

YEAR 12 HSC 2025-2026



ASSESSMENT HANDBOOK



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1. Higher School Certificate Course

1.1 NESA

- 1.1.1 NSW Education Standards Authority (NESA) is a statutory board which has the power to award students a Record of School Achievement (RoSA). To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations set down by NESA.

1.2 Minimum study program (see ACE Rule 12.1.1 for additional information)

- 1.2.1 For the award of the Higher School Certificate, students must have satisfactorily completed all mandatory Year 11 courses and adhere to a program of study involving:
 - 1.2.1.1 2 units of a NESA Board Developed course in English.
 - 1.2.1.2 10 HSC units of which at least 6 units must be NESA Board Developed courses.
 - 1.2.1.3 At least 4 subjects.
 - 1.2.1.4 At least 3 courses of 2 or more units.
 - 1.2.1.5 No more than 7 units of Science.

1.3 Satisfactory completion of Higher School Certificate course (see ACE Rule 4.1.2 for additional information)

- 1.3.1 It is required that students:
 - 1.3.1.1 Demonstrate satisfactory participation in learning.
 - 1.3.1.2 Apply themselves with diligence and sustained effort to set tasks and experiences provided.
 - 1.3.1.3 Satisfactorily complete courses in a Year 11 pattern of study required by NESA.
 - 1.3.1.4 Complete the requirements of each course including any necessary oral, practical or project work.
 - 1.3.1.5 Complete the assessment tasks required as part of the assessment program in each course
 - 1.3.1.6 Sit for any examination set as part of the course.
 - 1.3.1.7 Satisfactorily complete the NESA's course on Ethical Scholarship – '*HSC: All my own work*'.
 - 1.3.1.8 Demonstrate a minimum standard of literacy and numeracy by sitting for online tests in reading, writing and numeracy.
 - 1.3.1.9 Sit for and make a serious attempt at the required HSC exams.

1.4 Non-completion of course requirements (see ACE Rule 4.2.2 for additional information)

- 1.4.1 Non-completion warning letters are issued by the school when students are at risk of receiving a determination of non-completion of course requirements. This most commonly occurs when students:
 - 1.4.1.1 Fail to complete significant portions of classwork and/or miss significant portions of class instruction.
 - 1.4.1.2 Demonstrate achievement of course outcomes that is below '*limited*' as described by NESA.
 - 1.4.1.3 Receive zero on an assessment task due to non-compliance with Sefton High School's Assessment Policy.
- 1.4.2 Students who have received a minimum of two official non-completion warning letters in a single course and have not completed the requirements detailed on the letter may receive an 'N Determination' for that course.
- 1.4.3 Students who have not satisfactorily attempted assessment tasks that contribute in excess of 50% of the available marks in a single course will receive an 'N Determination' for that course. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.

1.5 Australian Tertiary Admission Rank (ATAR)

- 1.5.1 Entry into tertiary courses in NSW and the ACT may depend on your Australian Tertiary Admission Rank (ATAR). Universities calculate the ATAR for every student who completes the necessary pattern of study and makes an application for an ATAR.
- 1.5.2 The ATAR is reported on a scale of 0 to 99.5 with increments of 0.05.
- 1.5.3 To be eligible for an ATAR, a student must study:
 - 1.5.3.1 At least 10 units of NESA Board Developed courses including at least 2 units of English.
 - 1.5.3.2 NESA Board Developed courses that include at least 3 courses of 2 units value or greater.
 - 1.5.3.3 At least 4 subjects.

1.6 NESA course syllabuses

- 1.6.1 NESA course syllabuses may be accessed on the NESA website at:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home> OR <https://www.nsw.gov.au/education-and-training/nesa/hsc>

1.7 NESA Students Online

- 1.7.1 '*NESA Students Online*' is a website which students can access using their student number and PIN that contains many supportive resources.
<https://studentsonline.nesa.nsw.edu.au/>

2. Assessment Procedures

2.1 General procedures

- 2.1.1 The NSW Education Standards Authority establishes syllabuses, assessment and reporting materials, and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.
- 2.1.2 Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.
- 2.1.3 School-based assessment programs provide opportunities for teachers to gather evidence about student achievement of syllabus outcomes and assists teachers to report on student achievement at a point in time.
- 2.1.4 Assessment programs in any course will differ from school to school in terms of how the assessment task is being carried out but are the same in every school in terms of the areas of the syllabus that are being assessed and the weight placed on each component.
- 2.1.5 Teachers are free to choose whichever assessment tasks they feel are the best for assessing the various components and for discriminating between students, within the parameters set by NESA.
- 2.1.6 Assessment programs can include, but are not limited to, formal examinations, assignments, tests, oral work, field work, laboratory work and projects.
- 2.1.7 The formal assessment program determines the school assessment marks submitted to NESA.
- 2.1.8 The school assessment mark is adjusted (moderated) by NESA after all HSC examinations are completed to provide the school assessment mark that appears in HSC results.

- 2.1.9 For each course, the final HSC mark is a 50:50 contribution of the HSC examination mark and moderated school assessment mark.
- 2.1.10 It is the responsibility of students and parents to be familiar with and comply with all elements of the SHS Assessment Policy and procedural framework.
- 2.1.11 As far as possible, assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.
- 2.1.12 Malpractice is unacceptable as it is contrary to ethical scholarship. Students are to complete the '*Acknowledgement of Assessment Handbook*' form to indicate they have read and understood what constitutes malpractice.
- 2.1.13 Malpractice will result in a mark of zero and the issuing of a non-completion warning letter. Students are to complete the '*Acknowledgement of Assessment Handbook*' form to indicate they have read and understood the penalties for malpractice.
- 2.1.14 Students who have engaged in malpractice will still be required to resubmit/resit the task to meet the course outcome requirements, but the zero mark will remain.
- 2.1.15 If plagiarism is of another student's work, a decision will be made by the Appeals Panel, after investigation into the degree of complicity, as to whether the other student will also be penalised.
- 2.1.16 NESA requires schools to report students who have committed malpractice and these students' names are maintained on the NESA malpractice register.
- 2.1.17 Only approved calculators can be used for assessment tasks.

2.2 School procedures

- 2.2.1 Students will be informed in writing of the assessment task requirements including the task details and date of assessment tasks for each course in the '*Higher School Certificate Assessment Handbook*'.
- 2.2.2 Students are advised to record assessment tasks in their Student Planner and to refer regularly to their '*Higher School Certificate Assessment Handbook*'.
- 2.2.3 An assessment task notification will be provided a minimum of two weeks before the date of the assessment task and include:
 - 2.2.3.1 The task details.
 - 2.2.3.2 Syllabus outcomes assessed.
 - 2.2.3.3 The weighting of the task.
 - 2.2.3.4 The date of the task or, for a hand-in task, the due date and time.
 - 2.2.3.5 Submission instructions for a hand-in task.
- 2.2.4 If a student is absent from class on the day the assessment task notification is issued, it is the student's responsibility to see the teacher to receive the notification.
- 2.2.5 All issues regarding assessment tasks must, in the first instance, be addressed with the class teacher by the student before the matter is referred to the relevant Head Teacher.
- 2.2.6 In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Head Teacher will forward a request to the Senior Executive to determine a suitable approach to address the issue. The Senior Executive may deem the task to be invalid or unreliable and undertake a variety of measures including:
 - 2.2.6.1 Reduce the weighting assigned to the task.
 - 2.2.6.2 Add an additional task (with minimum 2 weeks' notice) and adjust weightings accordingly.
 - 2.2.6.3 Discard the task completely or any component of the task affected.
 - 2.2.6.4 Organise a replacement task.
- 2.2.7 Students must attend every timetabled period on the school day prior to the scheduled date of any assessment task.

- 2.2.8 Students must attend every timetabled period on the scheduled date of any assessment task up to and including the conclusion of the assessment task.
- 2.2.9 Failure to comply with 2.2.7 or 2.2.8 will result in a zero-mark awarded unless an *'Application for Assessment Consideration Due to Illness/Misadventure'* form and the associated documentation required is submitted and approved.
- 2.2.10 A copy of the *'Application for Assessment Consideration Due to Illness/Misadventure'* form is available from the school website or from a Deputy Principal.
- 2.2.11 In the event of a situation arising that has not been foreseen in these procedures, a decision shall be made by the Appeals Panel. The Appeals Panel may consult on such matters as it sees fit prior to any determination.
- 2.2.12 Decisions made by the Appeals Panel are final.

2.3 In-school assessment tasks

- 2.3.1 Assessment tasks must be completed at the scheduled time.
- 2.3.2 If a student is absent from school on the day of an assessment task and/or the day prior to an assessment task:
 - 2.3.2.1 In the case of illness, the student must submit a doctor's certificate for the absence to the relevant Head Teacher, which must be validated by the Head Teacher, together with a completed *'Application for Assessment Consideration Due to Illness/Misadventure'* form before 8:45am on the first school day not covered by the doctor's certificate.
 - 2.3.2.2 In the case of an exceptional misadventure, the student must submit written evidence of the exceptional misadventure for the absence to the relevant Deputy Principal, which must be validated by the Deputy Principal, together with a completed *'Application for Assessment Consideration Due to Illness/Misadventure'* form before 8:45am on the first school day not covered by the written evidence of the exceptional misadventure.
 - 2.3.2.3 The student must have visited the doctor, or the exceptional misadventure must have occurred on, or the day prior to, the date of the assessment task.
 - 2.3.2.4 A doctor's certificate or written evidence of an exceptional misadventure must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task.
- 2.3.3 Unless validated by the Head Teacher or Deputy Principal where relevant, the student will receive a mark of zero and be issued a non-completion warning letter as it will be deemed the student is gaining an unfair advantage over other students.
- 2.3.4 If the *'Application for Assessment Consideration Due to Illness/Misadventure'* referred to at 2.3.2 is accepted:
 - 2.3.4.1 The Head Teacher will make arrangements for the student to complete the original task or a substitute task.
 - 2.3.4.2 The student must be ready to undertake that task on the first day of their return to school.
 - 2.3.4.3 The exact time and date will be determined by the Head Teacher and, if necessary, may be in the student's own time. This includes days in assessment/examination periods.
- 2.3.5 If a student is late to school on the day of an assessment task and/or the day prior to an assessment task:
 - 2.3.5.1 In the case of illness, the student must submit a doctor's certificate for the absence to the relevant Head Teacher, which must be validated by the Head Teacher, together with a completed *'Application for Assessment Consideration Due to Illness/Misadventure'* form immediately on the student's arrival at school.
 - 2.3.5.2 In the case of an exceptional misadventure, the student must submit written evidence of the exceptional misadventure for the absence to the relevant Deputy Principal, which must be validated by the Deputy Principal, together with a completed *'Application for Assessment Consideration Due to Illness/Misadventure'* form immediately on the student's arrival at school.
 - 2.3.5.3 A doctor's certificate or written evidence of an exceptional misadventure must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task, or the day prior.
- 2.3.6 Unless validated by the Head Teacher or Deputy Principal where relevant, the student will receive a mark of zero and be issued a non-completion warning letter as it will be deemed the student is gaining an unfair advantage over other students.

- 2.3.7 If a student reports for an assessment task and tells the supervising teacher that they are too ill/injured to commence the task or a student becomes too ill during a task to continue, and is subsequently sent home by the Deputy Principal:
 - 2.3.7.1 The student must submit a doctor's certificate for the absence to the relevant Head Teacher, which must be validated by the Head Teacher, together with a completed '*Application for Assessment Consideration Due to Illness/Misadventure*' form before 8:45am on the first school day not covered by the doctor's certificate.
 - 2.3.7.2 The student must have visited the doctor on the date of the assessment task.
 - 2.3.7.3 A doctor's certificate must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task.

2.4 Submission style assessment tasks

- 2.4.1 Submission style 'hand-in' tasks are to be completed and submitted before 8:45am on the due date.
- 2.4.2 For assessment tasks submitted as a hard copy:
 - 2.4.2.1 The student must follow all submission instructions on the assessment task notification.
 - 2.4.2.2 The assessment task must be submitted by the student to a teacher or by a parent/carer to the Front Office.
 - 2.4.2.3 All students must ensure they sign a class submission record sheet to confirm submission of the task.
- 2.4.3 For assessment tasks submitted electronically/digitally:
 - 2.4.3.1 The student must follow all submission instructions on the assessment task notification.
 - 2.4.3.2 All tasks submitted in this manner are to be submitted through Google Classroom only or Evidence Central for VET courses only.
 - 2.4.3.3 Each student is to save a screenshot of the submission details, including date and time, as a record that the task has been submitted and present this screenshot upon request.
- 2.4.4 If a student does not submit an assessment task before 8:45am on the due date:
 - 2.4.4.1 In the case of illness, the student must submit a doctor's certificate for the absence to the relevant Head Teacher, which must be validated by the Head Teacher, together with a completed '*Application for Assessment Consideration Due to Illness/Misadventure*' form immediately upon arrival on the due date if late or before 8:45am on the first school day not covered by the doctor's certificate.
 - 2.4.4.2 In the case of an exceptional misadventure, the student must submit written evidence of the exceptional misadventure for the absence to the relevant Deputy Principal, which must be validated by the Deputy Principal, together with a completed '*Application for Assessment Consideration Due to Illness/Misadventure*' form immediately on the student's arrival at school on the due date if late or before 8:45am on the first school day not covered by the doctor's certificate.
 - 2.4.4.3 The student must have visited the doctor, or the exceptional misadventure must have occurred on, or the day prior to, the date of the assessment task.
 - 2.4.4.4 A doctor's certificate or written evidence of an exceptional misadventure must indicate the date(s) the student was unfit for school which must be inclusive of the due date of the assessment task.
- 2.4.5 Unless validated by the Head Teacher or Deputy Principal where relevant, the student will receive a zero mark and be issued a non-completion warning letter as it will be deemed the student is gaining an unfair advantage over other students.
- 2.4.6 Problems with technology are not grounds for misadventure or any assessment consideration.

2.5 If a student knows they will be away on the day of an assessment task

- 2.5.1 The student must advise the relevant Head Teacher in writing prior to the day of the assessment task and provide supporting evidence. This includes any student who has been granted 'Extended Leave – Travel'. One of the following decisions will then be made:
 - 2.5.1.1 The student may be permitted to do the task at the first opportunity when they return.
 - 2.5.1.2 For assessment tasks submitted as a hard copy, the student must make arrangements for someone else to deliver it to the Head Teacher prior to 8:45am on the due date.
 - 2.5.1.3 For assessment tasks submitted electronically/digitally, the student must submit the task before the due date.

- 2.5.1.4 The student may be given a substitute assessment task.
 - 2.5.1.5 The reason for absence may be deemed invalid and a zero-mark awarded. The student will still be required to complete the task to achieve outcomes.
 - 2.5.1.6 In exceptional circumstances only, the student may be given an estimate. Any use and calculation of an estimate will be in line with NESA guidelines.
- 2.5.2 If a student is required to submit or complete an assessment task in class on a day which falls during a period when the student is on suspension, the Deputy Principal or Principal will make arrangements to enable the student to comply with the school's Assessment Policy.

2.6 Conduct during assessment tasks

- 2.6.1 Students must cease speaking or communicating in any way as they enter the assessment task venue and remain silent while in the assessment task venue except if talking with a teacher/invigilator.
- 2.6.2 Students must follow the teacher's/invigilator's instructions at all times.
- 2.6.3 Students must behave in a manner that will not disturb the work of any other student nor disrupt the conduct of the assessment task.
- 2.6.4 Students must make a serious attempt at all questions in the assessment task. Answers must not contain frivolous or offensive material.
- 2.6.5 Students must not take food into the assessment task venue other than for a known, verified medical condition already documented with the school.
- 2.6.6 Students must only take permitted equipment into the assessment task venue. Books, notes, paper, mobile phones, watches, earbuds/Airpods/headphones and electronic equipment of any kind are not to be taken into the assessment task.
- 2.6.7 Any mobile phone left in a bag in an area deemed to be part of the assessment task venue, must be switched off.
- 2.6.8 Students must remain in the assessment task venue until the assessment task time has elapsed and they are dismissed by the teacher/invigilator.
- 2.6.9 Students must behave ethically. No attempt should be made to engage in malpractice (cheat or attempt to cheat).
- 2.6.10 Students must not take an assessment task question paper, writing booklet or any stimulus material from the assessment task venue.
- 2.6.11 Students are only permitted to use clear, fully transparent plastic bags or sleeves as pencil cases.
- 2.6.12 Students are only permitted to use clear, fully transparent drink bottles, without labels, that contain only water.

2.7 Failure to comply with school Assessment Policy and procedures

- 2.7.1 Failure to comply with school Assessment Policy and procedures will result in a penalty of a zero mark (which may be adjusted upon appeal) notified in writing through the issuing of a non-completion warning letter.

3. Malpractice and Appeals (see ACE Rule 10.1.1 for additional information)

3.1 Malpractice

- 3.1.1 Malpractice is cheating. Cheating of any kind is unacceptable.
- 3.1.2 Malpractice is any attempt to gain an unfair advantage over other students.
- 3.1.3 Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment task conditions is unacceptable.
- 3.1.4 The relevant Head Teacher will investigate any suspected malpractice and consult the Deputy Principal if necessary to determine if a student has engaged in malpractice.
- 3.1.5 Identified malpractice will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.1.6 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.
- 3.1.7 Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

3.2 Misrepresentation

- 3.2.1 Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- 3.2.2 Misrepresentation is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.2.3 Misrepresentation can include but is not limited to:
 - 3.2.3.1 making up journal entries for a project, and/or
 - 3.2.3.2 submitting falsified or altered documents, and/or
 - 3.2.3.3 impersonating another student, and/or
 - 3.2.3.4 referencing incorrect or non-existent sources, and/or
 - 3.2.3.5 contriving false explanations to explain work not handed in by the due date.

3.3 Plagiarism

- 3.3.1 Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- 3.3.2 Plagiarism is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.
- 3.3.3 When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- 3.3.4 Plagiarism includes but is not limited to:
 - 3.3.4.1 copying someone else's work in part or in whole, and presenting it as their own, and/or
 - 3.3.4.2 using material directly from books, journals, the internet, generative artificial intelligence, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - 3.3.4.3 copying or building on the ideas or words of another person without appropriate acknowledgement, and/or
 - 3.3.4.4 making a direct copy of one or more sentences and/or paragraphs from a source document and/or
 - 3.3.4.5 copying sentences and/or paragraphs, with or without changing their order
 - 3.3.4.6 making superficial changes to sentences and/or paragraphs (which may include changing the tense, placing in some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and/or spelling mistakes), and/or
 - 3.3.4.7 deleting information that was in brackets or a list of examples from sentences and/or paragraphs in the source, and/or
 - 3.3.4.8 changing the order of phrases in a sentence, and/or
 - 3.3.4.9 using information from a source that is not included in the bibliography
 - 3.3.4.10 using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and/or
 - 3.3.4.11 not acknowledging any work completed by others for your submitted work or performance and/or

3.3.4.12 buying, stealing or borrowing someone else's work and presenting it as your own.

3.3.5 Students need to be aware that summarising and paraphrasing can also be considered plagiarism. Acceptable paraphrasing means that the student expresses the ideas using their own original language and sentence structure. If the student keeps even short phrases from the original source, they must cite the source. Students must only use a limited amount of citing in their work.

3.3.6 This Assessment Handbook contains a section on writing a bibliography and referencing quotes.

3.3.7 Students who would like to learn more about acceptable paraphrasing and the use of quotes can access the following websites:

- http://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search_query=plagiarism
- <https://wts.indiana.edu/writing-guides/plagiarism.html>
- <https://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

3.4 Collusion

3.4.1 Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

3.4.2 Collusion is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.

3.4.3 Collusion includes but is not limited to:

- 3.4.3.1 sharing answers to an assessment with other students through any medium, and/or
- 3.4.3.2 assisting another student to engage in malpractice, and/or
- 3.4.3.3 submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- 3.4.3.4 contract cheating by outsourcing work to a third party, and/or
- 3.4.3.5 unauthorised use of artificial intelligence technologies, including submitting work that has been generated or substantially contributed to by artificial intelligence as the student's own work.

3.5 Breach of assessment task conditions

3.5.1 All students undertaking an assessment task must comply with the school's assessment policy and procedures.

3.5.2 Breaching the school's assessment task conditions is a form of malpractice which will result in a penalty of a zero mark for the assessment task which may be adjusted upon successful appeal.

3.5.3 When assembling for, undertaking, and leaving the assessment task venue, students are subject to the direction of the supervising teaching and / or invigilator.

3.5.4 A breach of assessment task conditions includes any breach of the school's assessment policy and procedures, including but not limited to:

- 3.5.4.1 taking non-approved notes, aids or equipment into an assessment task
- 3.5.4.2 copying from another student
- 3.5.4.3 communicating with another student during an assessment task
- 3.5.4.4 changing an answer or mark after the assessment task has been returned
- 3.5.4.5 breaching the school's 'Examination Rules'
- 3.5.4.6 being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.

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

3.6 You might need to prove your work is your own

- 3.6.1 If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:
 - 3.6.1.1 prove and explain your work process with dairies, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
 - 3.6.1.2 answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

3.7 Appeals (see ACE Rule 2.2.5 for additional information)

- 3.7.1 A student may lodge an appeal in relation to decisions made relating to an assessment task, including malpractice and/or non-compliance with the *'Sefton High School Assessment Policy'*.
- 3.7.2 Students must submit a completed appeals form to the relevant Head Teacher, including all supporting documentation, stating the basis on which they are appealing.
- 3.7.3 If appealing against the decision that the work submitted was generated by artificial intelligence, the onus is upon the student to prove that they have composed/created the work, evidence of which must be submitted to the Appeals Panel.
- 3.7.4 All written appeals must be submitted within ten days of the date on the non-completion warning letter.
- 3.7.5 Only appeals completed by the student and submitted using the appeals form will be considered.
- 3.7.6 The appeals form can be accessed from the Sefton High School website or a Deputy Principal.
- 3.7.7 A student may lodge an appeal regarding their ranking in an HSC course.
 - 3.7.7.1 This should be notified to the relevant Deputy Principal in writing using an appeals form.
 - 3.7.7.2 A check will be made by the Deputy Principal with the Head Teacher to ascertain whether there is a reason for the perceived discrepancy.
 - 3.7.7.3 If there is no apparent reason, a review panel will be convened, and the process followed as for appeals in relation to assessment tasks.
 - 3.7.7.4 The outcome of the appeal will be notified to the student.
- 3.7.8 All correctly submitted appeals will be considered by the Appeals Panel, consisting of 2 Deputy Principals and the relevant Head Teacher, who will determine if an appeal is upheld or dismissed.
- 3.7.9 The decision of the Appeals Panel is final.

4. Additional Information

4.1 The student HSC credential

- 4.1.1 If a student completed the HSC program, including course and assessment task requirements, they will receive the High School Certificate. Typically, each course report contains:
 - 4.1.1.1 an assessment mark derived after moderation from the mark and rank submitted by the school and produced in accordance with NESA requirements for the school-based assessment program
 - 4.1.1.2 an examination mark derived from the HSC external examination
 - 4.1.1.3 an HSC mark, which is the average of the moderated assessment mark and the examination mark
 - 4.1.1.4 a performance band, determined by the HSC mark.

4.2 Advice on the successful completion of the HSC

- 4.2.1 At times, students will find the demands of the HSC and staying on track challenging.
- 4.2.2 Students are strongly encouraged to build partnerships with staff and fellow students to support and guide this journey.
- 4.2.3 Each teacher has successfully completed the HSC and University themselves, have extensive experiences teaching and guiding multiple HSC cohorts and their advice, based on experience, needs to be sought.
- 4.2.4 Students are encouraged to maintain a healthy, balanced lifestyle, build resilience and manage time effectively.
- 4.2.5 Resilience is an important personal attribute and skill that students will need throughout the HSC and future endeavors.
- 4.2.6 Students are expected to:
 - 4.2.6.1 know the syllabus – it is the only thing that can be assessed
 - 4.2.6.2 plan ahead and work through assessment tasks progressively
 - 4.2.6.3 complete all tasks on time
 - 4.2.6.4 ask for clarification about a task or the feedback they receive on a completed tasks and how they could improve their performance
 - 4.2.6.5 maintain printed and electronic copies of tasks, including backing up work in progress
 - 4.2.6.6 read the *Higher School Certificate Rules and Procedures*, published annually by NESA
 - 4.2.6.7 seek assistance and advice from teachers and other support people when needed
 - 4.2.6.8 complete study notes as the course progresses
 - 4.2.6.9 ensure that they fully understand the directive verbs used in HSC questions. The list of these and their associated meanings are set out on page 41.

4.3 A word of warning

- 4.3.1 In the external HSC examination, NESA awards a zero mark to any script in which:
 - only the:
 - multiple choice questions are completed, and/or
 - true and false questions are completed, and/or
 - matching questions have been completed
 - some or all the answers appear not to be genuine attempts to answer the question(s) asked. This may include copying or modifying some or all of the question(s) or leaving a number of blanks.
 - frivolous or objectionable material has been included
- 4.3.2 In Year 12, this will result in an 'N Determination' in that course and if the course counts towards the ten units required to be completed, the student will not receive a Higher School Certificate (HSC).
- 4.3.3 This will also result in the student not being awarded an ATAR if this course counts towards their 10 units.
- 4.3.4 Sefton High School will follow the same rule in all years for school assessment tasks. Any such scripts will be treated as a non-serious attempt and awarded a zero mark. The task will have to be redone in order to meet course outcomes requirements, however, the zero mark will remain.
- 4.3.5 Only black non-erasable pens are to be used in assessment tasks, including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen or if correction fluid or tape has been used in that part of the task being queried.

5. Assessment schedules

Specific assessment information will be found in the following pages for each course. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Specific HSC Trial Examination period schedules will be published closer to these events. Students are responsible for ensuring they know their examination timetable and all permitted materials.

Students should ask the relevant classroom teacher, Head Teacher or Deputy Principal if they have any questions.

Note that ACE Rule 2.1.2 gives schools the flexibility to develop assessment schedules to suit their school context that differ from the assessment requirements of each syllabus.

Ancient History

Syllabus: [Ancient History | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 1 Week 8-9	Term 2 Week 6	Term 3 Week 3-5
Task Details		Source Analysis	Topic Test	Research Task	Trial HSC Examination
Outcomes		AH12-6, AH12-7, AH12-9, AH12-10	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Components	A	5%	15%		20%
	B	10%	5%		5%
	C	5%		15%	
	D	5%	5%	5%	5%
Total Weighting		25%	25%	20%	30%

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

Outcomes:

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

Biology

Syllabus: [Biology | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 1 Week 8-9	Term 2 Week 5	Term 3 Week 3-5
Task Details		Research and Open Book Test	Depth Study (Investigations & Activities)	Skills Task	Trial HSC Examination
Outcomes		BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-15	BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Components	A	10%	20%	10%	20%
	B	10%	10%	10%	10%
Total Weighting		20%	30%	20%	30%

Components

- A** 60% Skills in working scientifically
- B** 40% Knowledge and understanding of course outcomes

Outcomes:

- BIO12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

Syllabus: [Business Studies](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 8	Term 1 Week 8-9	Term 2 Week 8	Term 3 Week 3-5
Task Details		Knowledge and Communication	Inquiry and Research	Stimulus Based	Trial HSC Examination
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8	H1 – H10	H3, H4, H5, H6, H7, H8, H9, H10	H1 – H10
Components	A	10%	10%	10%	10%
	B	5%		10%	5%
	C		10%		10%
	D	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%

Components

A	40%	Knowledge and understanding of course content
B	20%	Stimulus-based skills
C	20%	Inquiry and research
D	20%	Communication of business information, ideas and issues in appropriate forms

Outcomes:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discuss the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on business
- H6** evaluates the effectiveness of management in the performance of business
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situations
- H9** communicates business information, issues and concepts in appropriate forms
- H10** applies mathematical concepts appropriately in business situations

Chemistry

Syllabus: [Chemistry | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 8	Term 1 Week 8-9	Term 2 Week 8	Term 3 Week 3-5
Task Details		Skills Task	Depth Study (Investigations & Activities)	Research Task Research & Open Test	Trial HSC Examination
Outcomes		CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14, CH12-15	CH12-1, CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15
Components	A	10%	25%	15%	10%
	B	10%	5%	5%	20%
Total Weighting		20%	30%	20%	30%

Components

- | | | |
|----------|-----|--|
| A | 60% | Skills in working scientifically |
| B | 40% | Knowledge and understanding of course outcomes |

Outcomes:

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Community and Family Studies

Syllabus: [Community and Family Studies | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 10	Term 1 Week 8-9	Term 2 Week 10	Term 3 Week 3-5
Task Details		Groups in Context Research and Written Response	Parenting and Caring Analysis of a Case Study	Research Methodology IRP	Trial HSC Examination
Outcomes		H2.3, H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H2.2, H3.4, H5.2	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2
Components	A	10%	10%	5%	15%
	B	15%	15%	15%	15%
Total Weighting		25%	25%	20%	30%

Components

- A** 40% Knowledge and understanding of course content
- B** 60% Skills in critical thinking, research methodology, analysing and communicating

Outcomes:

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1** appreciates differences among individuals, groups and families within communities and values their contribution to society
- 7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** appreciates the value of resource management in response to change
- 7.4** values the place of management in coping with a variety of role expectations and analyses the effective resource management on the wellbeing of individuals, groups, families and communities

Design and Technology

Syllabus: [Design and Technology | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 1 Week 5	Term 2 Week 9	Term 3 Week 3-5
Task Details		Major Design Project Proposal	Innovation Case Study	Management Plan and Report for Major Design Project	Trial HSC Examination
Outcomes		H1.2, H2.1, H4.1, H4.3	H1.2, H2.2, H3.2, H6.2	H4.2, H4.3, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H6.1, H6.2
Components	A		20%		20%
	B	30%		30%	
Total Weighting		30%	20%	30%	20%

Components

A	40%	Knowledge and understanding of course content
B	60%	Knowledge and skills in designing, managing, producing and evaluating a major design project

Outcomes:

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality major design project
- H5.2** selects and uses appropriate research methods and communication techniques
- 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

Economics

Syllabus: [Economics](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 8	Term 1 Week 8-9	Term 2 Week 9	Term 3 Week 3-5
Task Details		Stimulus Based and Communication	Knowledge and Understanding	Inquiry and Research	Trial HSC Examination
Outcomes		H1, H2, H5, H7, H8	H2, H5, H6, H10, H11	H5, H6, H7, H9, H12	H1 – H12
Components	A		15%	10%	15%
	B	10%	5%		5%
	C	5%		10%	5%
	D	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Stimulus-based skills
- C** 20% Inquiry and research
- D** 20% Communication of economic information, ideas and issues in appropriate forms

Outcomes:

- H1** demonstrates understanding of economic terms, concepts and relationships
- H2** explains the economic role of individuals, firms and government in an economy
- H3** explains the role of markets within the global economy
- H4** analyses the impact of global markets on the Australian and global economies
- H5** discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7** identifies the nature and causes of economic problems and issues for individuals, firms and governments
- H8** applies appropriate terminology, concepts and theories in economic contexts
- H9** selects and organises information from a variety of sources for relevance and reliability
- H10** communicates economic information, ideas and issues in appropriate forms
- H11** applies mathematical concepts in economic contexts
- H12** works independently and in groups to achieve appropriate goals in set timelines

English Standard

Syllabus: [English Standard | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 1 Week 3	Term 1 Week 8-9	Term 2 Week 9	Term 3 Week 3-5
Task Details		Common Module: Extended Response	Module A: Extended Response Module C: Imaginative Response	Modules B & C: Multimodal Response (Visual Representation and Persuasive Response)	Trial HSC Examination
Outcomes		EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9
Components	A	10%	10%	15%	15%
	B	10%	15%	10%	15%
Total Weighting		20%	25%	25%	30%

Components

A	50%	Knowledge and understanding of course content
B	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

Outcomes:

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

English Advanced

Syllabus: [English Advanced](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 1 Week 3	Term 1 Week 8-9	Term 2 Week 9	Term 3 Week 3-5
Task Details		Common Module: Extended Response	Module A: Extended Response Module C: Imaginative Response	Modules B & C: Multimodal Response (Visual Representation and Persuasive Response)	Trial HSC Examination
Outcomes		EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
Components	A	10%	10%	15%	15%
	B	10%	15%	10%	15%
Total Weighting		20%	25%	25%	30%

Components

A	50%	Knowledge and understanding of course content
B	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

Outcomes:

- EA12-1** independently responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** 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
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Extension 1

Syllabus: [English Extension | NSW Education Standards](#)

		Task 1	Task 2	Task 3
Date of Task		Term 1 Week 5	Term 2 Week 5	Term 3 Week 3-5
Task Details		Creative and Critical Response	Critical Response	Trial HSC Examination
Outcomes		EE12-1, EE12-2, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5
Components	A	15%	20%	15%
	B	20%	15%	15%
Total Weighting		35%	35%	30%

Components

- A** 50% Knowledge and understanding of complex texts and of how and why they are valued
- B** 50% Skills in complex analysis, sustained composition and independent investigation

Outcomes:

- EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in text
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

English Extension 2

Syllabus: [English Extension | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Major Work Submission
Date of Task		Term 1 Week 4	Term 2 Week 3	Term 2 Week 9	Term 3 Week 5
Task Details		Viva Voce	Literature Review	Critique of the Creative Process	Major Work, Reflection Statement and Journal – to be submitted to NESA
Outcomes		EEX12-1, EX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	N/A
Components	A	15%	20%	15%	N/A
	B	15%	20%	15%	N/A
Total Weighting		30%	40%	30%	N/A

Components

- A** 50% Skills in extensive independent research
- B** 50% Skills in sustained composition

Outcomes:

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

Enterprise Computing

Syllabus: [Enterprise Computing | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 3-5
Task Details		Data Analysis Task – Data Science	Design Task – Data Visualisation	Enterprise Project	HSC Trial Examination
Outcomes		EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-06, EC-12-11	EC-12-01, EC-12-03, EC-12-08, EC-12-09, EC-12-10	EC-12-01 – EC-12-11
Components	A	10%	10%	15%	15%
	B	15%	5%	15%	15%
Total Weighting		25%	15%	30%	30%

Components

- A** 50% Knowledge and understanding of course content
- B** 50% Knowledge and skills in the practical application of the content

Outcomes:

- EC-12-01** explains how systems meet the needs of a range of enterprises
- EC-12-02** explains the function of data and information within enterprise computing systems
- EC-12-03** explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-12-04** explains how data is used in enterprise computing systems
- EC-12-05** applies tools and resources to analyse complex datasets
- EC-12-06** analyses how innovative technologies have influenced enterprise computing systems
- EC-12-07** explains the social, and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-12-08** justifies the selection and use of tools and resources to design and develop an enterprise computing system
- EC-12-09** selects and applies methods to record the management and evaluate the development of an enterprise computing system
- EC-12-10** evaluates the effectiveness of an enterprise computing system
- EC-12-11** communicates an enterprise computing solution to a specific audience

Geography

Syllabus: [Geography | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 7	Term 1 Week 8-9	Term 2 Week 6	Term 3 Weeks 3-5
Task Details		Inquiry and Research	Knowledge, Skills and Understanding	Geographical Tools and Skills	Trial HSC Examination
Outcomes		GE12-01, GE12-02, GE12-03, GE12-04, GE12-05, GE12-09	GE12-01 – GE12-09	GE12-01, GE12-05, GE12-06, GE12-07, GE12-08, GE12-09	GE12-01 – GE12-09
Components	A	5%	10%	10%	15%
	B		5%	10%	5%
	C	10%	5%		5%
	D	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%

Components

A	40%	Knowledge and understanding of course content
B	20%	Geographical skills and tools
C	20%	Geographical inquiry and research, including fieldwork
D	20%	Communication of geographical information, ideas and issues in appropriate forms

Outcomes:

- GE-12-01** analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
- GE-12-02** analyses geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-12-03** assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE-12-04** evaluates responses and management strategies, at a range of scales, for sustainability
- GE-12-05** synthesises and evaluates relevant geographical information from a variety of sources
- GE-12-06** justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-12-07** selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-12-08** applies mathematical ideas and techniques to analyse complex geographical data
- GE-12-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

History Extension

Syllabus: [History Extension | NSW Education Standards](#)

		Task 1	Task 2	Task 3
Date of Task		Term 1 Week 5	Term 2 Week 5	Term 3 Week 3-5
Task Details		Historical Process	History Project	Trial HSC Examination
Outcomes		HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
Components	A	10%	10%	20%
	B	20%	30%	10%
Total Weighting		30%	40%	30%

Components

- | | | |
|----------|-----|--|
| A | 40% | Knowledge and understanding of significant historical ideas and processes |
| B | 60% | Skills in designing, undertaking and communicating historical inquiry and analysis |

Outcomes:

- HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretation
- HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Health and Movement Science

Syllabus: [HAMS | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 8	Term 1 Week 8-9	Term 2 Week 8	Term 3 Week 3-5
Task Details		Core 2 Short and Long Response Questions	Core 2 Depth Study	Core 1 Research Task	Trial HSC Examination
Outcomes		HM12-04, HM-12-06, HM-12-09	HM-12-04, HM-12-05, HM-12-08, HM-12-09	HM-12-01, HM-12-02, HM-12-10	HM-12-01 – HM-12-10
Components	A	10%	5%	10%	15%
	B	10%	20%	15%	15%
Total Weighting		20%	25%	25%	30%

Components

- | | | |
|----------|-----|--|
| A | 40% | Knowledge and understanding of course content |
| B | 60% | Skills in analysis, communication, creative thinking, problem-solving and research |

Outcomes:

- HM-12-01** analyses the health status of Australians at a national and international level
- HM-12-02** examines how technology and data can achieve better health for all Australians
- HM-12-03** evaluates how the Sustainable Development Goals can be used to improve the health of a community
- HM-12-04** investigates factors that impact movement and performance
- HM-12-05** analyses individual and group training programs to improve performance
- HM-12-06** Analysis: critically analyses the relationships and implications of health and movement concepts
- HM-12-07** Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
- HM-12-08** Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
- HM-12-09** Problem-solving: proposes and evaluates solutions to complex health and movement issues
- HM-12-10** Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Japanese Continuers

Syllabus: [Japanese Continuers | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 1 Week 8-9	Term 2 Week 10	Term 3 Week 3-5
Task Details		Response to Multimodal Text (Written and Spoken Text)	Response in English and Japanese to a Range of Written Texts	Conversation Interview About the Personal World	Trial HSC Examination
Outcomes		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Components	A	15%			15%
	B	15%	10%		5%
	C			20%	
	D		10%		10%
Total Weighting		30%	20%	20%	30%

Components

A	30%	Listening
B	30%	Reading
C	20%	Speaking
D	20%	Writing

Outcomes:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes information, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summaries the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Legal Studies

Syllabus: [Legal Studies](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 9	Term 1 Week 8-9	Term 2 Week 7	Term 3 Week 3-5
Task Details		Knowledge and Communication	Analysis and Evaluation	Inquiry and Research	Trial HSC Examination
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H4, H5, H6, H7, H8, H9, H10	H1, H4, H5, H6, H7, H8, H9, H10	H1 – H10
Components	A	10%	10%	10%	10%
	B	5%		10%	5%
	C		10%		10%
	D	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%

Components

A	40%	Knowledge and understanding of course content
B	20%	Analysis and evaluation
C	20%	Inquiry and research
D	20%	Communication of legal information, ideas and issues in appropriate forms

Outcomes:

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

Mathematics Standard 2

Syllabus: [Mathematics Standard | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 7	Term 1 Week 8-9	Term 2 Week 7	Term 3 Week 3-5
Task Details		Test	Examination	Investigative Task	Trial HSC Examination
Outcomes		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 – MS2-12-10	MS2-12-1 – MS2-12-10
Components	A	12.5%	12.5%	10%	15%
	B	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%

Components

- | | | |
|----------|-----|--|
| A | 50% | Understanding, fluency and communication |
| B | 50% | Problem solving, reasoning and justification |

Outcomes:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar texts
- MS2-12-2** analyses representation of data in order to make inferences, predictions and draw conclusions
- 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
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8** solves problems using networks to model decision-making in 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
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics Advanced

Syllabus: [Mathematics Advanced](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 7	Term 1 Week 8-9	Term 2 Week 7	Term 3 Week 3-5
Task Details		Test	Examination	Test	Trial HSC Examination
Outcomes		MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1 – MA12-10
Components	A	10%	12.5%	10%	17.5%
	B	10%	12.5%	10%	17.5%
Total Weighting		20%	25%	20%	35%

Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

Outcomes:

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2** models and solves problems and makes informed decisions about financial situation using mathematical reasoning and techniques
- MA12-3** applies calculus techniques to model and solve problems
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** applies appropriate differentiation methods to solve problems
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** solves problems using appropriate statistical processes
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Syllabus: [Mathematics Extension 1 | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 10	Term 1 Week 8-9	Term 2 Week 8	Term 3 Week 3-5
Task Details		Test	Examination	Test	Trial HSC Examination
Outcomes		ME12-3, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1 – ME12-7
Components	A	10%	12.5%	10%	17.5%
	B	10%	12.5%	10%	17.5%
Total Weighting		20%	25%	20%	35%

Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

Outcomes:

- ME12-1** applies techniques involving proof or calculus to model and solve problems
- ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5** applies appropriate statistical process to present, analyse and interpret data
- ME12-6** chooses and uses appropriate technology to solve problems in a range of context
- ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

Syllabus: [Mathematics Extension 2 | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 10	Term 1 Week 8-9	Term 2 Week 9	Term 3 Week 3-5
Task Details		Test	Examination	Test	Trial HSC Examination
Outcomes		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1 – MEX12-8
Components	A	10%	12.5%	10%	17.5%
	B	10%	12.5%	10%	17.5%
Total Weighting		20%	25%	20%	35%

Components

- | | | |
|----------|-----|--|
| A | 50% | Understanding, fluency and communication |
| B | 50% | Problem solving, reasoning and justification |

Outcomes:

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Modern History

Syllabus: [Modern History | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 8	Term 1 Week 8-9	Term 2 Week 10	Term 3 Week 3-5
Task Details		Source Analysis	Topic Test	Research Essay	Trial HSC Examination
Outcomes		MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9
Components	A	5%	15%		20%
	B	10%	5%		5%
	C	5%		15%	
	D	5%	5%	5%	5%
Total Weighting		25%	25%	20%	30%

Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

Outcomes:

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes of effects of events and developments
- MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4** analyses the different perspectives of individuals and groups in their historical context
- MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7** discusses and evaluates differing interpretations and representations of the past
- MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9** communicates historical understanding, using historical knowledge, concepts in terms, inappropriate and well-structured forms

Physics

Syllabus: [Physics | NSW Education Standards](#)

	Task 1		Task 2	Task 3	Term 4
Date of Task	Term 4 Week 7		Term 1 Week 8-9	Term 2 Week 7	Term 3 Week 3-5
Task Details	Skills Task		Depth Study: Series of Investigations/Activities	Independent Research and Task	Trial HSC Examination
Outcomes	PH12-2, PH12-4, PH12-5, PH12-6, PH12-7,		PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-15	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15
Components	A	15%	20%	10%	15%
	B	5%	10%	10%	15%
Total Weighting	20%		30%	20%	30%

Components

- A** 60% Skills in working scientifically
B 40% Knowledge and understanding of course outcomes

Outcomes:

- PH12-1** develops and evaluates questions and hypothesis for scientific investigation
PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4 select same process is appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5 analyses and evaluates primary and secondary data and information
PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Studies of Religion 1

Syllabus: [Studies of Religion I | NSW Education Standards](#)

		Task 1	Task 2	Task 3
Date of Task		Term 1 Week 3	Term 2 Week 5	Term 3 Week 3-5
Task Details		Research Task	Topic Test	Trial HSC Examination
Outcomes		H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9	H1, H2, H3, H4, H5, H8, H9
Components	A		20%	20%
	B	10%	5%	5%
	C	20%		
	D	5%	10%	5%
Total Weighting		35%	35%	30%

Components

A	40%	Knowledge and understanding of content
B	20%	Source-based skills
C	20%	Investigation and research
D	20%	Communication of information, ideas and issues in appropriate forms

Outcomes:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H3** examines the influence and expression of religion and belief systems in Australia
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in their life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

Syllabus: [Visual Arts | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4 Week 10	Term 1 Week 8-9	Term 3 Week 2	Term 3 Week 3-5
Task Details		Visual Arts Process Diary and Development of BoW	Progress of BoW and Examination	BoW	Trial HSC Examination
Outcomes		H1, H2, H4, H7, H9, H10	H1 – H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Components	A	10%	10%	30%	
	B		20%		30%
Total Weighting		10%	30%	30%	30%

Components

A	50%	Artmaking
B	50%	Art criticism and art history

Outcomes:

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

VET – Certificate II in Cookery

Cookery RTO – Department of Education Qualification: SIT20421 Certificate II in Cookery

Course Website: [Certificate II in Cookery SIT20421](#)

Year 12 – Term 1 (Term 4 2025)

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
Competency	Clean kitchen premises and equipment	Receive, store and maintain stock	Package prepared foodstuffs	Use food preparation equipment	Prepare and present simple dishes	Prepare dishes using basic method of cookery	Work effectively in a commercial kitchen	Prepare and present simple dishes
Recipe Assessment	Duxelles	Vol Au Vents	Apple Frites	Corn Croquettes	Salt & Pepper Calamari	Battered Fish & Chips	Crème Caramel	Mac & Cheese
Competency Code	SITHKOP009	SITXINV006	SITHCCC026	SITHCCC023	SITHCCC024	SITHCCC027	SITHCCC034	SITHCCC024
Nature of Task	Practical	Practical	Practical	Practical	Practical	Practical	Practical	Practical
Timing	Term 4 Week 2 – 9	Term 4 Weeks 2 – 9	Term 4 Weeks 2 – 9	Term 4 Weeks 2 – 9	Term 4 Weeks 2 – 9	Term 4 Weeks 2 – 9	Term 4 Weeks 2 – 9	Term 4 Week 2-9

Year 12 – Term 2 (Term 1 2026)

	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Mid-Course Assessment Period	
Competency	Clean kitchen premises and equipment	Receive, store and maintain stock	Package prepared foodstuffs	Use food preparation equipment	Prepare and present simple dishes	Prepare dishes using basic method of cookery		
Recipe Assessment	Marinated Chicken Wings & Dauphinoise Potatoes	Minestrone Soup	Chicken & Spinach Curry & Rice	Spaghetti Bolognese	(DEM Home-Made Pasta) Fettucine Boscaola	Gnocchi Pesto		
Competency Code	SITHKOP009	SITXINV006	SITHCCC026	SITHCCC023	SITHCCC024	SITHCCC027		
Nature of Task	Practical	Practical	Practical	Practical	Practical	Practical	Assessment Weeks	
Timing	Term 1 Week 2 – 7	Term 1 Weeks 2 – 7	Term 1 Weeks 2 – 7	Term 1 Weeks 2 – 7	Term 1 Weeks 2 – 7	Term 1 Weeks 2 – 7	Term 1 Week 8	Term 1 Week 9

*Recipes are subject to change due to recipe modification and stock availability

Year 12 – Term 3 (Term 2 2026)

	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22
Competency	Clean kitchen premises and equipment	Receive, store and maintain stock	Package prepared foodstuffs	Use food preparation equipment	Prepare and present simple dishes	Prepare dishes using basic method of cookery	Work effectively in a commercial kitchen	Prepare and present simple dishes
Recipe Assessment	Sausage Rolls	Apple Pie	Swiss Roll	Tofu & Vegetable Stir Fry	Microwave Date Pudding & Anglaise Sauce	Risotto Primavera	Crepes with Orange Sauce	Eggs Benedict
Competency Code	SITHKOP009	SITXINV006	SITHCCC026	SITHCCC023	SITHCCC024	SITHCCC027	SITHCCC034	SITHCCC024
Nature of Task	Practical	Practical	Practical	Practical	Practical	Practical	Practical	Practical
Timing	Term 2 Week 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9	Term 2 Weeks 2 – 9

Year 12 – Term 4 (Term 3 2026)

	Task 23	Task 24	Task 25	Task 26	Task 27	Task 30	Trial HSC Examination Period
Competency	Clean kitchen premises and equipment	Receive, store and maintain stock	Package prepared foodstuffs	Use food preparation equipment	Prepare dishes using basic method of cookery	Work effectively in a commercial kitchen	
Recipe Assessment	Veggie Patties	Chicken Schnitzel & Potato Salad	Fillet of Beef with Horseradish and Tarragon Sauce	Honey and Ginger Roll	Assorted Canapes	Seafood Cocktail	
Competency Code	SITHKOP009	SITXINV006	SITHCCC026	SITHCCC023	SITHCCC024	SITHCCC034	
Nature of Task	Practical	Practical	Practical	Practical	Practical	Practical	Trial HSC Examination
Timing	Term 3 Week 2	Term 3 Weeks 5 – 9	Term 3 Weeks 5 – 9	Term 3 Weeks 5 – 9	Term 3 Weeks 5 – 9	Term 3 Weeks 5 – 9	Term 3 Week 3 & 4
Weighting							60%

*Recipes are subject to change due to recipe modification and stock availability

2026 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Hospitality (Cookery)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery <https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- | | |
|--|--|
| <ul style="list-style-type: none"> teamwork attention to detail organisational skills | <ul style="list-style-type: none"> adaptability communication problem solving |
|--|--|

Examples of occupations in the hospitality industry

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> assistant cook short order cook | <ul style="list-style-type: none"> food preparation cook chef | <ul style="list-style-type: none"> breakfast cook sandwich hand |
|--|---|---|

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$150

HSC - \$150

Full chef uniform and leather closed-in shoes are both required.

- White Chef hat
- White Long Sleeve Chef jacket
- White Apron
- White Neck Chief
- Chef pants

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC)). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

6. Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks. Remember these words need to be understood in the **context** of the subject.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

7. Writing a Bibliography

WHAT IS IT?

A bibliography is a list of all the resources you have used in writing a text. The text may be an assignment, a research project, a major work or any other piece or writing that you have composed using other resources.

A bibliography includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work. The bibliography is located at the end of the piece of work.

Your bibliography should identify an item (e.g. book, journal article, film, internet site) in sufficient detail so that others may identify it and consult it.

Your bibliography should appear at the end of your essay/report with entries listed alphabetically.

WHY DO YOU HAVE TO USE ONE?

As per the NESA 'All My Own Work' program, you should acknowledge sources to:

- demonstrate your academic integrity
- support your argument by showing the sources of the information from which you have formed your own ideas
- make it easy for readers to find the sources you have used, to check the information you have used and to use the sources for further information
- fulfil your moral and legal obligations to recognise and acknowledge the author(s) of the original ideas
- avoid plagiarism so that you are not falsely claiming someone else's work or ideas as your own.

Additionally, you should respect the moral rights of the person who created the texts you used. The creators of texts have the moral right to be named as the author, be protected against false attribution and to have their work treated with respect and not be misrepresented. To observe the moral rights of an author you should:

- attribute any quote, paraphrase, summary or copy of someone else's work or idea
- ensure that works are not falsely attributed to an author
- reference appropriately.

SPECIAL NOTES

A list of references contains details only of those works cited in the text. A bibliography includes sources not cited in the text but which are relevant to the subject, listed alphabetically

There are many ways to create a bibliography. You will see one way below, but don't be surprised if at some later stage a teacher asks you for a different format or style.

Each type of resource is cited and referenced in a slightly different way. If you have used sources from the internet, these should be listed in your bibliography as well.

There is no universal referencing style and you should ask your teachers which style you should follow. The four most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

CORRECT ORDER IN BIBLIOGRAPHIES

FOR A BOOK

The details required in order are:

1. Name/s of author/s, editor/s, compiler/s or the institution responsible
2. Year of publication
3. Title of publication and subtitle if any (all titles must be underlined or italicised)
4. Series title and individual volume if any
5. Edition, if other than first
6. Publisher
7. Place of publication

8. Page number(s) if applicable

ONE AUTHOR

- Example:
 - Berkman, RI 1994, *Find it fast: how to uncover expert information on any subject*, HarperPerennial, New York.

TWO OR MORE AUTHORS

- Examples:
 - Cengel, YA & Boles, MA 1994, *Thermodynamics: an engineering approach*, 2nd edn, McGraw Hill, London.
 - Cheek, J, Duskatsch, I, Hill, P & Walsh, L 1995, *Finding out: information literacy for the 21st century*, MacMillan Education Australia, South Melbourne.

EDITOR(S)

- Examples:
 - Pike, ER & Sarkar, S (eds) 1986, *Frontiers in quantum optics*, Adam Hilger, Bristol.
 - Jackson, JA (ed.) 1997, *Glossary of geology*, 4th edn, American Geological Institute, Alexandria, Va.

SPONSORED BY INSTITUTION, CORPORATION OR OTHER ORGANISATION

- Example:
 - Institution of Engineers, Australia 1994, *Code of ethics*, Institution of Engineers, Australia, Barton, A.C.T.

SERIES

- Example:
 - Bhattacharjee, M 1998, *Notes of infinite permutation groups*, Lecture notes in mathematics no.1698, Springer, New York.

EDITION

- Example:
 - Zumdahl, SS 1997, *Chemistry*, 4th edn, Houghton Mifflin, Boston.

CHAPTER OR PART OF A BOOK TO WHICH A NUMBER OF AUTHORS HAVE CONTRIBUTED

- Example:
 - Bernstein, D 1995, 'Transportation planning', in WF Chen (ed.), *The civil engineering handbook*, CRC Press, Boca Raton.

NO AUTHOR OR EDITOR

- Example:
 - *Kempe's engineer's year-book* 1992, Morgan-Grampian, London.

FOR AN ARTICLE

- The details required, in order, are:
 1. Name/s of author/s of the article
 2. Year of publication
 3. Title of article, in single quotation marks
 4. Title of periodical (underlined or italicised)
 5. Volume number
 6. Issue (or part) number
 7. Page number(s)

JOURNAL ARTICLE

- Example:
 - Huffman, LM 1996, 'Processing whey protein for use as a food ingredient', *Food Technology*, vol. 50, no. 2, pp. 49-52.

CONFERENCE PAPER (PUBLISHED)

- Example:
 - Bourassa, S 1999, 'Effects of child care on young children', *Proceedings of the third annual meeting of the International Society for Child Psychology*, International Society for Child Psychology, Atlanta, Georgia, pp. 44-6.

NEWSPAPER ARTICLE

- Example:
 - Simpson, L 1997, 'Tasmania's railway goes private', *Australian Financial Review*, 13 October, p. 10.

FOR A NON-BOOK

- The details required are the same as for a book, with the form of the item (e.g. videorecording, tape, computer file, etc.) indicated after the year.
 - Example:
 - *Get the facts (and get them organised)* 1990, video recording, Appleseed Productions, Williamstown, Vic.

FOR WEB SITES AND OTHER ELECTRONIC SOURCES

- This could include sources from full text compact disk products, electronic journals or other sources from the Internet. The basic form of the citations follow the principles listed for print sources (see above)
 1. Name/s of author/s
 2. Date of publication Note: If you cannot establish the date of publication, use n.d. (no date).
 3. Title of publication (underlined or italicised)
 4. Edition, if other than first
 5. Type of medium, if necessary
 6. Date item viewed
 7. Name or site address on internet (if applicable)
 - Examples:
 - Weibel, S 1995, 'Metadata: the foundations of resource description', *D-lib Magazine*, viewed 7 January 1997, <<http://www.dlib.org/dlib/July95/07weibel.html>>.
 - ASTEC 1994, *The networked nation*, Australian Science, Technology and Engineering Council, Canberra, viewed 7 May 1997, <http://astec.gov.au/astec/net_nation/contents.html>.
 - If no author is given, the title is used as the first element of a citation.
 - Example:
 - *Dr Brain thinking games* 1998, CD-ROM, Knowledge Adventure Inc., Torrance, California.

FOR GENERATIVE AI

- The basic form of the citations follow the principles listed for print sources (see above) with some additional elements
 1. Name of company that created the model
 2. The specific version (including the date)
 3. Name of the version and model (underlined or italicised)
 - Example:
 - *OpenAI. (2024, March 1). ChatGPT (Version 3.5) [Large language model]. <https://chat.openai.com>.*

FOR PERSONAL COMMUNICATIONS

- Information obtained by interview, telephone call, letter, email, etc. should be documented in the text.
 - Examples:
 - "Details of a personal communication do not need to be included in a reference list" i.e. You may not need to include personal communications in the list of references at the end of the essay.
 - When interviewed on 15 June 1995, Dr Peter Jones explained that ...
 - This was later verbally confirmed (P Jones 1995, pers. comm., 15 June).

REFERENCES IN THE TEXT OF YOUR ESSAY

- In an author-date style, a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). This may appear at the end of a sentence, before the full stop.
 - Examples:
 - It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991).

- It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991, p. 94).
- Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.
 - Examples:
 - Moir and Jessel (1991) have shown that it is futile to maintain that the chemicals are interchangeable.
 - Moir and Jessel (1991, pp. 93-4) have shown that it is futile to maintain that the chemicals are interchangeable.
- If two or more works by different authors are cited at the same time, separate them with a semicolon.
 - Example:
 - The implications for land degradation have been much debated (Malinowski, Miller & Gupta 1995; Thomson 1999).
- If two or more works by the same author are cited at the same time, do not repeat the author's name. Separate the years of publication by a comma.
 - Example:
 - Subsequent investigation confirmed these results (Watson & Clark 1996, 1998).
- If there are more than two works by the same author, published in the same year, add the letters 'a', 'b', etc. to the year to distinguish the works. Also add these letters to the year in the list of references at the end of the essay.
 - Example:
 - Public housing remains a neglected area (ACOSS 1997a, 1997b).
- If there are more than three authors, list only the first, followed by 'et al.'
 - Example:
 - Other researchers have questioned these findings (Larson et al. 1987).
- If you cannot establish the year of publication, use 'n.d.' (no date).
 - Example:
 - Recent advances have been made in this area (Bolton n.d.).
- If there is no author or authoring body, cite the work by title, in italics.
 - Example:
 - In military settings, leadership acquires a different significance (*Be, know, do: leadership the Army way*, 2004).

8. Sample Bibliography

Burns, George. (1992). Writing for life. In: Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

Doery, K.E. et. al. (1998). Medical terminology. London: Thames & Hudson.

Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

Fragile Earth. 5. South American wetland. (1982). London : BBC. 17th October, [video: VHS].

Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.; Crunch Media.

Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from:
[Accessed 6th May, 1998].

Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10. Sydney Morning Herald on CD Rom, 1997.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge University Press.

9. Approved Calculators

<https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/approved-calculators>

ABACUS SX-II MATRIX a	JASTEK JasCS1
ABACUS SX-II MATRIX n	JASTEK JasCS EVO
CANON F717SGA	JASTEK JasCS2 EVO
CANON F-715SG	RSB FB 350MS
CANON F-730SX	Scholar SC-250MX
CASIO fx-82AU	SHARP EL-531TH
CASIO fx-82AU PLUS	SHARP EL-531TH
CASIO fx-82AU PLUS II 1st or 2nd Edition (Recommended)	SHARP EL-531THB-GR
CASIO fx-8200AU	SHARP EL-531THB-WH
CASIO fx-8200AU II (from the 2026 HSC onwards)	SHARP EL-531VH
CASIO fx-85MS	SHARP EL-531WH
CASIO fx-100AU	SHARP EL-531X
CASIO fx-100 AU PLUS 1st or 2nd Edition (Recommended)	SHARP EL-531XH
CASIO fx-350 MS	SHARP EL-W531HA
HEWLETT-PACKARD HP10S	SHARP EL-W532TH
HEWLETT-PACKARD HP10S+	SHARP EL-W532THB-WH
HEWLETT-PACKARD HP300S+	SHARP EL-W532XH
HEWLETT-PACKARD HP 10sII	Texas Instruments TI-30XB MultiView
	Texas Instruments TI-30X Plus MathPrint

- Instruction booklets or cards (e.g., reference cards) on the operation of calculators are NOT permitted in examinations or assessment tasks.
- Calculators must have been switched off for entry into examination or assessment tasks.
- Features that are not permitted include:
 - programmable (any calculator that can have a sequence of operations stored and then executed automatically is considered programmable and hence not allowed);

A NESA approved calculator may NOT:

- be programmable (A calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- have computer algebraic system (CAS) functionality. This functionality includes:
 - differentiation and integration, and the solution of equations
 - symbolic manipulation such as addition of algebraic expressions and binomial expansion
- have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest, and break-even point.

Term 4 – 2025 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Term 1 – 2026 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Term 2 – 2026 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Term 3 – 2026 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
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6					
7					
8					
9					
10					

