two-dimensional and three-dimensional models to solve practical problems	MS2 12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2 12-5	Makes informed decisions about financial situations, including annuities and loan repayments	MS2 12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

MODERN HISTORY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3
NATURE OF TASKS		Source Analysis Task	Historical Investigation Extended Response	Peace and Conflict Essay	Trial HSC
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in analysis and evaluation of sources and interpretations	20%	5%	5%		10%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	30%	25%	25%
HSC OUTCOMES ASSESSED		MH 12.3, MH12.4, MH12.6	MH12.1, MH12.2, MH12.8	MH12.5, MH12.7, MH12.9	MH12.1, MH12.5, MH12.7, MH12.9

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

MH 12.1	Accounts for the nature of continuity and change in the modern world	MH 12.6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH 12.2	Proposes arguments about the varying causes and effects of events and developments	MH 12.7	Discusses and evaluates differing interpretations and representations of the past
MH 12.3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past	MH 12.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH 12.4	Analyses the different perspectives of individuals and groups in their historical context	MH12.9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH 12.5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world		

Important Note: Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESAs.

MUSIC 1 HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 9	Term 1 Week 4	Term 2 Week 4	Term 3 Weeks 2/3
NATURE OF TASKS		Composition & Viva Voce	Performance Soiree Electives 1 & 2	Aural Listening Examination	Trial Exam: Aural Listening Examination & Core and Elective performances
SYLLABUS COMPONENT	WEIGHTING %				
Core Performance	10%	-	-	-	10%
Core Composition	10%	10%	-	-	-
Core Musicology	10%	10%	-	-	-
Core Aural	30%	-	-	20%	10%
Elective 1	15%	-	10%	-	5%
Elective 2	15%	-	10%	-	5%
Elective 3	10%	-	-	-	10%
MARKS	100%	20%	20%	20%	40%
HSC OUTCOMES ASSESSED		H2, H3, HS, H7, H8, H10	H1, H2, H5, H7, H8, H9, H10, H11	H4, H5, H6, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

H1	Performs stylistically, music that is characteristic of topics studied, both as soloist and as a member of an ensemble	H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied	H8	Identifies, recognizes, experiments with, and discusses the use and effects of technology in music
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied	H9	Performs as a means of self-expression and communication
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles	H10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
H5	Critically evaluates and discusses performances and compositions	H11	Demonstrates a willingness to accept constructive criticism
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

NUMERACY HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 8	Term 1 Week 8	Term 3 Weeks 2/3	Term 3 Week 6
NATURE OF TASKS		Investigative Task	Investigative Task	Formal Examination	Investigative Task
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50	12.5%	12.5%	12.5%	12.5%
Skills	50	12.5%	12.5%	12.5%	12.5%
MARKS	100	25%	25%	25%	25%
HSC OUTCOMES ASSESSED		N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-2.5, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

N6 1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts	N6 2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6 1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems	N6 2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6 1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions	N6 2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6 2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems	N6 3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6 2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature	N6 3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts
N6 2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 7	Term 2 Week 7	Term 3 Week 7	Term 3 Weeks 2/3
NATURE OF TASKS		Core 1	Core 2	Options	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	15%	15%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		H1,H2,H3,H14,H15	H7,H9,H10,H17	H8,H13,H16	H1-H17
The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.					

HSC OUTCOMES:

H1	Describes the nature and justifies the choice of Australia's health priorities	H10	Designs and implements training plans to improve performance
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk	H11	Designs psychological strategies and nutritional plans in response to individual performance needs
H3	Analyses the determinants of health and health inequities	H12	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H4	Argues the case for health promotion based on the Ottawa Charter	H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities	H14	Argues the benefits of health-promoting actions and choices that promote social justice
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)	H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H7	Explains the relationship between physiology and movement potential	H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity	H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
H9	Explains how movement skill is acquired and appraised		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

SPORT, LIFESTYLE AND RECREATION HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 4 (2024) Week 8	Term 1 Week 8	Term 2 Week 8
NATURE OF TASKS		First Aid and Sports Injuries	Fitness and Resistance Training	Games and Sport Application 1 and 2
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
MARKS	100%	30%	30%	40%
HSC OUTCOMES ASSESSED		1.3,3.1,3.6,4.5	1.2,2.1,2.5,3.2,3.3	1.1,1.3,2.2,4.2

The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

HSC OUTCOMES:

1.1	Applies the rules and conventions that relate to participation in a range of physical activities	3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle	3.2	Designs programs that respond to performance needs
1.3	Demonstrates ways to enhance safety in physical activity	3.3	Measures and evaluates physical performance capacity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia	3.4	Composes, performs and appraises movement
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status	3.5	Analyses personal health practices
1.6	Describes administrative procedures that support successful performance outcomes	3.6	Assesses and responds appropriately to emergency care situations
2.1	Explains the principles of skill development and training	3.7	Analyses the impact of professionalism in sport
2.2	Analyses the fitness requirements of specific activities	4.1	Plans strategies to achieve performance goal
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities	4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
2.4	Describes how societal influences impact on the nature of sport in Australia	4.3	Makes strategic plans to overcome the barriers to personal and community health
2.5	Describes the relationship between anatomy, physiology and performance	4.4	Demonstrates competence and confidence in movement contexts
		4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

VISUAL ARTS HSC 2025

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 (2024) Week 10	Term 1 Week 4	Term 3 Weeks 2/3	Term 3 Week 5
NATURE OF TASKS		Development of Body of Work	Written Research Task: Artist's Practice	Trial HSC Examination Art criticism and Art History	Final Submission of the Body of Work
SYLLABUS COMPONENT	WEIGHTING %				
Artmaking	50%	20%	-	-	30%
Art Criticism and Art History	50%	-	20%	30%	-
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9, H10
The Year 12 formal school-based assessment program is to reflect the following requirements: a maximum of four assessment tasks. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.					

HSC OUTCOMES:

H1	A student initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions.	H6	A student demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
H2	A student applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.	H7	A student applies their understanding of practice in art criticism and art history.
H3	A student demonstrates an understanding of the frames when working independently in the making of art.	H8	A student applies their understanding of the relationships among the artist, artwork, world and audience.
H4	A student selects and develops subject matter and forms in particular ways as representations in artmaking.	H9	A student demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
H5	A student demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.	H10	A student constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.



School Name St Clair High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week Term 4	Week Term 2	Week Term 3	Week 2/3 Term 3
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Cohort 2024 - 2025 Stage 6 Construction Qualification CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package Version 0.28



Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

School Name: St Clair High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry
		Week 6 Term 2	Week 7 Term 3
Code	Unit of Competency		
SITHIND006	Source and use information on the hospitality industry	X	
SITHFAB024	Prepare and serve non-alcoholic beverages		X
SITHFAB025	Prepare and serve espresso coffee		X
SITHFAB027	Serve food and beverages		X
BSBTWK201	Work effectively with others		X
SITHIND007	Use hospitality skills effectively		X

HSC TRIAL EXAM	
Week	2/3
Term	3

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: St Clair High School Student Competency Assessment Schedule

COURSE: HSC Retail Services2025

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security	
Date Due:		Week: 7 Term:4	Week: 7 Term: 1	Week: 7 Term: 2	Week: 7 Term: 3	Week: 2/3 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
SIRXIND001	Work effectively in a service environment	X				
SIRXIND002	Organise and maintain a store environment	X				
SIRRINV001	Receive and handle retail stock		X			
SIRRINV002	Control stock		X			
SIRRMER001	Produce visual merchandise displays			X		
SIRXPDK001	Advise on products and services			X		
SIRXRSK001	Identify and respond to security risks				X	
SIRXSLS001	Sell to the retail customer				X	
SIRXSLS002	Follow point-of-sale procedures				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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.

Appendix 1:

Assessment Task Notification

(Cover Page)



ST CLAIR HIGH SCHOOL

**SUBJECT/CORE
ASSESSMENT TASK No.**

Assessment Task Title

**YEAR GROUP:
COURSE:
TASK WEIGHT:**

**DATE ISSUED:
DATE DUE:**

COURSE OUTCOMES/S:

A Student:

TASK DESCRIPTION:

Illness or Misadventure - Special consideration/Extension Form

An extension of time may be granted for genuine illness or misadventure. Submit an Application for Consideration/Extension Form with supporting documentation (Statutory Declaration, completed form (Appendix 2, 2025 HSC Assessment Booklet) by a medical practitioner) to the Head Teacher who will then submit it to the Principal/Deputy Principal for a decision.

Any student who does not submit their assessment task on the due date, without valid reason, will be awarded a mark of zero.

Appendix 2:
Special Consideration
Application Form
(Stage 1)



SPECIAL CONSIDERATION APPLICATION FORM (Stage 1)

{For illness/ accident / misadventure / special circumstances}

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known - before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher.

Name of Student		
Teacher		
Subject/ Course		
Faculty/ Department		
Nature of Assessment Task, e.g. Essay, Title		
Due Date		
Time		
Reason for and nature of request, e.g. Special consideration or extension of time		
Specify and attach any supporting documentation, e.g. Medical Certificate		
Signature of Parent		Date
Comments (Head Teacher Recommendation)		
Head Teacher's Signature		Date
Deputy Principal's Decision		
Deputy Principal's Signature		Date

CONSIDERATION/EXTENSION FORM

(To be completed by the professional authority- Doctor/ Medical Officer)

To the Professional Authority:

Students at St Clair School have to complete a series of tests and assessments as part of their Preliminary Course and HSC. In the event of absence due to illness they are required to provide a doctor's certificate or evidence of misadventure.

Your help in providing information about this student's illness or misadventure is appreciated. This information will help the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential.

Date of consultation/...../.....

Date of illness or misadventure/...../.....

Period of illness or misadventure/...../.....

Please complete the following statements by ticking the appropriate box

In my opinion the student was (or will be)

Fit/ Able

Unfit/ Not Able

to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):

Negligible

Mild

Moderate

Severe

Nature of illness or misadventure:

Name:

Profession:

Signature:

Provider No:

Date:

Phone No:

Stamp or Seal of Professional (or attach letterhead)

ASSESSMENT APPEAL FORM (Stage 2)

This form only needs to be submitted if you want to appeal the decision that the Faculty Head Teacher made about your 11/ness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.

STUDENT'S NAME..... YEAR/CLASS

COURSE NAME..... TEACHER'S NAME

STUDENT APPEAL - ILLNESS/MISADVENTURE CLAIM DECISION

- I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day 1 returned to school.

Attach your copy of the form to this Appeal form.

- I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

- I declare that all the information I have supplied is true.

STUDENT APPEAL- FINAL ASSESSMENT RANK AWARDED

- I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

I declare that all the information I have supplied is true.

Student's signature Date Parent's signature

APPEAL DECISION

Illness/Misadventure Claim: Upheld/ Declined

Assessment Rank: Upheld/ Declined

Reason/s:

Principal	Head Teacher
Date	

Appendix 3

Assessment

Mapping

Schedule Year 12 Assessments

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
4 2024											
1 2025											
2 2025											
3 2025											

N.B. Students who are studying through Open High School will receive a separate scope and sequence for their subject next term

Assessment Mapping

Term 4 2024

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Mapping

Term 1 2025

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Mapping

Term 2 2025

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Mapping

Term 3 2025

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Mapping

Term 4 2025

	Tasks
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Appendix 4

Acknowledgement

Receipt



Acknowledgement

St Clair High School

HSC Assessment Booklet

I have received, read and understood HSC assessment policy and procedures.

Student name (Please print):

Student signature:

Parent's/Caregiver's Name (Please print):

Parent/Caregiver Signature:
