EMMANUEL ANGLICAN COLLEGE

Learning ~ Living ~ Leading

2027 HSC ASSESSMENT HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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SECTION ONE: REQUIREMENTS FOR THE AWARD OF THE HIGHER SCHOOL CERTIFICATE

1.1 NSW Education Standards Authority (NESA) requirements

To be eligible for the award of the Higher School Certificate (HSC), candidates must study:

- a minimum of 12 units in the Year 11 course.
- a minimum of 10 units in the HSC course.

Both the Year 11 course and the HSC course must include the following:

- At least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater
- At least four subjects.

Students who wish to be eligible for an Australian Tertiary Admission Rank (**ATAR**), must study a minimum of **10 Board Developed units in the HSC Course**.

1.2 Eligibility for the Higher School Certificate

NESA states that a student will be considered to have satisfactorily completed a course if there is sufficient evidence of a student:

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

Apart from the regulations relating to course combination patterns, to be awarded the HSC a student must therefore demonstrate:

- Satisfactory attendance and application
- Satisfactory completion of course requirements
- Satisfactory completion of assessment requirements
- A serious attempt in HSC examinations.

1.3 Non-completion of a course – "N" Determination

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:

1. Omission, to a significant degree, of experiences which are integral requirements of the syllabus, for example, assignments, practical work, participation in class activities.
2. Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.

Should a student not satisfactorily complete a course then an "N" determination will be submitted by the school to NESA.

Courses which were not satisfactorily completed will not be printed on the student's Record of Achievement. This can result in a student not meeting the pattern of study requirements and so becoming ineligible for the award of a Higher School Certificate.

1.4 HSC Reporting and Documentation

NESA reporting provides candidates with detailed feedback on their performances in each course presented for the HSC.

The mark achieved in each 2 unit course will be shown on a scale of 0 to 100. The mark of 50 represents the minimum standard expected.

There are five performance bands above 50, corresponding to different levels of achievement of course outcomes. The band 90 to 100 corresponds with the highest level of achievement.

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

- The HSC Testamur (official certificate confirming that requirements for the award have been met)
- The Record of Achievement (this lists the courses studied and reports the marks and bands achieved)
- AQF VET Certificate (Awarded to students studying VET courses who complete the requirements to obtain certification within a particular framework)
- VET Statement of Attainment (For those students undertaking VET courses this list those competence modules that have been successfully completed)

Samples of each of these documents can be viewed at:

- HSC Credentials
- VET Qualification documentation

SECTION TWO: THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

2.1 The ATAR

The Australian Tertiary Admission Rank is allocated from 0.00 to 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the NSW HSC that assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank not a mark, and is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

2.2 Who receives an ATAR?

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time they receive their HSC results from NESA.

An ATAR, however, is not shown on all ATAR Advice Notices. This could be because:

- You achieve a ATAR between 0.00 and 30.00 -- in this case, your ATAR will be reported as '30.00 or less'; or
- You do not meet the ATAR rules -- in this case, the statement 'Not eligible' will appear on your ATAR Advice Notice.

2.3 Eligibility and calculation

Rule 1 – Eligibility

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses.

These subjects must cover four subject areas. Note Extension courses for English, Mathematics and History count as part of the main course's subject area. All other courses are their own subject area.

Rule 2 - Calculation of the ATAR

Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

The calculation of the ATAR is subject to the following restrictions and conditions:

- You must satisfactorily complete English;
- You may accumulate courses over a period of no more than five years;
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR; and

- If you enrol in a repeat course and subsequently withdraw, either officially by advising your principal or NESA, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt. In this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

2.4 How is the ATAR determined?

The ATAR is determined in two steps:

- HSC students who are eligible for an ATAR are ranked on the basis of their aggregate of scaled marks.
- Rankings are then determined for these HSC students as if all the students who commenced Year 7 had completed Year 12 and been eligible for an ATAR. This rank is the ATAR.

2.5 Estimation of the ATAR

The School is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data to which the School has little or no access.

When an estimate of a student's ATAR is required for an application for a scholarship or similar purpose, the Principal's delegate will provide the best estimate which can be derived from the available data. However, the School disclaims any responsibility for the accuracy of any such estimate, which is provided only to avoid disadvantage to students.

2.6 The Scaling Process (in brief)

The NSW Education Standards Authority reports student achievement in Board Developed Courses using performance bands. A performance band indicates the standard attained by a student in a course in relation to defined criteria. These criteria, which include knowledge and understanding of the concepts and principles of the course, will differ across courses.

While it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

The set of results a student receives from the NSW Education Standards Authority will provide a profile of her/his attainment across a range of HSC courses. There is no attempt to provide an overall measure of academic achievement.

Because the NSW Education Standards Authority marks in different courses are not comparable, the marks are scaled before they are added to give the aggregate from which the ATAR is determined. The scaling process takes NESA's marks and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited, and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature.

The scaling process is carried out afresh each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

For each student, NESA's examination mark and the moderated school assessment mark for each course completed are first averaged to produce a course mark. The marks on each 2 unit paper are then standardised to a mean of 50. Where no school assessment is required, as is the case with VET courses, the examination mark only is used.

The scaling process then determines weightings for 2 unit courses according to the quality of their candidatures and adjusts the marks for each course. The quality of a candidature is defined as the average academic performance of the candidature, where the academic performance of a student is the average performance in all the courses attempted.

Note that the rank order within each course is not affected by the scaling process. Scaled marks in most cases will be different from the original course marks. Scaled marks are not reported to students.

SECTION THREE: INTERNAL ASSESSMENT POLICIES AND PROCEDURES

This document provides information relating to the formal assessment program associated with each course delivered within the Secondary School at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports the NESA principles of assessment and support the NESA recommendations for assessment tasks per course. The College adheres to NESA rules regarding number, weighting and types of task.

3.1 Assessment Schedules

Assessment Schedules are published in Section 5 of this document for each HSC course delivered by the College.

Each schedule provides information about:

- The nature of each assessment task
- The areas of the syllabus addressed by the task
- The course outcomes to be demonstrated in completing the task
- The percentage contribution of the task to the student's final assessment mark

The precise dates for the administering or submission of assessment tasks can be found on the Notice of Assessment provided to students.

A summary of all Assessment Tasks for all courses can be found in the Assessment Calendar in Section 4 of this booklet.

In accordance with NESA ACE rules, formal school based assessment programs for Stage 6 courses are limited to a maximum of one take home assessment task per course, with a weighting not exceeding 15 per cent of the total school based assessment mark. All other formal assessment components must be conducted under in school supervised conditions, such as supervised examinations, practical performances, or strictly monitored in class conditions, to ensure all awarded marks accurately reflect the student's own independent knowledge, skills and understanding rather than the use of generative AI tools.

Courses requiring an externally marked major project or practical examination are exempt from this take home limit due to their existing internal monitoring, checkpoint logs and process diary requirements. However, they must still ensure that all school based assessment tasks are conducted in ways that closely align with supervised monitoring protocols, ensuring that all work produced remains the authentic work of the student and that generative AI has not been inappropriately utilised.

3.2 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- Weighting of task to final assessment mark
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Task length and/or duration
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate
- Information about the use of Artificial Intelligence relevant to the task.

3.3 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. This will specify whether submission will be in hard copy to the teacher or electronically through Google Classroom. Submission should follow these instructions unless prior arrangement has been made with the teacher or Curriculum Leader.

If a specific due time is not specified on the Notice of Assessment, the task is due before 9.00 am on the due date of the task.

3.3.1 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted special consideration for Extenuating Circumstances.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

3.3.2 Non-Submission of Assessment Tasks

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Award of the Higher School Certificate. Students who do not submit a task and have not been granted special consideration for Extenuating Circumstances will receive a "Non-Completion of Course Determination (N) Warning Letter" or in the case of an ongoing issue may receive notification of a "Non-Completion of Course Determination" (N). Submission of an incomplete task is better than non-submission.

3.4 Extenuating Circumstances

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time unless an application for Extenuating Circumstances has been requested and granted.

Applications for Extenuating Circumstances should be completed in the following situations:

- Illness, misadventure or a school activity (excursion, sporting activity etc) has affected your ability to complete an assessment task or multiple tasks.
- You were absent the day before an assessment task due to illness or misadventure.

Note the following are not examples of Extenuating Circumstances:

- **Computer/internet downtime,** printer failure or other such technological difficulties are not appropriate examples of misadventure. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.
- Extensions are not granted for **planned leave such as holidays or family events.** An Extenuating Circumstances form should still be completed and the due date may be able to be brought forward to support the student. Extensions or special consideration is not granted.
- **Loss of preparation time.** We give 4 weeks notice for all assessment tasks therefore a loss of preparation time is not considered a misadventure unless it has been significant.

An application for Extenuating Circumstances can be made by completing the Extenuating Circumstances Application Form and submitting it with the relevant supporting documentation for consideration by the Curriculum Team. For situations known about in advance, an Application for Extenuating Circumstances must be submitted as soon as possible prior to the assessment task due date, or in the case of unexpected student absence, within three days of the assessment task date. This form should not be confused with the paper form completed when students applied for extended leave.

Do not assume the application will automatically be approved. The Curriculum Team will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include:

- Rescheduling of the task;
- Sitting an alternative task;
- An extension of time;
- A moderation of results based on overall course performance; or
- Another action that is considered appropriate.

If the request is declined and the student did not complete the task on the appropriate date a penalty may be applied.

Please be aware that if a student misses an assessment task then they can expect to complete it on the day of return to school unless other arrangements have been made.

3.4.1 Forms and Evidence Requirements

Forms for applying for Special Consideration for Illness / Misadventure are provided on the EAC Website and Student Café.

The following is the link to the Extenuating Circumstances Application Form:

- Extenuating Circumstances Application Form

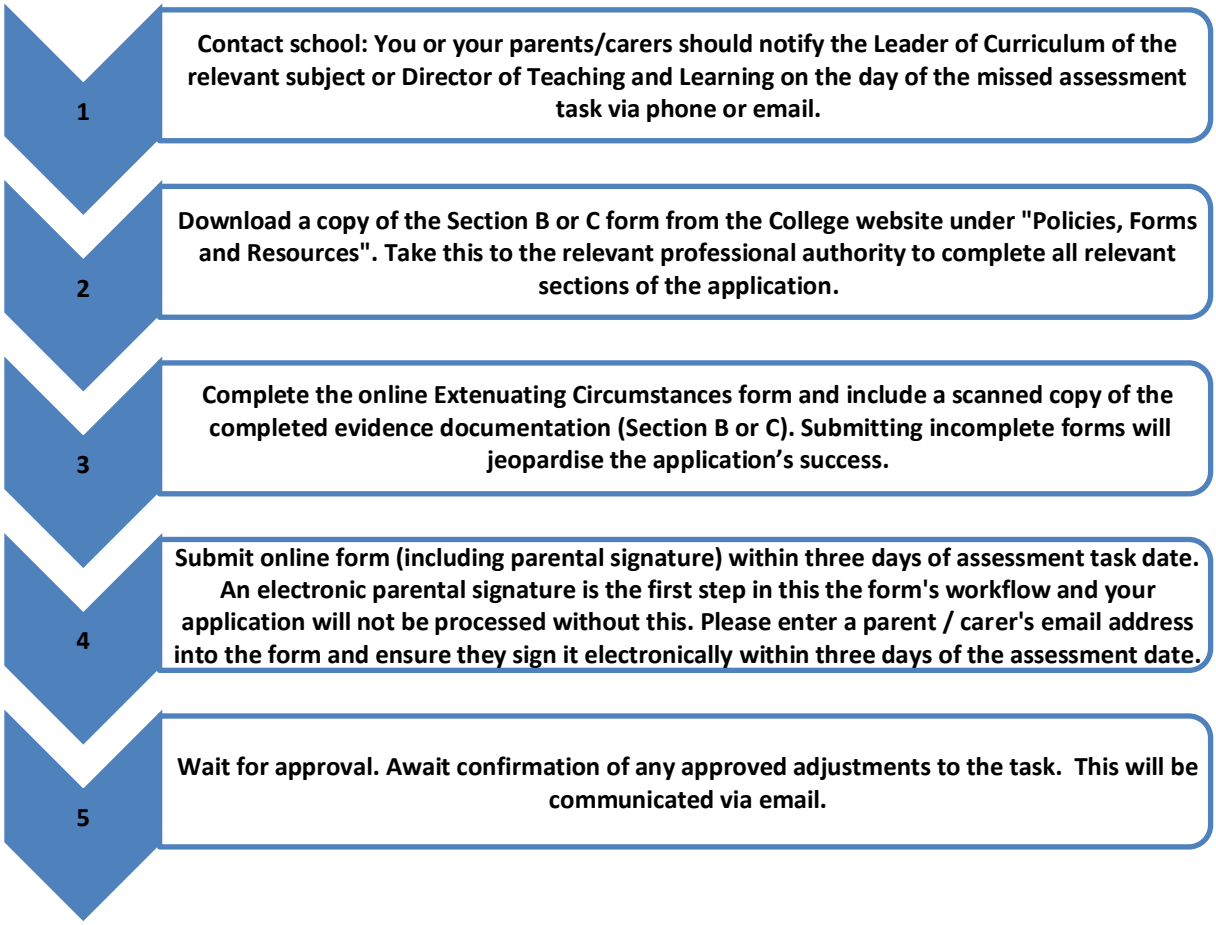
This is an electronic form. Please note that following submission of this form by the student, this form needs to be signed electronically by the student's parent or carer before it will be processed. This must take place within three days of the assessment date.

As part of completing the electronic form, students need to provide evidence of the illness or misadventure. The following links are to the forms for evidence:

- Illness Supporting Documentation (Section B)
- Independent Evidence of Misadventure (Section C)

These are PDF documents which need to be printed and completed by an appropriate professional authority. Completed and signed versions of these need to be scanned and submitted through the electronic Extenuating Circumstances form. Please note that a medical certificate which just says a student is unfit for work / school is not considered sufficient evidence of illness by NESA.

3.4.2 Extenuating Circumstances Flowchart for Stage 6 Students



3.5 Practical Examination Rules

The College is committed to supporting students as they demonstrate their skills, creativity, and knowledge through HSC practical exams, Major Works, submitted projects and performances. All practical work must be developed under the direct supervision of College teaching staff to ensure its authenticity and integrity, and to confirm that it strictly adheres to course requirements and community standards. Students are expected to exercise mature judgment, ensuring that the subject matter, themes and materials selected reflect appropriate values and are suitable for marking and display within both the College and broader HSC community.

Prohibited Items and Considerations

When planning, developing, and submitting Major Works and practical components, students must comply with state legislation, safety guidelines and NESA rules. The following items, materials and practices are strictly prohibited:

- **Dangerous or Hazardous Goods or activities:** Weapons, replica weapons, explosives, hazardous chemicals, biological materials or any substance/object that poses a risk to Work Health and Safety (WHS).
- **Illegal or Controlled Substances:** Alcohol, illegal drugs or controlled products.
- **Animal Welfare Violations:** Any work involving harm, suffering or breach of animal welfare guidelines.

- **Inappropriate or Offensive Material:** Content that contains sensitive, offensive, obscene, defamatory, threatening or highly objectionable material.

- **Recycled or Previously Submitted Work:** Submitting work (in full or in part) that has already been submitted for another Preliminary or HSC course, or resubmitting work marked in a previous year.

- **Uncertified / Unverified Progress:** Work completed at home or outside school without prior teacher permission and ongoing supervisory verification.

Early Review of Potentially Offensive Material
If a proposed project, Major Work concept, or performance theme contains controversial, sensitive or potentially offensive subject matter, the student and supervising teacher must submit the concept proposal to the **Director of Teaching and Learning** as early as possible, ideally at the very beginning of the project for review and approval prior to commencing work.

Non-Submission of Major Work
If a Major Work fails to comply with the College and NESA rules outlined above, including safety, appropriateness, authenticity and supervisory requirements, the College reserves the right to refuse submission of the work to NESA. Non-submission of a required Major Work component will result in a zero mark for that component, preventing the student from meeting HSC course requirements and impacting their eligibility for the HSC award in that subject.

Authenticity and AI Monitoring Processes
To ensure all submitted Major Works are the student's own authentic work and comply with NESA requirements, supervising teachers will implement strict monitoring processes throughout the project. Examples of the types of checks that teachers will implement include:

- Maintaining regular checkpoint logs to track progress.
- Conducting in person progress interviews at key milestones.
- Inspecting physical or digital drafting stages and working portfolios.
- Requesting live demonstrations or oral reviews of any stage of the work

The use of generative AI tools to produce, write or generate any portion of a Major Work is strictly prohibited unless explicitly authorised within specific course guidelines as a research tool, in which case all AI interactions must be fully documented and cited in a process journal. Teachers reserve the right to initiate authenticity reviews if there are reasonable grounds to suspect unacknowledged third party or AI assistance.

3.6 Results of Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks. Results for each assessment task will be recorded by teachers in the school Markbook.

3.7 Higher School Certificate Internal Assessment Marks

NESA requires schools to submit an Internal Assessment Mark for each student in each HSC course in which the student is enrolled. This mark must be based on the student's performance in those tasks which form part of the published assessment program for the course. The HSC Internal Assessment Mark is used by NESA in calculating a student's HSC Mark in the course. The Internal Assessment Marks are not used in raw form but are adjusted (moderated) according to the quality of the performance of the particular school's candidates in the actual HSC examination in the course. In simple terms, the mean of the Internal Assessment Marks for a given course is adjusted to match the mean of the scores achieved in the external examination in that course by the students concerned. The adjusted result is called the Moderated School Assessment Mark.

3.8 Assessment in VET Courses and Vocational Training

How VET Assessment Works

Vocational Education and Training courses are assessed differently to traditional academic subjects. Instead of comparing students against one another or using percentage marks, NESA and the Australian Skills Quality Authority require a competency based approach. This means students are assessed directly against industry standards and are graded as either competent or not yet competent based on evidence gathered throughout the course.

Demonstrating Competency

To achieve a full unit of competency, a student must successfully meet every individual requirement and task within that unit. If a student is marked as not yet competent on a task, they will be given opportunities to try again. Reassessments must be arranged directly with the teacher at a time that does not interrupt other classes.

Work Placement Requirements

Work placement is a compulsory part of VET courses. Completing the required work placement hours is mandatory to complete the course. If a student fails to meet these placement requirements, a formal warning letter will be sent home. Continued non compliance may result in an official N determination.

HSC Examinations and the ATAR

Sitting the written HSC examination for a VET course is optional. Students who wish to count their VET subject toward an ATAR calculation must opt in to sit the HSC examination. The examination mark will appear on the student's NESA Record of Achievement. This HSC examination mark is completely separate from the vocational qualification or certificate awarded for completing the course competencies.

3.9 Satisfactory Completion of a Course Assessment Program

A student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. Satisfactory completion means that the student makes a serious attempt at each task and demonstrates achievement of at least some of the outcomes associated with each task. For competency based courses this also means that the student is required to complete the mandatory work placement hours.

Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement. This can result in a student not meeting the pattern of study requirements to progress to the Year 12 Course or receive a Higher School Certificate.

3.10 Breaches and Malpractice

The honesty of students completing examinations and other forms of assessment underpins the integrity of the HSC. Any dishonest behaviour or attempt to gain an unfair advantage over other students, including knowingly assisting others to engage in such behaviour, constitutes malpractice. Engaging in malpractice and/or breaching examination rules is unacceptable and may jeopardise a student's result.

Breaches to examinations may include:

- Changing answers on an examination paper after it has been returned in an attempt to gain additional marks or
- Misrepresentation by misleading or deceiving others, such as impersonating another student or referencing non-existent sources;

Malpractice occurs when work submitted by a student is not wholly his/her own by way of collusion, plagiarism or misrepresentation. Examples of malpractice include, but are not limited to:

- Copying part or all of the work of another student and presenting it as your own; or using your own work from another task and/or subject;
- Allowing another student to copy part or all of an Assessment Task;
- Gaining direct assistance from a third party in the completion of an Assessment Task;
- Plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- Misconduct in an examination, including accessing unauthorised materials or equipment during an examination;
- Infringing copyright; and
- Unauthorised use of artificial intelligence to develop part or all of the task.

Malpractice and examination breaches may take many forms. The Director of Teaching and Learning will review each situation on a case by case basis. Possible examples of gaining an unfair advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study, prepare for or complete an assessment task.

Students, teachers and examination supervisors who have concerns regarding malpractice must report the matter to the relevant Leader of Curriculum or the Director of Teaching and Learning. The College treats all such reports seriously.

All concerns will be referred to the Director of Teaching and Learning for investigation. This investigative process may include, but is not limited to, interviewing relevant parties, collecting workbooks or reviewing computer history and files. Where the Director of Teaching and Learning determines that malpractice has occurred, appropriate sanctions will be imposed on the student(s) concerned. These sanctions may include, but are not limited to, a reduced or zero score for the task, the requirement to complete an alternative assessment task, the need to re-complete the All My Own Work modules, detention or suspension. Written notification of the outcome will be provided to the student and parents/carers.

For HSC students, incidents of academic malpractice in all HSC school based assessment tasks will be reported to NESA in accordance with NESA requirements and recorded on their Malpractice Register.

3.11 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Leader of Curriculum will, in accordance with NESA requirements, notify the student and their parents. This is done in writing by emailing a Non-Completion of Course Determination (N) Warning Letter to the student's parents or guardians. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of Achievement and this may make the student ineligible to progress to the Year 12 Higher School Certificate Course.

3.12 Appeals

3.12.1 Internal Student Appeals

At times, students may wish to appeal the result awarded for an assessment task, the reliability of an assessment task or a decision related to malpractice or breaches of examination rules.

Appeals must be lodged in writing within five days of the return of the assessment task, the completion of the task or notification of a malpractice or examination breach decision and submitted to the Director of Teaching and Learning. The appeal must outline the specific aspects of the task, marking criteria, or decision the student is concerned about and should be supported by relevant evidence.

Upon lodging an appeal, this will be considered by the Assessment Appeals Committee. The Assessment Appeals Committee normally consists of the Director of Teaching and Learning, supervising assessment and reporting as chairperson, a Leader of Curriculum and others such as the Deputy Principal, Principal or other subject experts as required.

The review will focus on the documentation:

- The procedures and process that underpin the validity of the assessment task in order to determine whether the task and marking has taken place in accordance with the Notice of Assessment and marking criteria; or
- The rules around examination breaches and malpractice and the specific details of the situation.

The student will receive written feedback, from the Director of Teaching and Learning or the Deputy Principal, in relation to the outcome of the appeal as soon as possible.

3.12.2 External student appeals (NSW Education Standards Authority)

During their HSC year, students have the right to request a review of their course ranking based on the assessment submitted to NSW Education Standards Authority for HSC purposes. Appeals should be lodged in writing to the Director of Teaching and Learning within five days of the release of the student's rankings.

Appeals will be first considered by the Assessment Review Panel, which will be guided by the NSW Education Standards Authority directives in making a determination. Students may subsequently request in writing that their appeal be transferred to NESA for determination. Appeals may be based only on the possibility of clerical error or contradiction of information provided to the student during the HSC course.

3.12.3 Student Appeals Regarding N Determinations

A student who wishes to appeal against the "N" determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESA guidelines.

3.13 Disability Provisions

The purpose of disability provisions is to provide students who have a appropriate condition with practical support to enable them to read and respond to the Higher School Certificate (HSC) exams.

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- A permanent condition, such as diabetes or reading difficulty,
- A temporary condition, such as a broken arm, or
- An intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 7,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

If a student wishes to access Disability Provisions for the HSC Examinations, then an application needs to be put together and submitted to NESA and the school will also provide these provisions for internal assessment tasks.

NESA's application process requires evidence of the student's disability and its effect on performance under examination conditions. Evidence can include medical reports, reading results, spelling results, writing samples and teacher comments. Evidence should focus on the disability's effect on functionality rather than simply on diagnosis of a condition.

If you think you may be eligible for and interested in applying for disability provisions, please review the information available from the NESA website:

- HSC disability provisions guide for teachers and parents

Please contact Tom Papworth at tpapworth@eac.nsw.edu.au if you have any questions about disability provisions and to start the application process.

3.14 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.
Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

For more information, please see our Assessment and Reporting of Student Achievement policy.

SECTION FOUR: 2026/27 ASSESSMENT CALENDAR

Subject	Task	Term	Week	Description
Biology	1	4	7	Topic Test
Business Studies	1	4	7	Test
Visual Arts	1	4	7	In class Essay and VAPD
SLR	1	4	7	Practical Lab
Legal Studies	1	4	7	Media File and Report
Health and Movement Science	1	4	8	Case Study
Economics	1	4	8	Research Report
Mathematics Advanced	1	4	8	Topic Test
Mathematics Standard	1	4	8	Topic Test
Mathematics Extension 1	1	4	8	Topic Test
Mathematics Extension 2	1	4	8	Topic Test
Modern History	1	4	8	Source Analysis
Enterprise Computing	1	4	9	Data Science
Chemistry	1	4	9	Practical and processes
CAFS	1	4	9	Presentation
ITM	1	1	2	Research Assignment (Individual)
ITT	1	1	2	Research Assignment (Individual)
Engineering Studies	1	1	2	Build and Report Task
English Standard	1	1	2	Texts and Human Experiences: Short responses and critical response
English Studies	1	1	2	Narrative and Human Experiences:: Short responses
Society and Culture	1	1	3	Presentation PIP Process
Physics	1	1	3	Practical and Data Analysis
English Advanced	1	1	4	Texts and Human Experiences and Craft of Writing: Short responses, creative and reflection
Music	1	1	5	Composition and Viva Voce
English Extension 1	1	1	8	Term 1 Examination Block
Legal Studies	2	1	8	Term 1 Examination Block Topic Test
Business Studies	2	1	8	Term 1 Examination Block Report
Health and Movement Science	2	1	8	Topic Test
SLR	2	1	8	First Aid Scenario and Test
Enterprise Computing	2	1	8	Term 1 Examination Block
Engineering Studies	2	1	8	Term 1 Examination Block
Mathematics Advanced	2	1	8	Term 1 Examination Block
Mathematics Standard	2	1	8	Term 1 Examination Block
Mathematics Extension 1	2	1	8	Term 1 Examination Block

Subject	Task	Term	Week	Description
Mathematics Extension 2	2	1	8	Term 1 Examination Block
Modern History	2	1	8	Term 1 Examination Block Historical Analysis
Society and Culture	2	1	8	Term 1 Examination Block Feature Article
Chemistry	2	1	8	Term 1 Examination Block
Economics	2	1	8	Term 1 Examination Block Essay
Visual Arts	2	1	9	Body of Work Progress Mark 1 and VAPD
Physics	2	1	9	Processing/Modelling Task
CAFS	2	1	10	Group Project and Presentation
English Standard	2	1	11	Language, Culture and Identity + Craft of Writing: Creative response and reflection
English Studies	2	1	11	Writing for Purpose: Creative response
ITM	2	2	1	Industry Study
ITT	2	2	1	Industry Study
English Advanced	2	2	2	Textual Conversations: Comparative Essay
Business Studies	3	2	4	Essay
Legal Studies	3	2	5	Law Reform Timeline
Economics	3	2	5	In Class Essay
Chemistry	3	2	5	Depth Study
Music	2	2	6	Performance and Core Elective
SLR	3	2	6	Resistance Training
Society and Culture	3	2	6	Critical Analysis Extended Response
Modern History	3	2	6	Presentation
English Studies	3	2	7	Electives Writing Task
Mathematics Extension 1	3	2	7	Topic Test
Mathematics Standard	3	2	7	Topic Test
Mathematics Advanced	3	2	7	Topic Test
CAFS	3	2	8	Long Answer Question
Health and Movement Science	3	2	8	Extended Response
Enterprise Computing	3	2	8	Individual Enterprise Project
Physics	3	2	8	Depth Study
Visual Arts	3	2	9	Body of Work Progress Mark 2 and VAPD
Mathematics Extension 2	3	2	9	Topic Test
English Advanced	3	2	10	Critical Study of Literature: Critical Response
English Standard	3	2	10	Close Study of Literature: Critical Response
Biology	3	2	10	Data Analysis and Report
English Extension 1	2	3	1	Critical Response with Related Text
Engineering Studies	3	3	1	Aeronautical Engineering Report

Subject	Task	Term	Week	Description
ITM	3	3	1	Major Project
ITT	3	3	1	Major Project
Biology	4	3	3-5	Trial HSC Examination
Business Studies	4	3	3-5	Trial HSC Examination
Chemistry	4	3	3-5	Trial HSC Examination
CAFS	4	3	3-5	Trial HSC Examination
English Advanced	4	3	3-5	Trial HSC Examination
English Extension 1	3	3	3-5	Trial HSC Examination
English Standard	4	3	3-5	Trial HSC Examination
English Studies	4	3	3-5	Trial HSC Examination
Economics	4	3	3-5	Trial HSC Examination
Engineering Studies	4	3	3-5	Trial HSC Examination
Health and Movement Science	4	3	3-5	Trial HSC Examination
Hospitality	1	3	3-5	Trial HSC Examination
Industrial Technology	4	3	3-5	Trial HSC Examination
Legal Studies	4	3	3-5	Trial HSC Examination
Mathematics Advanced	4	3	3-5	Trial HSC Examination
Mathematics Extension 1	4	3	3-5	Trial HSC Examination
Mathematics Extension 2	4	3	3-5	Trial HSC Examination
Mathematics Standard	4	3	3-5	Trial HSC Examination
Modern History	4	3	3-5	Trial HSC Examination
Music	4	3	3-5	Trial HSC Examination (Aural and Performance)
Physics	4	3	3-5	Trial HSC Examination
Society and Culture	4	3	3-5	Trial HSC Examination
SLR	4	3	3-5	Yearly Examination
Visual Arts	4	3	3-5	Trial HSC Examination

SECTION FIVE: 2026/27 COURSE ASSESSMENT SCHEDULES

2027 Higher School Certificate
Assessment Schedule

Course: **Biology**

HSC Syllabus Components	**HSC Syllabus Weightings %**	**Task 1** Module 5	**Task 2** Module 7	**Task 3** Module 8	**Task 4** Modules 5-8
		Date Term 4, Week 7 Thursday 26 Nov P2 11.2 P3 11.1	**Date** Term 2, Week 1	**Date** Term 2, Week 10	**Date** Term 3, Weeks 3-4
		Task Topic Test	**Task** Depth Study: Scientific Review	**Task** Data Analysis in Class Task	**Task** Trial HSC Examination
		Syllabus Outcomes BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	**Syllabus Outcomes** BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-15, BIO12-14	**Syllabus Outcomes** BIO12-4, BIO12-5, BIO12-6. BIO12-7, BIO12-12 BIO12-13	**Syllabus Outcomes** All Outcomes
Knowledge and understanding	**40%**	**15%**	**10%**	**10%**	**10%**
Skills in Working Scientifically	**60%**	**10%**	**15%**	**10%**	**20%**
TASK VALUE %		**25%**	**25%**	**20%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Business Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 8	**Date** Term 2, Week 4	**Date** Term 3, Weeks 3-4
		Task Test - Marketing	**Task** Report - Finance (15% Hand in)	**Task** Essay - Operations	**Task** Trial HSC Examination
		Syllabus Outcomes H2, H4, H5, H9	**Syllabus Outcomes** H5, H8, H9, H10	**Syllabus Outcomes** H7, H8, H9	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	**40%**	**5%**	**10%**	**10%**	**15%**
Stimulus-based skills	**20%**	**10%**			**10%**
Inquiry and research	**20%**		**10%**	**10%**	
Communication of business information, ideas and issues in appropriate forms	**20%**	**5%**	**5%**	**5%**	**5%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Chemistry**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 9	**Date** Term 1, Week 8	**Date** Term 2, Week 5	**Date** Term 3, Weeks 3-4
		Task Practical and Processes task	**Task** Data Analysis	**Task** Depth Study (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes CH11/2-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH/1112-12, CH11/12-1	**Syllabus Outcomes** CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CHE12-13	**Syllabus Outcomes** CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH/1112-14	**Syllabus Outcomes** All Outcomes
Knowledge and understanding	**40%**	**10%**	**5%**	**10%**	**15%**
Skills in Working Scientifically	**60%**	**10%**	**20%**	**15%**	**15%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Community and Family Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 9	**Date** Term 1, Week 10	**Date** Term 2, Week 8	**Date** Term 3, Weeks 3-4
		Task Presentation (P and C)	**Task** Group Project (IRP) (10% Hand In) Examination Questions	**Task** Long Answer Examination Question (GIC)	**Task** Trial HSC Examination
		Syllabus Outcomes H1.1, H2.1, H2.2, H3.2, H5.1, H5.2, H7.1, H7.4	**Syllabus Outcomes** H4.1, H4.2	**Syllabus Outcomes** H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H6.2	**Syllabus Outcomes** All outcomes assessed
Knowledge and understanding of course content	**40%**	**10%**	**10%**	**10%**	**10%**
Skills in analysis, communication, creative thinking, problem-solving and research	**60%**	**20%**	**10%**	**10%**	**20%**
TASK VALUE %		**30%**	**20%**	**20%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Economics**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 8	**Date** Term 1, Week 8	**Date** Term 2, Week 5	**Date** Term 3, Weeks 3-4
		Task Report & Response (15% Hand in)	**Task** Essay	**Task** Data Analysis	**Task** Trial HSC Examination
		Syllabus Outcomes H1, H2, H3, H4, H8, H9, H10, H11	**Syllabus Outcomes** H1, H2, H4, H5, H7, H8, H9, H10, H11, H12	**Syllabus Outcomes** H1, H2, H5, H6, H7, H9, H10, H12	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6, H7, H8, H10, H11
Knowledge and understanding of course content	**40%**	**5%**	**10%**	**10%**	**15%**
Stimulus-based skills	**20%**	**5%**		**5%**	**10%**
Inquiry and research	**20%**	**5%**	**10%**	**5%**	
Communication of business information, ideas and issues in appropriate forms	**20%**	**5%**	**5%**	**5%**	**5%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Engineering Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 2	**Date:** Term 1, Week 8	**Date:** Term 3, Week 1	**Date:** Term 3, Week 3-4
		Task: Build a truss bridge and write a report in class.	**Task:** Topic Test	**Task:** Aeronautical Engineering Report (15% Hand In)	**Task:** Trial HSC Examination
		Syllabus Outcomes H1.2, H2.1, H3.1, H3.2, H4.3, H5.1, H6.1, H6.2	**Syllabus Outcomes** H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	**Syllabus Outcomes** H1.1, H1.2, H2.2, H3.2, H3.3, H4.1, H4.3, H5.2, H6.1, H6.2	**Syllabus Outcomes** All Outcomes
Knowledge and understanding	**40%**	**10%**	**10%**	**10%**	**15%**
Skills in Working Scientifically	**60%**	**10%**	**10%**	**20%**	**15%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **English Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 2	**Date** Term 1, Week 11	**Date** Term 2, Week 7	**Date** Term 3, Weeks 3-4
		Task Narratives and Human Experiences Short response to unseen texts and extract from prescribed text.	**Task** Writing for Purpose Creative response exploring an idea from a focus area such as Narrative and human experiences or one of the electives.	**Task** Electives Writing Task (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes ESD-12-01, ESD-12-03, ESD-12-05	**Syllabus Outcomes** ESD-12-01, ESD-12-04	**Syllabus Outcomes** ESD-12-01, ESD-12-04	**Syllabus Outcomes** ESD-12-01, ESD-12-02, ESD-12-03, ESD-12-04, ESD-12-05
Knowledge and understanding of course content	**50%**	**10%**	**5%**	**20%**	**15%**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	**50%**	**15%**	**15%**	**5%**	**15%**
TASK VALUE %		**25%**	**20%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **English Standard**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 2	**Date** Term 1, Week 11	**Date** Term 2, Week 10	**Date** Term 3, Weeks 3-4
		Task Texts & Human Experiences Short response to unseen texts & extended critical response	**Task** Language, Culture & Identity + Craft of Writing Creative response based on moral dilemma statement from drama text & reflection	**Task** Close Study of Literature Extended critical response to unseen question with annotated novel extracts (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes EST-12-01, EST-12-03, EST-12-05	**Syllabus Outcomes** EST-12-02, EST-12-04, EST-12-05, EST-12-06	**Syllabus Outcomes** EST-12-01, EST-12-03, EST-12-04, EST-12-05	**Syllabus Outcomes** EST-12-01, EST-12-03, EST-12-05, EST-12-06
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%**	**15%**	**5%**	**15%**	**15%**
TASK VALUE %		**25%**	**20%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **English Advanced**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 4	**Date** Term 2, Week 2	**Date** Term 2, Week 10	**Date** Term 3, Weeks 3-4
		Task Texts and Human Experiences + Craft of Writing In class reading task and creative + reflection	**Task** Textual Conversations Comparative Essay	**Task** Critical Study of Literature Critical Essay with annotated critical article (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes EAV-12-01, EAV-12-04, EAV-12-05, EAV-12-06	**Syllabus Outcomes** EAV-12-02, EAV-12-03, EAV-12-05	**Syllabus Outcomes** EAV-12-01, EAV-12-03, EAV-12-05	**Syllabus Outcomes** EAV-12-01, EAV-12-02, EAV-12-03, EAV-12-04, EAV-12-05, EAV-12-06
Knowledge and understanding of course content	**50%**	**15%**	**10%**	**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%**
TASK VALUE %		**25%**	**20%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **English Extension 1**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Term 1, Week 8	**Date** Term 3, Week 1	**Date** Term 3, Weeks 3-4
		Task Half Yearly Examination Critical on unseen extract/s and Imaginative or Discursive Task	**Task** Critical Response with related text (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes EE1-12-01, EE1-12-02, EE1-12-05	**Syllabus Outcomes** EE1-12-01, EE1-12-02, EE1-12-03, EE1-12-04, EE1-12-06	**Syllabus Outcomes** EE1-12-01, EE1-12-02, EE1-12-03, EE1-12-04, EE1-12-05, EE1-12-06
Knowledge and understanding of complex texts and how and why they are valued	**50%**	**20%**	**15%**	**15%**
Skills in complex analysis, sustained composition and independent investigation	**50%**	**15%**	**15%**	**20%**
TASK VALUE %		**35%**	**30%**	**35%**

2027 Higher School Certificate
Assessment Schedule

Course: **Enterprise Computing**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 9	**Date** Term 1, Week 8 Task block	**Date** Term 2, Week 8	**Date** Term 3, Week 8
		Task Data Science In-Class Task	**Task** Data Visualisation In-Class Task	**Task** Individual Enterprise Project (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes EC-12-02, EC-12-04, EC-12-05	**Syllabus Outcomes** EC-12-01, EC-12-05, EC-12-06, EC-12-11	**Syllabus Outcomes** EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	**Syllabus Outcomes** EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11
Knowledge and understanding	**40%**	**10%**	**10%**	**15%**	**15%**
Skills in working scientifically	**60%**	**10%**	**10%**	**15%**	**15%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Health and Movement Science**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 8	**Date** Term 1, Week 8	**Date** Term 2, Week 8	**Date** Term 3, Weeks 3-4
		Task Case study (10% Hand In)	**Task** Topic Test	**Task** Extended Response	**Task** Trial HSC Examination
		Syllabus Outcomes HM-12-04, HM-12-05, HM-12-06, HM-12-07	**Syllabus Outcomes** HM-12-04, HM-12-05, HM-12-06, HM-12-08, HM-12-09	**Syllabus Outcomes** HM-12-01, HM-12-02, HM-12-03	**Syllabus Outcomes** HM-12-01 to HM-12-10
Knowledge and understanding of course content	**40%**	**10%**	**10%**	**10%**	**10%**
Skills in analysis, communication, creative thinking, problem-solving and research	**60%**	**10%**	**10%**	**20%**	**20%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Hospitality - SIT20421-Certificate II in Cookery**

Unit of Competency	Task Type	Due
SITHCCC027 Prepare dishes using basic methods of cookery	Portfolio Practical project and observation	**Term 4 and 1**
SITXINV006 Receive, store and maintain stock	Portfolio Practical project and observation Presentation	**Term 4 and 1**
SITHCCC025 Prepare sandwiches	Practical project and observation Portfolio Quiz	**Term 2 and 3**
SITHCCC026 Packaged prepared foodstuffs	Practical project and observation Quiz	**Term 2 and 3**
SITXFSA006 Participate in safe food handling practices	Practical project and observation Quiz	**Term 2 and 3**
SITHCCC034 Work effectively in a commercial kitchen	Work placement activities Portfolio Self-Assessment/reflection Practical project and observation	**Terms 4, 1, 2 and 3**
ATAR Contribution	Trial HSC Examination	**Term 3, Weeks 3-4**

*** Students will be required to participate in 6 school based catering functions throughout the year.**
*** Students will be required to complete 35 hours of work placement.**

2027 Higher School Certificate
Assessment Schedule

Course: **Industrial Technology Multimedia and Timber**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 2	**Date** Term 2, Week 1	**Date** Term 3, Week 1	**Date** Term 3, Weeks 3- 4
		Task Research Assignment (Individual)	**Task** Industry Study In class essay	**Task** Major Project	**Task** Trial HSC Examination
		Syllabus Outcomes H 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2	**Syllabus Outcomes** H 1.1, 1.2, 1.3	**Syllabus Outcomes** H 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2	**Syllabus Outcomes** H 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	**40%**	**20%**	**10%**	**10%**	**15%**
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	**60%**	**5%**	**5%**	**30%**	**5%**
TASK VALUE %		**25%**	**15%**	**40%**	**20%**

2027 Higher School Certificate
Assessment Schedule

Course: **Legal Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 8	**Date** Term 2, Week 5	**Date** Term 3, Weeks 3- 4
		Task Crime: Media Article Report (15% Hand In)	**Task** Human Rights: Topic Test	**Task** Family Law: Law Reform Timeline	**Task** Trial HSC Examination
		Syllabus Outcomes H1, H3, H4, H6, H7	**Syllabus Outcomes** H2, H5, H6, H7, H8	**Syllabus Outcomes** H6, H7, H8, H9, H10	**Syllabus Outcomes** H2, H3, H6, H7, H9, H10
Knowledge and understanding of course content	**40%**	**5%**	**15%**	**5%**	**15%**
Analysis and Evaluation	**15%**	**5%**			**10%**
Inquiry and Research	**20%**	**10%**		**10%**	
Communication of Legal Studies information, ideas and issues in appropriate forms	**25%**	**5%**	**5%**	**5%**	**10%**
TASK VALUE %		**25%**	**20%**	**20%**	**35%**

2027 Higher School Certificate
Assessment Schedule

Course: **Mathematics Standard 1**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 9	**Date** Term 2, Week 7	**Date** Term 3, Weeks 3-4
		Task In Class Test on Investments and Loans and Ratios and Rates	**Task** In Class Test on Simultaneous Linear Equations; Network Concepts	**Task** Class Test: Bivariate Data Analysis; Annuities	**Task** Trial HSC Examination
		Syllabus Outcomes MS2-12-3, MS2-12-5, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-1 to MS2-12-10
Understanding, fluency and communication	**50%**	**10%**	**10%**	**10%**	**20%**
Problem-solving, reasoning and justification	**50%**	**10%**	**15%**	**15%**	**10%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Mathematics Standard 2**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 9	**Date** Term 2, Week 7	**Date** Term 3, Weeks 3-4
		Task In Class Test on Investments and Loans and Ratios and Rates	**Task** In Class Test on Simultaneous Linear Equations; Network Concepts	**Task** Class Test: Bivariate Data Analysis; Annuities	**Task** Trial HSC Examination
		Syllabus Outcomes MS2-12-3, MS2-12-5, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	**Syllabus Outcomes** MS2-12-1 to MS2-12-10
Understanding, fluency and communication	**50%**	**10%**	**10%**	**10%**	**20%**
Problem-solving, reasoning and justification	**50%**	**10%**	**15%**	**15%**	**10%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate

2027 Higher School Certificate
Assessment Schedule

Course: **Mathematics Advanced**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 5	**Date** Term 2, Week 8	**Date** Term 3, Weeks 3-4
		Task Class Test Applications of Calculus and Graphing	**Task** Class Test Integration	**Task** Class test Sequences and Series	**Task** Trial HSC Examination
		Syllabus Outcomes MA 12-1,12-3, 12-6,12-10	**Syllabus Outcomes** MA 12-8,12-9,12-10	**Syllabus Outcomes** MA12-1,12-3,12-5,12-6, 12-7,12-9	**Syllabus Outcomes** MA 12-1 to 12-10
Understanding, fluency and communication	**50%**	**10%**	**10%**	**10%**	**20%**
Problem-solving, reasoning and justification	**50%**	**10%**	**10%**	**20%**	**10%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Mathematics Extension 1**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 8	**Date** Term 1, Week 6	**Date** Term 2, Week 7	**Date** Term 3, Weeks 3-4
		Task Class Test: Further Trigonometry and Trig Equations	**Task** Class Test: Vectors	**Task** Class Test: Further Calculus	**Task** Trial HSC Examination
		Syllabus Outcomes ME12-1,ME12-3, ME12-7	**Syllabus Outcomes** ME12-2, ME12-6, ME12-7	**Syllabus Outcomes** ME12-1,ME12-4, ME12-7	**Syllabus Outcomes** ME12-1 to ME12-7
Understanding, fluency and communication	**50%**	**10%**	**10%**	**10%**	**20%**
Problem-solving, reasoning and justification	**50%**	**10%**	**10%**	**20%**	**10%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Mathematics Extension 2**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 8	**Date** Term 1, Week 8	**Date** Term 2, Week 9	**Date** Term 3, Weeks 3-4
		Task Class Test: Complex Numbers	**Task** Class Test: 3D Vectors and Proofs	**Task** Class Test: Integration and Intro to Mechanics	**Task** Trial HSC Examination
		Syllabus Outcomes MEX 12.1, MEX 12.4, MEX 12.7, MEX 12.8	**Syllabus Outcomes** MEX 12.1, MEX 12.3, MEX 12.5, MEX 12.8	**Syllabus Outcomes** MEX 12.1, MEX 12.2, MEX 12.6, MEX 12.7, MEX 12.8	**Syllabus Outcomes** MEX 12.1, MEX 12.2, MEX 12.3, MEX 12.4, MEX 12.5, MEX 12.6, MEX 12.7, MEX 12.8
Understanding, fluency and communication	**50%**	**10%**	**10%**	**10%**	**20%**
Problem-solving, reasoning and justification	**50%**	**10%**	**15%**	**15%**	**10%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Modern History**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 8	**Date** Term 1, Week 8	**Date** Term 2, Week 8	**Date** Term 3, Weeks 3-4
		Task Source Analysis (in class)	**Task** Historical Analysis	**Task** Oral Presentation (15% Hand In)	**Task** Trial HSC Examination
		Syllabus Outcomes MH 12-2, MH 12-3, MH 12-5, MH 12-6, MH 12-7, MH 12-9	**Syllabus Outcomes** MH 12-1, MH 12-2, MH 12-3, MH 12-4, MH 12-5, MH 12-6, MH 12-7, MH 12-8, MH 12-9	**Syllabus Outcomes** MH 12-1, MH 12-2, MH 12-3, MH 12-5, MH 12-8, MH 12-9	**Syllabus Outcomes** MH 12-2, MH 12-3, MH 12-4, MH 12-5, MH 12-9
Knowledge and Understanding of Course Content	**40%**	**5%**	**10%**	**10%**	**15%**
Historical Skills in the Analysis and Evaluation of Sources and Interpretations	**20%**	**5%**	**5%**	**5%**	**5%**
Historical Inquiry and Research	**20%**	**5%**	**5%**	**5%**	**5%**
Communication of Historical Understanding in Appropriate Forms	**20%**	**5%**	**5%**	**5%**	**5%**
TASK VALUE %		**20%**	**25%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Music I**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 5	**Date** Term 2, Week 6	**Date** Term 3, Weeks 3-4	**Date** Term 3, Week 5
		Task Composition and Viva Voce	**Task** Presentation of Performance Core and Electives	**Task** Trial HSC Examination (Aural)	**Task** Trial HSC Examination (Performance Core and Electives)
		Syllabus Outcomes H2, H3, H4, H5, H6, H7, H8, H10, H11	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	**Syllabus Outcomes** H4, H6, H11	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
Performance	**10%**		**5%**		**5%**
Composition	**10%**	**10%**			
Musicology	**10%**	**10%**			
Aural	**25%**			**25%**	
Electives (all electives are weighted evenly)	**45%**		**15%**		**30%**
TASK VALUE %		**20%**	**20%**	**25%**	**35%**

2027 Higher School Certificate
Assessment Schedule

Course: **Physics**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 3	**Date** Term 1, Week 9	**Date** Term 2, Week 8	**Date** Term 3, Weeks 3-4
		Task Practical and Data Analysis Task Advanced Mechanics	**Task** Processing/Modelling Task Electromagnetism	**Task** Depth Study Nature of Light	**Task** Trial HSC Examination
		Syllabus Outcomes PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-12	**Syllabus Outcomes** PH12-1, PH12-5, PH12-6, PH12-7, PH12-13	**Syllabus Outcomes** PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	**Syllabus Outcomes** All Outcomes
Knowledge and understanding	**40%**	**5%**	**5%**	**10%**	**20%**
Skills in working scientifically	**60%**	**20%**	**20%**	**15%**	**5%**
TASK VALUE %		**25%**	**25%**	**25%**	**25%**

2027 Higher School Certificate
Assessment Schedule

Course: **Society and Culture**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 1, Week 3	**Date** Term 1, Week 8	**Date** Term 2, Week 6	**Date** Term 3, Weeks 3-4
		Task PIP Presentation	**Task** Feature Article	**Task** Critical Analysis Extended Response	**Task** Trial HSC Examination
		Syllabus Outcomes H5, H6, H7, H8	**Syllabus Outcomes** H1, H2, H3, H9	**Syllabus Outcomes** H1, H2, H3, H5	**Syllabus Outcomes** H1, H2, H3, H4, H5
Knowledge and understanding of course content	**50%**	**10%**	**10%**	**10%**	**20%**
Application and evaluation of social and cultural research methods	**20%**	**5%**	**5%**	**5%**	**5%**
Communication of information, ideas and issues in appropriate forms	**30%**	**10%**	**5%**	**10%**	**5%**
TASK VALUE %		**25%**	**20%**	**25%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Sport, Lifestyle and Recreation (SLR)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 8	**Date** Term 2, Week 6	**Date** Term 3, Weeks 3-4
		Task Practical Labs	**Task** First Aid scenario and test	**Task** Resistance Training	**Task** Yearly Examination
		Syllabus Outcomes 2.1, 3.1, 4.4	**Syllabus Outcomes** 3.6, 4.5	**Syllabus Outcomes** 1.1, 1.3, 3.3	**Syllabus Outcomes** All outcomes assessed
Knowledge and understanding	**50%**		**15%**	**15%**	**20%**
Skills	**50%**	**20%**	**5%**	**15%**	**10%**
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Visual Arts**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 7	**Date** Term 1, Week 9	**Date** Term 2, Week 9	**Date** Term 3, Weeks 3-4
		Task Essay and VAPD	**Task** Body of work progress mark	**Task** Body of work progress mark: Artist's statement	**Task** Trial HSC Examination
		Syllabus Outcomes H7, H8, H9, H10	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6	**Syllabus Outcomes** H1, H2, H3, H4, H5, H6	**Syllabus Outcomes** H7, H8, H9, H10
Art Criticism and Art History	**50%**	**20%**			**30%**
Artmaking	**50%**		**20%**	**30%**	
TASK VALUE %		**20%**	**20%**	**30%**	**30%**

2027 Higher School Certificate
Assessment Schedule

Course: **Work Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Term 4, Week 9	**Date** Term 1, Week 8	**Date** Term 2, Week 10	**Date** Term 3, Week 9
		Task Workplace Issues Case File	**Task** Independent Living Topic Test	**Task** Personal Finance Scenario	**Task** Service Learning/ Work Placement Logbook
		Syllabus Outcomes 1, 3, 4, 5, 7, 8, 9	**Syllabus Outcomes** 4, 5, 7, 9	**Syllabus Outcomes** 4, 5, 7, 8, 9	**Syllabus Outcomes** 1, 2, 5, 6, 7, 8
Knowledge and understanding	**30%**	**10%**	**10%**	**5%**	**5%**
Skills	**70%**	**25%**	**10%**	**15%**	**20%**
TASK VALUE %		**35%**	**20%**	**20%**	**25%**

Notes

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