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HIGHER SCHOOL CERTIFICATE

Assessment Guidelines

2026

Current as at 29 October 2025

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Catholic Schools - HSC Assessment Guideline

Section 1 - Purpose

(1) The Schools HSC Assessment Guideline incorporates requirements from the [Education Act 1990 NSW](#), the [New South Wales Education Standards Authority \(NESA\)](#), as outlined in the [NSW Registration Systems and Member Non-government Schools Manual](#) as well as the [Assessment Certification Examination \(ACE\) Rules](#). Additionally, Diocesan requirements are specified in the [Catholic Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline](#).

(2) The purpose of the Schools HSC Assessment Guideline is to provide information regarding assessment in Year 12.

Section 2 - Scope

(3) This guideline applies to all Catholic Schools of the Diocese.

Section 3 - Responsibilities

ROLE	RESPONSIBILITIES
Students	Students are required to read, understand and comply with the School's HSC Assessment Guidelines as outlined, as well as the NESA Higher School Certificate Rules and Procedures published each year.
Parents/Carers	Parent/Carers are required to read and understand the School's HSC Assessment Guidelines as outlined.
Schools	Schools will update Assessment Guidelines and Schedules on a yearly basis and distribute the guidelines to students and parents/carers. An Assessment Committee must be assembled by each school.
Assessment Committee	The purpose of the Assessment Committee is to review the Assessment process, including appeals, Illness/Misadventure applications and reported malpractice. The committee will meet in a timely manner and as required. The Assessment Committee must have a minimum of three members, is chaired by a nominated Assistant Principal and will include membership determined by the School.

Section 4 - Guideline

The Higher School Certificate (HSC)

(4) The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed the required pattern of study for both Years 11 and 12. To be eligible for the HSC, students must meet HSC course requirements and undertake the relevant designated state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

(5) Students undertaking the Higher School Certificate must follow the HSC eligibility requirements, including the

completion of All My Own Work, meet HSC Minimum Standards and follow the required pattern of study. For further information, please refer to ACE Rule 1.2.2 <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc>

Eligibility exemptions

(6) Students who are only undertaking Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent. Students may also be eligible for an exemption from the HSC Minimum Standard. Please refer to ACE Rule 1.2.2 for further information regarding eligibility for the HSC <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc>

Meeting mandatory Curriculum requirements for the HSC

(7) Schools must ensure that students meet the NESA requirements for the award of the HSC. Students must satisfactorily complete the curriculum requirements to be eligible for the award of the HSC.

(8) Students must meet the pattern of study requirements as outlined below by NESA. Please refer to Ace Rule 5.1.4 for HSC Curriculum Requirements. <https://curriculum.nsw.edu.au/ace-rules/ace5/curriculum-requirements>

(9) Students in Catholic Schools are required to study at least 1 Unit of either Studies in Catholic Thought or Studies of Religion.

HSC School-Based Assessment

HSC School-Based Assessment Task Notifications

(10) Schools will ensure that students are provided with an HSC School-Based Assessment Notification for each task and course. This notification will be issued at least 14 Calendar days prior to the due date of the task and must include:

- a. weighting of the assessment task, and
- b. syllabus outcomes assessed, and
- c. type of the Assessment Task, and
- d. scheduled date and time for attempting or submitting the task, and
- e. marking criteria (where appropriate)

Please refer to Ace Rule 2.1.32 for further information regarding HSC School-Based Assessment Tasks <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>.

(11) In the event that the original due date of the HSC School-Based Assessment Task needs to be altered, students will be advised of the changes to the assessment details in writing.

Satisfactory completion of an HSC course: course completion criteria

(12) The following course completion criteria refer to preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

(13) While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of such absences. Warning letters will be issued for students

whose absences impact the non-completion of course requirements. Please refer to ACE Manual Rule 4.1.2 regarding satisfactory course completion requirements. <https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions>

Completion of HSC School-Based Assessment Tasks

(14) All students must attempt all set Assessment Tasks. For all Board Developed Courses (except VET courses and Life Skills courses) NESAs requires all students to follow an assessment program and have an assessment mark submitted. There are different formal assessment requirements for VET courses.

(15) The minimum requirement is that a student must make a genuine attempt at Assessment Tasks that contribute in excess of 50 percent of available marks in the course in order to be eligible for the award of an HSC credential.

Changing a level in English and Mathematics

(16) While there are several subjects within a course, e.g. English Advanced, English Standard and English Studies, each course has a specific set of outcomes that must be demonstrated. If a student wishes to move from one level to another within English / Mathematics, they must complete the relevant change of course forms.

(17) Students are not permitted to change courses after 30th June in the calendar year.

(18) Students who have been approved to change a level of English and Mathematics will be required to complete all HSC School-Based Assessments scheduled for the course on a date arranged by the school. Where changes to a pattern of study have taken place, HSC School-Based Assessment Tasks may be scheduled after the conclusion of HSC Trial Examinations.

Satisfactory Completion of a Higher School Certificate Vocational Education & Training (VET) Course

- a. VET courses are 'dual accredited' – students receive recognition towards their HSC as well as a Statement of Attainment. As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

(19) VET Mandatory Work Placement

- a. The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.
- b. If a student does not undertake the mandatory work placement component, they will not be eligible for a Statement of Attainment, and the course will not contribute to HSC units; therefore, a student with ten (10) units would be ineligible for the HSC.
- c. It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

HSC Practical Examinations and Components

(20) Some Stage 6 courses require students to complete a practical component. Each course has specific requirements which MUST be followed and information regarding the practical component is outlined in the Assessment and Reporting information for the following courses.

- a. Dance
- b. Drama
- c. English Extension 2
- d. Industrial Technology
- e. Music

- f. Science Extension 2
- g. Society and Culture
- h. Textiles and Design
- i. Visual Arts

(21) When developing projects, submitted works and performances, schools and students must:

- a. refer to the Assessment and Reporting information for each course
- b. abide by work health and safety (WHS) requirements detailed in the Assessment and Reporting information for each syllabus; specifically related to:
 - i. animal welfare; and
 - ii. dangerous goods; and
 - iii. hazardous substances and prohibited weapons; and
 - iv. ethical considerations.
- c. take account of the needs and expectations of the school community, including the Catholic Ethos of the Diocese of Maitland-Newcastle, as well as broader public and community standards.

HSC School-Based Assessment Tasks

Types of HSC School-Based Assessment Tasks

(22) There are two types of HSC School-Based Assessment Tasks:

- a. In-Class HSC School-Based Assessment Tasks – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (e.g., music or drama performances). In-Class HSC School-Based Assessment Tasks will be completed on the nominated date and in the specified lesson. This information will be identified on the HSC School-Based Assessment Task Notification.
- b. Submission HSC School-Based Assessment Tasks - examples of these types of tasks include research tasks, written / scientific reports and extended responses. Submission HSC School-Based Assessment Tasks can be presented in a range of ways, depending on the nature of the task. The process for submission will be clearly outlined on each HSC School-Based Assessment Task Notification. The ways tasks can be submitted include:

Arrangements for Submission HSC School-Based Assessment Tasks

(23) Online/Electronic submission: Students in Year 12 are responsible for submitting their task by the nominated date on the HSC School-Based Assessment Task Notification. Students completing Oral HSC School-Based Assessment Tasks will be required to submit a copy of their speech/presentation via the procedures outlined for in-class HSC School-Based Assessment Tasks on the due date.

(24) Hand in submissions (examples include models, artworks, design folios etc): Students in Years 12 are responsible for submitting their task on the nominated date and time as prescribed by the HSC School-Based Assessment Task notification.

- a. Tasks are to be submitted to the submission point as outlined on the HSC School-Based Assessment Task Notification and students are to sign the Assessment Record Sheet to acknowledge they have submitted their task.

Arrangements for In-Class HSC School-Based Assessment Tasks involving Multiple Classes

(25) In circumstances where there are multiple classes of a course (e.g., there are two Biology classes in Year 12) and they are required to complete an In-Class HSC School-Based Assessment Task, the following arrangements will be

applied:

- a. All students (in all classes in a course) will complete the In-Class HSC School-Based Assessment at the same time.
- b. The specific arrangements for the HSC School-Based Assessment will be communicated to the students via the HSC School-Based Assessment Notification.

Managing Invalid or Unreliable Results in HSC School-Based Assessment Tasks

(26) An HSC School-Based Assessment Task may be deemed to have produced unreliable or invalid results. Invalid results occur when an HSC School-Based Assessment Task does not measure the learning as intended. Unreliable results occur when the marking criteria do not align with the task or are not applied consistently.

(27) The most appropriate action will be determined by the Assessment Committee after a review and may include one or more of the following:

- a. Only part of the task may be marked.
- b. The weighting of the task may be reduced and a greater weighting applied to a future task.
- c. A substitute task with a new due date will be issued.

(28) Students and parents/carers will be informed in writing by the Assessment Committee if a task produces invalid or unreliable results.

Vocational Education and Training (VET) Assessment

(29) HSC Assessment Tasks in VET courses delivered in diocesan schools are issued by the RTO. Schools may only use current RTO Assessment Tasks to assess units of competency listed in the Training and Assessment Schedule for the course. However, if students intend to sit for the HSC VET Examination in an Industry Curriculum Framework course, an estimate mark, based on the Trial HSC Examination and/or the Year 11 Final Examination, will be submitted to NESAs in case of Illness/Misadventure in the HSC Examination. The school keeps records of all competencies achieved and these are regularly updated to NESAs so that a Statement of Attainment can be generated at the end of the course, or, if the student leaves prior to the completion of the course.

Work Placement

(30) As part of the assessment for VET Industry Curriculum Framework Courses, there is a compulsory work placement of 35 hours per year (total of 70 hours). Board Endorsed VET courses including VET Manufacturing and Engineering Introduction and VET Sport Coaching have a compulsory 35 hours work placement over two years. Work placement is optional for VET Skills for Work and Vocational Pathways.

Schools should plan VET work placement blocks to minimise clashes within the assessment calendar.

- a. Where mandated, non-completion of Work Placement by a student may be determined as having not made a genuine attempt to complete course requirements and be grounds for a non-completion 'N' determination.

(31) Students need to be aware of the following:

- a. Students must check their Assessment Schedule to ascertain if a task is scheduled during their Work Placement.
- b. HSC School-Based Assessment Tasks must be submitted as per the assessment schedule prior to Work Placement or meet the assessment deadline and it is the student's responsibility to ensure this occurs. If this requirement is not met, a mark of zero may be applied.

- c. In the case of Examinations and In-Class HSC School-Based Assessment Tasks, Work Placement students must complete an HSC School-Based Assessment Task Variation Form and submit this prior to work placement to allow for the details of the task to be finalised.

Calculation of Marks, Grades and HSC School-Based Assessment Ranks

Calculation of Marks

(32) Students will receive a mark for each individual HSC School-Based Assessment Task. It should be noted that any appeals regarding the mark may only be made within 48 hours (two school days if returned prior to the weekend) of the task being returned by the teacher – retrospective requests will not generally be considered.

(33) Marks are combined in accordance with the Weightings indicated in each Course's Assessment Schedule that will determine a student's final Course Rank. Cumulative assessment ranks are provided on a student's report published each semester.

Final Assessment Rank and HSC Marks

(34) Schools must not advise students of their final submitted HSC school-based assessment mark. Students will be advised of their final rank. Therefore, the final Year 12 Report will indicate the Final Cumulative Rank.

(35) Students who consider that their placement in the final rank order for any course is not correct, based on feedback provided on their performance during the course, may seek a school review by completing the HSC School-Based Assessment Appeal Form. The review will focus on the school procedures for determining the final HSC School-Based Assessment Rank. The marks awarded for individual assessment tasks will not be subject to review as part of this process.

(36) Students have an obligation to log in to the NESA Students Online Website to check their final rank for individual courses. If there are perceived differences, it is the student's responsibility to immediately notify the school in writing. Please refer to the Ace Manual 2.2.26 <https://curriculum.nsw.edu.au/ace-rules/ace2/s6-marks-grades>).

Assessment Task Feedback

(37) Feedback is a vital part of a student's learning journey during the HSC. After each HSC school-based assessment task, students will receive feedback designed to help them understand strengths and identify areas for improvement. This feedback may be provided in various forms, including written comments, verbal discussions, or Marking Guidelines. It is important to engage with this feedback, as it can guide preparation for future tasks and the HSC examinations.

English Studies and Mathematics Standard 1

(38) For students enrolled in English Studies or Mathematics Standard 1 in the HSC, grading is handled differently compared to other HSC subjects.

(39) Students studying English Studies or Mathematics Standard 1 who do not sit the optional HSC Examination, will receive a final grade from A to E, based on a student's performance in HSC School-Based Assessment Tasks.

(40) If a student chooses to sit the optional HSC examination for either course, the final result will include both:

- a. An Examination mark, and
- b. An HSC Performance Band (e.g., Band 1 to Band 4), which reflects a student's achievement in the examination.

(41) Students enrolled in English Studies, Mathematics Standard 1, or Numeracy have the right to appeal their end-of-course grade if they believe it does not accurately reflect their performance. A student wishing to appeal must

complete an HSC School-Based Assessment Appeal. If unresolved, the student may be able to escalate the appeal to the NSW Education Standards Authority (NESA), particularly if there are concerns about how the grade was determined or if procedures were not followed fairly.

HSC School-Based Assessment Appeal

(42) Students can seek a review of an HSC School-Based Assessment Task; however, this will only be considered within 48 hours of the cohort receiving their results if any of the following grounds can be proven:

- a. Procedural or administrative error;
- b. Insufficient notice of task;
- c. Weighting of course components not matching syllabus requirements;
- d. The task was not marked using the published Marking Guidelines as per the HSC School-Based Assessment Notification.

Students cannot seek a review of teachers' judgements of the worth of individual performance in Assessment Tasks.

(43) Students will review their results with their classroom teacher at a nominated time. The school will ensure students cannot alter a paper (which may include retaining the paper for the nominated 48-hour period).

(44) This appeal form must be lodged with the Assessment Committee using the HSC School-Based Assessment Appeal Form within 48 hours of reviewing the task.

(45) On the HSC School-Based Assessment Appeal Form, the student will be required to:

- a. Outline the grounds for the appeal
- b. A written notification will be sent to the student to advise of the receipt of the appeal.
- c. The Assistant Principal will discuss the appeal with the relevant Leader of Learning, and a copy of the task obtained to be referred to the Assessment Committee
- d. The Assessment Committee will review the appeal and provide an outcome to the student and parent in writing.

(46) If the appeal is upheld, on the direction of the Assessment Committee, the Leader of Learning will adjust the mark on the task and return the task to the student. The adjusted mark will be reflected in the student's result.

(47) If the appeal is declined, the student will be informed by the Assessment Committee and may be given additional feedback to clarify why the mark has not been adjusted. A final appeal to the Principal may occur.

(48) This process must be resolved within two weeks of the task being returned to the students. After this time, no further appeal can be made. Please refer to ACE Rule 2.1.2.40 for further information regarding eligibility for the HSC <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>.

Maintaining the Integrity of HSC School-Based Assessment/Malpractice Policy

(49) The academic honesty of students completing HSC assessment tasks, exams, and tests is critical to the integrity of the credential. Dishonest behaviour and/or any attempt carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. All forms of academic dishonesty are unacceptable.

(50) In circumstances where a student is suspected of not complying with the expectations outlined above for HSC School-Based Assessment Tasks, such as malpractice, the following course of action will be applied:

- a. The Subject / Classroom Teacher consults with the Leader of Learning regarding concerns related to HSC School-Based Assessment Tasks, malpractice, plagiarism and cheating (please see the glossary for the

definition of these terms)

- b. Students will be required to demonstrate that all unacknowledged work is entirely their own (this includes cases of suspected sharing of work). This process will be overseen by the Leader of Learning (or delegate) and will require the student to produce evidence. The Leader of Learning (or delegate) will meet with the student to discuss this matter.

(51) The following process will be enacted:

- a. The Assessment Committee will consider all evidence presented and make a final determination.
- b. Parents/Carers will be notified of any cases regarding breaches of the HSC School-Based Assessment Task, Malpractice.
- c. If an established case of a breach of the HSC School-Based Assessment Task is found, the student may be awarded a mark of ZERO or a penalty if the malpractice applies to a section of the task only;
- d. An N Warning Letter WILL be issued;
- e. Students may be required to resubmit the HSC School-Based Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work);

(52) Students and families can appeal to the Principal if they disagree with the decision of the Assessment Committee within 48 hours of receiving the outcome.

(53) All cases of malpractice are recorded on NESA's Malpractice Register. Please refer to the Ace Rule 10.1.29 for further information. <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

(54) Please note carefully: NESA expects students to make a serious attempt at all school-based Assessment Tasks, HSC examinations, and HSC Minimum Standard Tests. Please see the details regarding Malpractice, Misrepresentation, Plagiarism, Collusion and Breach of Assessment Conditions below:

TERM	DEFINITION
Malpractice	<ul style="list-style-type: none">• Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or• knowingly assisting other students to engage in malpractice.
Misrepresentation	<ul style="list-style-type: none">• Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.• Misrepresentation can include but is limited to:<ul style="list-style-type: none">◦ making up journal entries for a project, and/or◦ submitting falsified or altered documents, and/or◦ referencing non-existent sources, and/or◦ contriving false explanations to explain work not handed in by the due date.
Plagiarism	<ul style="list-style-type: none">• Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.• When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.• Plagiarism includes but is not limited to:<ul style="list-style-type: none">◦ copying someone else's work in part or in whole, and presenting it as their own, and/or◦ using material directly from books, journals, the internet, generative artificial intelligence or or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.
Collusion	<ul style="list-style-type: none">• Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.• Collusion includes but is not limited to:<ul style="list-style-type: none">◦ sharing answers to an assessment with other students, and/or◦ submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or◦ contract cheating by outsourcing work to a third party, and/or◦ unauthorised use of artificial intelligence technologies.

TERM	DEFINITION
Breach of Assessment Conditions	<ul style="list-style-type: none"> • All students undertaking an HSC School-Based Assessment Task, the HSC examination of HSC minimum standard test must comply with the assessment conditions set by the school and by NESA. • When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction of the supervisor. At all times, students must adhere to the rules prescribed by their school or the alternate venue conducting the assessment. • A breach of assessment conditions includes any breach of: <ul style="list-style-type: none"> ◦ HSC examination rules and procedures; ◦ HSC minimum standard test rules and procedures; and ◦ Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Principles and Procedures regarding HSC School-Based Assessment (in-class examination assessment)

(55) The following relates to student conduct during HSC School-Based Assessment – in any cases where student conduct is outside the rules, the Assessment Committee will be notified.

(56) Students must follow the day-to-day rules of the school when they sit for their examinations. Failure to observe these rules may result in zero marks for the HSC School-Based Assessment, no result for the course, or non-award of the Higher School Certificate.

(57) For a HSC examination, HSC minimum standard or HSC School-Based Assessment Task to be considered a serious attempt, students must:

- a. respond to and demonstrate academic engagement, and
- b. answer in English, unless specifically instructed otherwise.

(58) Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
- c. abuse directed at a member of school staff, Presiding Officer or NESA, and/or
- d. obscene symbols, drawings, or comments

(59) During each examination, students must not:

- a. cheat
- b. include frivolous, offensive, threatening or objectionable material
- c. take any of the prohibited items into the room
- d. speak to anyone other than a supervisor
- e. behave in any way that may disturb another student or disrupt the running of the examination
- f. be affected by alcohol or illegal drugs
- g. eat unless approved by NESA or the school (e.g. if you have diabetes)
- h. take any examination material out of the room
- i. write on your body (e.g. your arms), tissues or material that is not examination material
- j. leave the room if your Principal requires all students to stay until each examination ends.

Approved Equipment to be brought to HSC School-Based Assessment (in class)

(60) Students should bring the equipment they know they will need and are allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or

supported/accepted) for equipment failure.

(61) Students can bring the following items into their examinations:

- a. black pens;
- b. pencils (must be at least grading 2B);
- c. erasers and a sharpener;
- d. a ruler;
- e. highlighter pens;
- f. water in a clear, unlabelled bottle;
- g. a non-programmable watch, which must be taken off and placed on the desk in clear view and not touched during the HSC School-Based Assessment Task;
- h. An approved calculator (if listed as approved)

(62) Students may need to bring certain equipment, like a calculator for some HSC School-Based Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

(63) Students are not permitted to bring any of the following items into Assessment Tasks/examinations. They are to be left outside the room in a nominated location. These include:

- a. mobile phones (not permitted in an examination room under any circumstance)
- b. programmable watches (for example, smart watches)
- c. other electronic devices (excluding a calculator or wired headphones where permitted), any other communication devices, including:
 - i. organisers
 - ii. tablets
 - iii. wireless earphones and headphones
 - iv. electronic dictionaries
 - v. music players.
- d. paper or any printed or written material (working paper may be provided by the supervising teachers)
- e. print dictionaries (except where permitted in language examinations)
- f. correction fluid.

(64) Students are not allowed to borrow equipment during examinations.

This information is adapted for the school from the Higher School Certificate (HSC): Rules and Procedures.
<https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/examination-equipment-list>

Illness / Misadventure and Absence

(65) Where a student's pattern of attendance could jeopardise the satisfactory completion of the HSC, parents/carers should establish communication with the school as soon as practicable.

(66) Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected. Please note that leave may not automatically be granted during the HSC year where students will be absent from an HSC School-Based Assessment Task.

(67) When leave is granted by the Principal, such leave should not, of itself, jeopardise the student's eligibility for the HSC.

(68) Furthermore, the [NSW Education Act \(1990\)](#) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child’s parents (p.4).” This information is taken from the [NSW Education Act \(1990\)](#). This information is taken from the ACE Manual: ACE 4.2 – Satisfactory completion of an HSC course: Course non-completions. <https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions>

Illness/Misadventure from an HSC School-Based Assessment Task

(69) The following arrangements (where appropriate) will be in place for students who are absent from a HSC School-Based Assessment Task due to illness, unforeseen absence or foreseen absence. Students must follow the HSC School-Based Assessment process.

- a. In-class HSC School-Based Assessment Tasks. A student who misses a task may have an alternate task to complete and may not complete the original task. This alternate task date will be arranged and published to the student in writing. This will likely be on the first available opportunity of return to school.
- b. Submission HSC School-Based Assessment Task. A student who has a foreseen absence, such as a scheduled medical appointment or extracurricular activity, will be required to submit the task prior to the due date or by the original due date. For students who are impacted by illness or unforeseen circumstances, please refer to item 72 below.

(70) Estimate marks are only given in extenuating circumstances and will be determined by the Principal.

(71) All HSC School-Based Assessment Variation Forms will be reviewed by the Assessment Committee.

Absences due to Illness

(72) For all absences due to medical illnesses, an HSC School-Based Assessment Variation Form with evidence, which includes a Medical Certificate.

- a. The Medical Certificate / Pharmacist Certificate must be an original and be on the registered Medical Practitioner’s / Pharmacist’s letterhead. In addition to these general points, the following conditions also apply:
 - i. Students must seek independent evidence on the same day, either immediately before or after each HSC School-Based Assessment Task for which you are applying.
 - ii. The documentation must be current, specific to the date and time of the HSC School-Based Assessment Task and
 - iii. Submitted with the HSC School-Based Assessment Variation Form.
 - iv. A medical certificate that merely states you were unfit for work or study may be considered unacceptable.

(73) Failure to follow any of these procedures could result in a zero mark being awarded. NESAs considers “giving false reasons for not handing in work by the due date” to be malpractice. This information is taken directly from the HSC Rules and Procedures. <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures>

Absences due to an Acceptable Unforeseen Circumstance

(74) In circumstances where a student needs to be absent for an HSC School-Based Assessment Task due to an unforeseen reason, the following actions need to take place:

- a. The student’s Parent/carer needs to advise the school of the circumstances.
- b. Student must submit a completed HSC School-Based Assessment Variation Form. Evidence will be required. Please contact the school for advice regarding the required advice in these circumstances.
- c. The missed HSC School-Based Assessment Task must be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to check individual arrangements for the alternate

task.

- d. In cases where the task is a Submitted HSC School-Based Assessment Task and the Assessment Task Notification has been issued at least 14 calendar days prior to the due date of the task, a student will generally not be granted an extension and may receive "0" for their task.

Absences due to an Acceptable Foreseen Circumstance

(75) Students representing the school in an extra-curricular activity or participating in an internal school-based activity are required to follow the procedure outlined below:

- a. The student must complete an HSC School-Based Assessment Variation form and submit prior to the scheduled date of the HSC School-Based Assessment Task.
- b. In circumstances where students need to attend a scheduled medical appointment (e.g., Paediatrician's Appointment or Orthodontist's Appointment, etc) and this appointment coincides with an HSC School-Based Assessment Task (in-class task), an HSC School-Based Assessment Variation Form **MUST** be submitted prior to the scheduled dates of the HSC School-Based Assessment Task with a provision to provide the certificate after the appointment if required.
- c. Students attending TAFE/EVET or SBAT must complete an HSC School-Based Assessment Variation Form prior to a scheduled task if an HSC School-Based Assessment Task is a scheduling conflict. Please note that an alternate task may be issued.

Outcome of the Assessment Committee - Right to Appeal

(76) If an HSC School-Based Assessment Variation is declined, the following appeal process may be undertaken.

- a. Appeals may be submitted to the Principal in writing within 48 hours of receiving the outcome of the Assessment Committee.
- b. The appeal must state why the decision is considered unacceptable, with reference to the evidence supplied in the original application.
- c. The Principal will review all the documentation and evidence and will advise you in writing of the outcome of the review.

Penalties for Non-Submission, Malpractice and Assessment / Examination Non-Compliance

(77) Penalties can be applied for academic Malpractice and/or non-compliance with HSC School-Based Assessment / Examination Etiquette. Requirements are outlined below.

Description	Penalty
HSC School-Based Assessment Task/Examination submitted/completed late.	Zero Mark for task
Non-completion of an HSC School-Based Assessment Task/Examination with no valid reason and/or supporting evidence	Zero Mark for the task and a Non-Completion (N) letter will be issued.
Malpractice or non-compliance to HSC School-Based Assessment rules and procedures.	Zero Mark for the task and a Non-Completion (N) letter will be issued or alternate penalty applied.

HSC School-Based Assessment Illness and Misadventure Applications (during an HSC School-Based Assessment Task)

(78) Illness and Misadventure procedures for students in Year 12 related to Illness/Misadventure are reflective of both the expectations of the school and of NESAs. Therefore:

- a. Students may lodge an Illness/Misadventure application using the HSC School-Based Assessment Variation Form if they believe that circumstances occurring immediately before or during an HSC School-Based Assessment Task, and which were beyond their control, diminished their performance in the HSC School-Based Assessment Task.
- b. Student's application for Illness/Misadventure related to submitted HSC School-Based Assessment Tasks will generally NOT be considered, as the student will have had sufficient notice to complete the task.
- c. Students are responsible for applying for Illness/Misadventure, except in circumstances where this is not possible due to severe illness or exceptional circumstances.
- d. A student has to submit their Illness/Misadventure application on the day of the task or immediately upon their return to school with appropriate supporting evidence/documentation.
- e. If a student's circumstances prior to a task are such that they believe they will be applying for Illness/Misadventure after the task, the student needs to advise the supervising teacher prior to the commencement of the task. This will allow the student's performance during the task to be monitored.
- f. Illness and Misadventure can only be considered for tasks that are completed or submitted.

(79) A student CANNOT make an application for Illness/Misadventure on the basis of:

- a. Difficulties in preparation or loss of preparation time; for example, due to an earlier illness
- b. Alleged deficiencies in teaching
- c. Loss of study time or access to facilities
- d. Long-term illness, such as glandular fever, unless the student has experienced a flare-up of the condition immediately prior to or during the task – A Medical Certificate would be required to confirm the recurrence of the illness
- e. The same grounds for which a student usually receives disability provisions, unless the student faces additional unrelated difficulties during the task. For example, a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still unwell, or other difficulties, supported by the supervising teacher.
- f. Misreading the Assessment Schedule or Examination Timetable
- g. Misreading the Assessment or Examination instructions
- h. Other commitments, such as participating in entertainment, work, VET Work Placement, sporting events, or attendance at examinations organised by other educational institutions
- i. Technology failure – this alone is NOT a valid reason for failing to submit a summative Assessment Task on time.
- j. Attendance at a sporting or cultural event, or a family holiday immediately prior to the task. The basis for this information was sourced from the ACE Manual: ACE 9.1.2 – Higher School Certificate (HSC) - Illness/Misadventure Applications – Grounds for Appeal.
<https://curriculum.nsw.edu.au/ace-rules/ace9/im-program>

Disability Provisions

(80) Disability provisions address students' examination needs impacted by one or more of the following categories of disability:

- a. learning, and/or
- b. medical, and/or
- c. vision, and/or
- d. hearing
- e. are determined on the basis of functional evidence of impact, and
- f. provide practical support for students with disability to access HSC School-Based Assessment Tasks, not to

achieve potential.

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

(82) Through collaborative curriculum planning, the school must determine, and implement, reasonable adjustments for a student with disability for HSC school-based Assessment Tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as other students, as required under the Disability Standards for Education 2005.

(83) The school is responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-HSC School-Based Assessment Tasks and will communicate with families regarding the adjustment for the HSC School Based Assessment Program. Please refer to ACE rule 6 for further information regarding Disability Provisions. <https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

Life Skills

(84) The Life Skills curriculum is designed to support students with significant learning needs who are unable to access regular course outcomes, particularly those with intellectual disabilities. Students may access Life Skills Courses in Years 11 and 12 following a collaborative planning process involving teachers, parents/carers, and other relevant professionals.

Section 5 - Appendix

Part A - Glossary of Terms

(85) View the Glossary of Terms [here](#).

Status and Details

Status	Current
Effective Date	8th September 2025
Review Date	8th September 2028
Approval Authority	Director Catholic Schools
Approval Date	29th August 2025
Expiry Date	To Be Advised
Unit Head	Jacqueline Wilkinson Director Catholic Schools
Enquiries Contact	Jacqueline Wilkinson Director Catholic Schools <hr/> Catholic Schools

Glossary Terms and Definitions

"NESA" - The NSW Education Standards Authority (NESA) is the governing body responsible for setting the syllabus, curriculum, assessments, teaching and certification standards for all schools in New South Wales.

"Assessment Task" - A structured activity used to evaluate a student's understanding and skills in a subject, contributing to their final school-based assessment mark.

"Higher School Certificate (HSC)" - The credential awarded to students who successfully complete senior secondary education in NSW, including school-based assessments and external examinations.

"Illness/Misadventure" - A formal process allowing students to apply for special consideration if their performance in an assessment is affected by unforeseen circumstances.

"Life Skills Courses" - Alternative curriculum options for students with significant learning needs, focusing on practical skills and personal development.

"Malpractice" - Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice.

"Marking Guidelines" - Criteria used by teachers to assess student work consistently and fairly, often aligned with NESA standards.

"Weighting" - The percentage value assigned to an assessment task, indicating its contribution to the final school-based assessment mark for a course.



St Clare's High School

HSC Assessment Program 2026

Course: Ancient History

ALL FOR CHRIST

		Task 1	Task 2	Task 3	Task 4
Due Date*		Week 9	Term 1, Week 8	Term 2, Week 9	Term 3
Task Type		Pompeii Herculaneum Source Analysis Oral Presentation	Research Augustus	Historical Analysis Sparta	Trial HSC Exam
Weight		25%	20%	30%	25%
Components (Syllabus)		10	10	10	10
Knowledge and understanding of course content		5	5	5	5
Historical skills in the analysis and evaluation of sources and interpretations		5			
Historical inquiry and research		5		10	5
Communication of historical understanding in appropriate forms		5	5	5	5
Totals		25%	20%	30%	25%
Outcomes assessed by Task		H12-3, H12-5, H12-6, H12-7, H12-8, H12-9	H12-2, H12-3, H12-5, H12-7, H12-8, H12-9	H12.1, H12.6, H12-8, H12-9	H12-1, H12-2, H12-3, H12-4, H12-5, H12-6, H12-7, H12-8, H12-9

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Biology

		Task 1	Task 2	Task 3	Task 4
Due Date*		Term 1, Week 1	Term 1, Week 10	Term 2, Week 6	Term 3, Week 4
Task Type		Polypeptide Model & Exam (Depth Study)	First Hand Investigation	Second Hand Investigation Skills Test	Trial Examination
Weight		10	5	5	20
Components (Syllabus)					
Knowledge & Understanding		40%			
Working Scientifically		60%			
Totals		100%	20%	20%	30%
Outcomes assessed by Task		12.1, 12.2, 12.3, 12.6, 12.7	12.1, 12.2, 12.3, 12.5, 12.6, 12.7	12.1, 12.2, 12.3, 12.4, 12.7, 12.12.14	12.4, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15

* Specific dates will be provided with the assessment task notification.



St. Clare's High School

Assessment Program 2026

Course: Business Studies HSC

		Task 1 Operations	Task 2 Finance	Task 3 Marking	Task 4 All Topics
Due Date		Term 4 Week 9 Friday 12/12/25	Term1 Week 9	Term 2 Week 7	Term 3 Week 3
Task Type	Weight	Topic Review Multiple Choice Short Answer	Financial Statement Analysis In-Class	Research and Case Study Essay In-Class	Trial Exam
Knowledge and understanding of course content	40%	10	5	10	15
Stimulus-based skills	20%		10		10
Inquiry and Research	20%			20	
Communication of business information, ideas and issues in appropriate forms.	20%	5	5	5	5
Totals	100%	15%	20%	35%	30%
Outcomes assessed by Task		H1, H2, H3, H4, H5, H9	H5, H6, H8, H9, H10	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

* Specific dates will be provided with the assessment task notification



St Clare's High School

HSC Assessment Program 2026

Course: Chemistry

		Task 1	Task 2	Task 3	Task 4
Due Date*		Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3
Task Type		Depth Study and In class task	First-Hand Investigation (Practical Exam)	Topic Test	Trial HSC Exam
Weight		20%	25%	25%	30%
Components (Syllabus)					
Knowledge and understanding of course content	40%	10	10	15	20
Working scientifically	60%	10	15	10	10
Totals	100%	20%	25%	25%	30%
Outcomes assessed by Task		12-1, 12-4, 12-5, 12-6, 12-7, 12-15	12-2, 12-3, 12-5, 12-13	12-1, 12-2, 12-3, 12-4, 12-7, 12-15	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13, 12-14, 12-15

* Specific dates will be provided with the assessment task notification.



ALL FOR CHRIST

St Clare's High School

HSC Assessment Program 2026

Course: Community and Family Studies

Due Date*		Task 1	Task 2	Task 3	Task 4
Task Type		9/12/25	Term 1, Week 9	Term 2, Week 9	Term 3
Weight		Research Methodology - IRP 15%	Case Study Analysis – Parenting and Caring 25%	Case Study 25%	Trial HSC Exam 35%
Components (Syllabus)			20	10	10
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> Resource management Positive relationships Range of societal factors 	40%				
Skills in: <ul style="list-style-type: none"> Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing 	30%		5	10	15
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	30%	15		5	10
Totals	100%	20%	25%	25%	35%
Outcomes assessed by Task		H2.2, H3.2, H4.2, H5.1, H5.2, H4.1	H2.2, H3.2, H4.2, H5.1, H5.2	H2.1, H2.2, H5.2	H1.1 – H6.2

* Specific dates will be provided with the assessment task notification.

Construction Assessment Schedule															
Cohort: 2025-2026	Qualification: CPC20220 Certificate II in Construction Pathways SOA CPC20120 Certificate II in Construction	NESA Course Number: 26212	Training package rules: CPC20220 Total UoC = 10 5 core units plus 5 elective units SOA CPC20120 10 core units 5 elective units	NESA Status: 4 mandatory focus areas (6 x HSC mandatory UoCs totaling 125-135 indicative hours. HSC elective units to a minimum of 240 HSC indicative hours	Year 11						Year 12			Assessment instrument Observation, Questioning, Structured Activity	
					TP status Core/ elective	HSC Status	NESA Hours	Pre- requisite	1	2	3	4	5		6
Safety & Communication	Unit Code CPCCCWH52001	Unit title Apply WHS requirements, policies and procedures in the construction industry	Core Core (CPC20120)	Mandatory	20	Nil	X								Task 1 10/4/25
	CPCCOM1014	Conduct workplace communication	Core (CPC20120)	Elective	10	Nil	X								
White Card	CPCCWH51001	Work safely in the construction industry	N/A	Elective	0	Nil	X								External provider
	CPCCOM2001	Read and interpret plans and specifications	Core (CPC20120)	Mandatory	20	CPCCWH52001		X	X						Task 2 19/9/25
Chipping Away	CPCCCA2011	Handle carpentry materials	E (B)	Elective	20	CPCCWH52001		X	X						
	CPCCOM1015	Carry out measurements and calculations	CORE Core (CPC20120)	Mandatory	20	Nil		X	X						
Brick and Block	CPCCCA2002	Use carpentry tools and equipment	E(B)	Mandatory	10	CPCCWH52001		X	X						
	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	E(A)	Elective	20	CPCCWH52001				X					Task 3 Week 3 Term 1 2026
The Project	CPCCBL2002	Use bricklaying and blocklaying tools and equipment	E(A)	Elective	10	CPCCWH52001			X						
	CPCCOM1013	Plan and organise work	CORE Core (CPC20120)	Mandatory	15	Nil				X	X				Task 4 Week 5 Term 3 2026
	CPCCCM2006	Apply basic levelling procedures	E (I) Core (CPC20120)	Elective	15	Nil				X	X				
	CPCCVE1011	Undertake a basic construction project	Core	Elective	25	CPCCWH52001				X	X				
	CPCCCM2004	Handle construction materials	E(I)	Elective	20	CPCCWH52001				X	X				
	CPCCOM1012	Work effectively and sustainably in the construction industry	Core Core (CPC20120)	Mandatory	30	Nil				X	X				
				Total Hours				235							

2026 Year 12 Stage 6 MN Diocesan Dance

STAGE 6 DANCE SCOPE & SEQUENCE					
Year 12					
ASSESSMENT RECORD for 2026					
Teacher: Miss Kate Ralph					
Diocesan Dance, Maitland- Newcastle Schools					
Course component	Syllabus weighting %	Task 1 2025	Task 2 2026	Task 3 2026	Task 4 2026
Date		Term 4 Part A- Week 10 Part B- T1, 2026 Wk 2/3	Term 1 Week 10/11	Term 2 Week 10	Term 3 Week 1/2
		Part A- Appreciation J & R Essay Part B- Core Composition (in progress)	Part A- Core Performance (performance in progress) Part B- Major Study (in progress)	Part A- Core Appreciation Yuldea Essay Part B- Major Study (Completed)	Trial Examination Port A- CP Part B- CC Part C- MS
Core Performance	20	—	10	—	10
Core Composition	20	10	—	—	10
Core Appreciation	20	10	—	10	—
Major Component	40	—	15	15	10
TOTAL	100	20	25	25	30
Outcomes Assessed		H1.2, H3.1, H3.3	H2.2, H2.3, H4.1, H4.2	H1.3, H4.3, H4.4	H1.1, H2.1, H3.2, H4.5
Task Description		<p><u>Part A:</u> Written analysis of prescribed work 'Juliet & Romeo' by Mats Ek (2013) in essay format.</p> <p><u>Part B:</u> Presentation Core Composition performance work in progress, process diary including record of research and analysis of problem solving and decision making specific to concept and intent.</p>	<p><u>Part A:</u> Performance of CP dance in progress including process diary with critical appraisal of Dance performance quality, using dance appreciation terminology, and informal interview.</p> <p><u>Part B:</u> Performance of student work completed including process diary outlining intentions, research and investigation of initial ideas</p>	<p><u>Part A:</u> Written analysis of prescribed work 'Yuldea' by Francis Rngs (2023) in essay format.</p> <p><u>Part B:</u> Major Study Submission/ Performance Presentation of Major Study Elective under development, formal interview and process diary.</p>	HSC Trial (external marker to mark all Practical components, mimicking HSC Examination style)
Content Studied		Term 4, 2025	Term 1, 2026	Term 2, 2026	Term 3, 2026

2026 Year 12 Stage 6 MN Diocesan Dance

		<ul style="list-style-type: none"> - Composition tools. - The elements of dance. - Practice conversation skills, describing own composition and meaning. - Prescribed appreciation work 'Juliet & Romeo' by Mats Ek (2013) - In depth study of the work and supporting materials. - Appreciation and analysis written skills. 	<ul style="list-style-type: none"> - Performance skills. - The elements of Dance. - Performance quality. - Safe Dance practice. - Major Performance. - Practice conversation discussing performance requirements. 	<ul style="list-style-type: none"> - Refinement and completion of Core performance work and journal. - Refinement and completion of Major study option and journal. - Prescribed appreciation work 'Yuldea' by Francis Rings (2013) - In depth study of the work and supporting materials. - Appreciation and analysis written analysis skills. <i>Yuldea</i>, by Francis Rings (2023) 	<ul style="list-style-type: none"> - Trial HSC practical examination internally. - Core Performance -Core Composition -Major Study
Syllabus Outcomes	Dance as an Artform:	Dance Performance:	Dance Composition:	Dance Appreciation:	
	<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H1.4 acknowledges</p>	<p>H2.1 understands performance quality, interpretation and style relating to dance performance</p> <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices</p> <p>H2.3 values the diversity of dance performance.</p>	<p>H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent</p> <p>H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent</p> <p>H3.3 recognises and values the role of dance in achieving individual expression</p> <p>H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in</p>	<p>H4.1 understands the concept of differing artistic, social and cultural contexts of dance</p> <p>H4.2 recognises, analyses and evaluates the distinguishing features of major dance works</p> <p>H4.3 utilises the skills of research and analysis to examine dance as an artform</p> <p>H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p>	<p>Performance: H1.1, H2.2, H2.3</p> <p>Composition: H3.1, H3.2, H3.3</p> <p>Dance as an artform: H1.2, H1.3</p>

2026 Year 12 Stage 6 MN Diocesan Dance

	and appreciates the relationship of dance and other media		response to a specific concept/intent	H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation	
Major Study Outcomes:		Major Study Performance:	Major Study Composition:	Major Study Appreciation:	Major Study Dance Technology:
* Teachers will select the appropriate outcomes based on the Major Study option selected by each student		<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H2.1 understands performance quality, interpretation and style relating to dance performance</p> <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration for safe dance practices</p> <p>H2.3 values the diversity of dance performance.</p>	<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent</p> <p>H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</p> <p>H3.3 recognises and values the role of dance in achieving</p>	<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H4.1 understands the concept of differing artistic, social and cultural contexts of dance</p> <p>H4.2 recognises, analyses and evaluates the distinguishing features of major dance works</p> <p>H4.3 utilises the skills of research and analysis to examine dance as an artform</p>	<p>H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 performs, composes and appreciates dance as an artform</p> <p>H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H1.4 acknowledges and appreciates the relationship of dance and other media</p> <p>H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent</p>

2026 Year 12 Stage 6 MN Diocesan Dance

			individual expression.	<p>H4.4 demonstrates, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p> <p>H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.</p>	<p>H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</p> <p>H3.3 recognises and values the role of dance in achieving individual expression</p> <p>H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.</p>
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St Clare's High School

HSC Assessment Program 2026

Course: Earth & Environmental Science

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	Task 1	Task 2	Task 3	Task 4
Knowledge & Understanding	Weight				
	40%	10	5	5	20
Working Scientifically	Weight				
	60%	10	15	25	10
Totals	100%	20%	20%	30%	30%
Outcomes assessed by Task		12.2, 12.4, 12.5, 12.6, 12.7, 12.12	12.2, 12.3, 12.5, 12.6, 12.7, 12.12, 12.13	12.1, 12.2, 12.3, 12.4, 12.7, 12.12, 14	12.4, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Engineering Studies

Components (Syllabus)	Due Date*		June 2026	March, May, July 2026	Term 3 Week 2/3
	Task Type	Weight			
Scope of Profession	Civil Structures Engineering Report / Bridge Design	20%	Aeronautical Engineering Engineering Report	Module Quizzes Civil Structures P&PT Aeronautical	Trial HSC Exam
Knowledge of Engineering Principles		40%	5	5	5
An understanding of Historical, Social and Environmental impacts of Engineering		10%	10	10	10
Management and Problem Solving.		20%	5		
The Application of Engineering Methodology		10%			
Task Weighting			20 %	25 %	35 %
Outcomes Assessed			H1.1 2.1 H3.1 H3.2 H3.3, H4.1 H4.2 H.3 5.1 H5.2 H6.1 H6	H1.2 H2.1 H3.1 3.2, H3.3, H4.1 H4.2 H4.3	H1.2 H2.1 H3.1 H3.2, H3.3 H4.1

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: English Advanced

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	Weight	Weight	Weight	Weight
Knowledge and understanding of course content	Term 4, Week 9	Multimodal Presentation including related material	Critical Response Mod A	The Craft of Writing	Trial HSC Examination Common, Mod A, Mod B, Mod C
	%	10	15	10	15
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes		10	10	15	15
	%				
Totals	100%	20%	25%	25%	30%
Outcomes assessed by Task		EA12-1 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-4 EA12-5 EA12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: English Extension 1

		Task 1	Task 2	Task 3
Due Date*		Term 1, Week 3	Term 2, Week 9	Term 3, Week 4
Task Type		Imaginative response and reflection	Critical response with related text Hand in task	Trial HSC Examination Section 1: Literary Worlds Section 2: Intersecting Worlds
Weight		15	20	15
%				
%				
Totals		30%	40%	30%
Outcomes assessed by Task		EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5
Components (Syllabus)				
Knowledge and understanding of texts and why they are valued				
Skills in complex analysis composition and investigation				
Totals		30%	40%	30%
Outcomes assessed by Task		EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: English Extension 2

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Viva Voce (including written proposal)	Literature review	Critique of the creative process
Knowledge and Understanding of texts and why they are valued	Weight	15	20	15
	%			
Skills in complex analysis composition and investigation	Weight	15	20	15
	%			
Totals	100%	30%	40%	30%
Outcomes assessed by Task		EEX12-1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-1 EEX12-3 EEX12-5

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

HSC Assessment Program 2026

Course: English Standard

		Task 1	Task 2	Task 3	Task 4
Due Date*		Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3
Task Type		Critical response Common Module – including related material	Multimodal Task Mod A: Language, Culture and Identity	The Craft of Writing Mod C	Trial HSC Examination – Common, Mod A, Mod B, Mod C
Weight		10	15	10	15
		%			
		10	10	15	15
		%			
Totals		20%	25%	25%	30%
Outcomes assessed by Task		EN12-1 EN12-3 EN12-5 EN12-6 EN12-7	EN12-1 EN12-3 EN12-5 EN12-7 EN12-8 EN12-9	EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-5 EN12-7
Components (Syllabus)					
Knowledge and understanding of course content					
Skills in responding to texts and communication of idea appropriate to audience, purpose and context across all modes					

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: English Studies

Components (Syllabus)	Due Date*	Task			
		Task 1	Task 2	Task 3	Task 4
Knowledge and understanding of course content	Task Type	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5
	Weight	Q and A Panel Discussion Mandatory module: Texts and Human Experiences	Feature Article Elective module: We are Australians	Multimodal Film Award Nomination Elective Module: The Big Screen	Collection of classwork Logbook and Reflective Portfolio All modules
comprehending texts, communicating ideas, using language accurately, appropriately and effectively	%	15	10	15	10
	%	10	15	15	10
Totals	100%	25%	25%	30%	20%
Outcomes assessed by Task		ES12-1 ES12-5 ES12-6 ES12-8	ES12-3 ES12-7 ES12-9	ES12-2 ES12-4 ES12-5 ES12-7	ES12-1 ES12-3 ES12-5 ES12-6 ES12-7 ES12-9

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

HSC Assessment Program 2026

Course: Food Technology

Components (Syllabus)	Due Date*	Task 1				Task 2				Task 3				Task 4			
		Task Type	Weight	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Knowledge and understanding of course content	%	1 Australian Food Industry Practical & Theory Task	10	2 Food Manufacture Research & Practical Task	10	3 FPD CNI Food Product Design & Evaluation	10	4 Trial HSC written exam	20								
Knowledge and skills in designing, researching, analysing and evaluating	%				10												
Skills in experimenting with and preparing food by applying theoretical concepts	%				10												
Totals	100%		20%		20%		20%		30%		30%		30%				
Outcomes assessed by Task		H1.2, H1.4, H3.1, H5.1	H4.2, H1.1, H5.1	H2.1, H3.2, H4.1, H1.3	H1.1, H1.3, H1.4, H2.1, H4.2												

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Food Technology LS

Due Date*		Task 1	Task 2	Task 3	Task 4
Task Type		Ongoing	Ongoing	Term 2 2026	Term 3 2026
Task Type		Students plan and prepare a simple food products, demonstrating safe handling, hygiene, and use of equipment. They identify steps in a basic design process.	Students design and prepare a nutritious meals. They explain how nutrition influences health and food choice.	Students plan, trial, and produce a food item (e.g. snack, baked product). They evaluate its sensory and functional properties and reflect on the process.	Student to prepare, and present food for a small event (e.g. afternoon tea, class celebration). Document planning and evaluation.
Weight					
	%	25%	10%	5%	5%
	%		15%	20%	20%
Totals	100%	25%	25%	25%	25%
Outcomes		FTLS1, FTLS2, FTLS11, FTLS12, FTLS13	FTLS4, FTLS8, FTLS9, FTLS10	FTLS3, FTLS5, FTLS6, FTLS7	FTLS6, FTLS10, FTLS14

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Health and Movement Science

		Task 1	Task 2	Task 3	Task 4
Due Date*	24/11/25		Term 1, Week 8	Term 2, Week 9	Term 3
Task Type	Health Report		Depth Study 2	Case Study	Trial HSC Exam
Weight	25%	25%	25%	25%	30%
Components (Syllabus)		5	10	10	15
Knowledge and understanding of course content	40%				
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	15	15	15	15
Totals	100%	20%	25%	25%	30%
Outcomes assessed by Task	12-01, 12-02, 12-05, 12-10	12-04, 12-08, 12-10	12-05, 12-07, 12-08, 12-09	12-01, 12-02, 12-03, 12-04, 12-05	

* Specific dates will be provided with the assessment task notification.



St. Clare's High School

Year 12 Assessment Schedule 2026
Course: History Extension

Syllabus Components	Task Type	Task 1			Task 2			Task 3		
		History Project Historical Process	History Project Final Essay Submission	Trial HSC Examination	Due Date	Weight	Outcomes	Due Date	Weight	Outcomes
Knowledge and understanding of significant historical ideas and processes	40%	Term 1, Monday Week 9	Term 2, Monday Week 9	Term 3	10	10	Term 3 Trial HSC Period	20		
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20	30	10						
Weight Total		30%	40%	30%						
Outcomes		HE12-1, HE 12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4						HE12-1, HE12-3, HE12-4

*Dates are estimate and exact dates will be published on task notifications.



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St Clare's High School

HSC Assessment Program 2026

Course: Industrial Technology

		Task 1	Task 2	Task 3	Task 4
Due Date*		Term 4, Week 9	Term 1 Week 6	Term 2 Week 6	TBA
Task Type		Folio of Work + MDP Project Progression	Video Progression	Realisation Folio of Work + MDP Project + Video	HSC Trial
Weight		5	10	5	20
40 %					
60 %		25	5	30	0
100%		30 %	15 %	35 %	20 %
Totals					
Outcomes assessed by Task		H1.1, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H1.2, H7.2

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Industrial Technology (Timber – Life Skills)

- Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course.
- Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.
- Students entered for Stage 6 Life Skills courses may achieve the designated outcomes independently or with support.

		Due Date*	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8
		Task Type	Task 1 Folio of Work + MDP Project Progression	Task 2 Video Progression	Task 3 Realisation Folio of Work + MDP Project + Video
Components (Syllabus)		Weight			
ITLS1	recognises that a process is used to develop design solutions	20%	ITLS1 ITLS2		
ITLS2	explores factors that influence design				
ITLS3	demonstrates awareness that technology can be used for a variety of purposes in a design process	40%		ITLS3	ITLS3 ITLS4 ITLS6 ITLS7
ITLS4	demonstrates skills and techniques in the context of a project				
ITLS5	uses a design process in the production of a project				
ITLS6	explores a range of industrial products and their features				
ITLS7	identifies materials and technologies for a range of applications	20%		ITLS7	
ITLS8	investigates marketing strategies for industrial products				
ITLS9	selects and uses appropriate materials, tools and processes in the production of a project				
ITLS10	demonstrates safe practices in the use and care of tools	20%			ITLS11 ITLS10
ITLS11					

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

HSC Assessment Program 2026

Course: Legal Studies

Components (Syllabus)	Due Date*	Task			
		Task 1	Task 2	Task 3	Task 4
	Term 4 Week 8 Friday 5 th Dec	Term 2 Week 1	Term 2 Week 9	Term 3, Week 3-4	
	Task Type	Response to Stimulus- Short Answer Questions	In Class Timed written Essay	Trial Examination	
	Weight				
Knowledge and understanding of course content	40%	15	10	10	
Analysis and evaluation	20%	5	5	10	
Inquiry and research	20%	5	5	5	
Communication of legal information, issues and ideas in appropriate forms	20%	5	5	5	
Totals	100%	20%	25%	30%	
Outcomes assessed by Task		H1, H4, H5, H7, H8, H9 & H10	H2, H4, H5, H6, H7, H8, H9, & H10	H1, H2, H3, H4, H5, H5, H6, H7, H8, H9 & H10	

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026
Course: Mathematics Advanced

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	Weight	Weight	Weight	Weight
Understanding, Fluency and Communicating	Week 8, Term 4	Topic Test 1	Resource Assisted Task	Week 5, Term 2	Weeks 3/4/5, Term 3
Problem Solving, Reasoning and Justification	50%	10%	10%	15%	15%
Totals	100%	20%	20%	30%	30%
Outcomes assessed by Task		MA12-1, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-4, MA12-5, MA12-6, MA12-8, MA12-9, MA12-10	MA12-3, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.

* Any changes to the outcomes will be published on the notification sheet.



St Clare's High School

HSC Assessment Program 2026
Course: Mathematics Extension 1

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Weight	Weight	Weight
Understanding, Fluency and Communicating	50%	15%	20%	15%
	50%	15%	20%	15%
Totals	100%	30%	40%	30%
Outcomes assessed by Task		ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.

* Any changes to the outcomes will be published on the notification sheet.



St Clare's High School

HSC Assessment Program 2026
Course: Mathematics Extension 2

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	Weight	Weight	Weight	Weight
Understanding, Fluency and Communicating	Week 8, Term 4	Resource Assisted Task /Assignment	Week 8, Term 1	Week 5, Term 2	Weeks 3/4/5, Term 3
Problem Solving, Reasoning and Justification	50%	10%	10%	15%	15%
Totals	100%	20%	20%	30%	30%
Outcomes assessed by Task		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6 MEX12-7, MEX12-8

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.

* Any changes to the outcomes will be published on the notification sheet.



St Clare's High School

HSC Assessment Program 2026

Course: Mathematics Standard 1

Due Date*		Task 1	Task 2	Task 3	Task 4
Task Type		Resource Assisted Task 1	Topic Test 1	Resource Assisted Task 2	Trial HSC Examination
50%		10%	10%	15%	15%
50%		10%	10%	15%	15%
100%		20%	20%	30%	30%
Outcomes assessed by Task		MS1-12-3, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-8 MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7 MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Components (Syllabus)					
Understanding, Fluency and Communicating					
Problem Solving, Reasoning and Justification					
Total Weighting (%)					

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.

* Any changes to the outcomes will be published on the notification sheet.



St Clare's High School

HSC Assessment Program 2026
Course: Mathematics Standard 2

		Task 1	Task 2	Task 3	Task 4
Due Date*		Week 8, Term 4	Week 7, Term 1	Week 5, Term 2	Week 3/4, Term 3
Components (Syllabus)	Task Type	Resource Assisted Task	Topic Test 1	Topic Test 2	Trial HSC Examination
Understanding, Fluency and Communicating	50%	10%	10%	15%	15%
Problem Solving, Reasoning and Justification	50%	10%	10%	15%	15%
Total Weighting (%)	100%	20%	20%	30%	30%
Outcomes assessed by Task		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.

* Any changes to the outcomes will be published on the notification sheet.



St Clare's High School

HSC Assessment Program 2026

Course: Modern History

		Task 1	Task 2	Task 3	Task 4
	Due Date*	Week 9, Term 4 Friday 12 th Dec	Week 8, Term 1	Week 9, Term 2	Week 3, Term 3
	Task Type	Core Study: Power and Authority in the Modern World Source analysis	National Studies Research Task and Essay	Peace and Conflict and Change in the Modern World Historical Analysis	Trial HSC Examination
Components (Syllabus)	Weight				
Knowledge and understanding of content	40%		15%	10%	15%
Source-based skills	20%	15%			5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%		5%	10%	5%
Totals	100%	20%	25%	25%	30%
Outcomes assessed by Task		MH12-2 MH12-5 MH12-6	MH12-1 MH12-3 MH 12-4 MH 12-6 MH 12-8	MH12-3 MH12-5 MH 12-6	MH12-3 MH12-5 MH12-7 MH12-9

* Specific dates will be provided with the assessment task notification.



St. Clare's High School

HSC Assessment Program 2026 Course: HSC Physics

Task 1		Task 2	Task 3	Task 4
Due Date*	2/12/25	Term 1, Week 10	Term 2, Week 6	Term 3
Task Type	Task No.1 2nd-hand Research Test 2 nd Hand Investigation And Data Analysis 12.5 Advanced Mechanics	Task No.2 Practical Task Depth Study Task 1 st Hand Investigation and Analysis 2 nd Hand Investigation Data 12.6 Electromagnetism	Task No.3 2nd-hand Research and Model 2 nd Hand Investigation and presentation of model 12.7 The Nature of Light	Task No.4 Written Examination End-Of-Course Examination 12.5 Advanced Mechanics 12.6 Electromagnetism 12.7 The Nature of Light 12.8 From the Universe to the Atom
Weight	10	5	5	20
Components (Syllabus)	40%	5	5	20
Knowledge	10	15	15	20
Skills in Working Scientifically	20	20	20	20
Totals	100%			
Outcomes assessed by Task	PH12-4 PH12-5 PH12-6 PH12-7 PH12-8	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-13	PH12-1 PH12-2 PH12-3 PH12-4 PH12-7 PH12-12-14	PH12-1 – 12-15

* Specific dates will be provided with the assessment task notification.



St. Clare's High School

HSC Assessment Program 2026

Course: Society and Culture

		Task 1	Task 2	Task 3	Task 4
Due Date*		Term 4 Week 9 Wed 10 th Dec	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3
Task Type		Core: Continuity & Change Vietnam Exam Style Section One Response	Depth Study 1 – Popular Culture Media Production Study	Depth 2 – Belief Systems and Ideologies Exam Style Response	Trial HSC Examination
Weight		10	10	10	20
Components (Syllabus)		50	10	10	5
Knowledge and understanding		30	5	5	5
Application and evaluation of social and cultural research methodologies		20	20	25	30
Communication in formation, ideas and issues		100%	H1, H2, H4, H5, H7	H3, H5, H9, H10	H1, H2, H3, H5, H8, H9, H10
Outcomes assessed by Task					

* Specific dates will be provided with the task outline.

Cohort: 2025-2026	Qualification: SIS30521 Certificate III in Sport Coaching	NESA Course Number: 50418 240 hours -2 units x 2 years	Training package rules: 10 units total – 6 core units, 4 elective units (1 unit from Groups A,B,C, or at least 1 unit from group E, up to 2 units from elsewhere in SIS TP or any of TP or accredited course or all units in group D)	Year 11							Year 12				Assessment instrument Observation, questioning, structured activity	
				Unit title	TP status Core/elective	HSC Status	NESA Hours	1	2	3	4	5	6	7		Planned Tasks
Safety & Risk Management	BSBOPS403	Apply business risk management processes	Core	Core	25	X								Task 1 9/4/2025		
	HLTWH5001	Participate in workplace health and safety	Core	Core	15	X										
Community Coaching	SISSSCO002	Work in a Community Coaching Role	Core	Core	25		X	X						Task 2 26/09/2025		
	SISSSCO003	Meet participant coaching needs	Core	Core	30		X	X								
	SISSSCO005	Continuously improve coaching skills and knowledge	Core	Core	30		X	X								
First Aid	HLTFI001.1	Provide First Aid (external provider)	Core	Core	20		X							External provider		
Intermediate Coaching	SISSSCO012	Coach sport participants up to an intermediate level	Elective A	Elective	30				X	X				Task 3 9/4/2026		
	SISXCAI009	Instruct strength and conditioning techniques	Elective E	Elective	25				X	X						
Sport, Fitness, Recreation Events	SISSSOF002	Continuously improve officiating skills and knowledge	Elective E	Elective	15								X	Task 4 26/9/2026		
	SISXIND006	Conduct sport, fitness or recreation events	Elective E	Elective	30								X			
Total Hours												245				



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St. Clare's High School

Year 12 Assessment Schedule 2026

Course: Studies in Catholic Thought

Syllabus Components	Task Type	Task 1			Task 2		Task 3	
		Source Analysis Virtue, Vice, Salvation Term 1, Week 3	Research Task The Good Works Term 2, Week 2	Yearly Examination Term 3 Trial HSC Period	Due Date *	Weight	Outcomes	
Knowledge and understanding of course content	20%	10	5	5				
Religious skills in: <ul style="list-style-type: none"> using Scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources 	10%	5		5			5	
Inquiry and research skills	10%			10				
Communication of religious ideas and understanding in appropriate forms	10%			5			5	
Weight Total		15%		20%			15%	
Outcomes		SCT 12.1, 12.2, 12.4, 12.5, 12.10	SCT 12.1, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10	SCT 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10				

*Dates are estimate and exact dates will be published on task notifications.



St. Clare's High School

HSC Assessment Schedule 2026

Course: Studies in Catholic Thought Life Skills

Syllabus Components	Task Type	Task 1			Task 2			Task 3					
		Due Date	Source Analysis Virtue, Vice, Salvation	Research Task The Good Works	Comprehension Task Common Good	Due Date	Source Analysis Virtue, Vice, Salvation	Research Task The Good Works	Comprehension Task Common Good	Due Date	Source Analysis Virtue, Vice, Salvation	Research Task The Good Works	Comprehension Task Common Good
Knowledge and understanding of course content	20%	10	5	5	Term 1, Week 3	Term 2, Week 2	Term 3, Week 6						
<ul style="list-style-type: none"> Religious skills in: <ul style="list-style-type: none"> using Scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources 	10%	5		5									
Inquiry and research skills	10%			10									
Communication of religious ideas and understanding in appropriate forms	10%			5								5	
Weight Total		15%		20%								15%	
Outcomes		SCTLs 12-2, 12-5			SCTLs 12-2, 12-3, 12-4, 12-5			SCTLs 12-2, 12-4					

*Dates are estimate and exact dates will be published on task notifications.



St. Clare's High School

Year 12 Assessment Schedule 2026
Course: Studies of Religion I

		Task 1	Task 2	Task 3
Task Type	Depth Study Christianity Source Analysis	Depth Study Islam Research	Trial HSC Examination	
Syllabus Components	Term 1, Week 3	Term 2, Week 2	Term 3	
Due Date *	10	10	20	
40%	15		5	
20%		20		
20%	5	10	5	
20%				
Weight Total	30%	40%	30%	
Outcomes	H1, H4, H6, H8, H9	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H8, H9	

*Dates are estimate and exact dates will be published on task notifications.



St. Clare's High School

Year 12 Assessment Schedule 2026
Course: Studies of Religion II

Syllabus Components	Task Type	Task 1			Task 2			Task 3			Task 4			
		Religion and Peace Source Analysis	Depth Study Research	Topic Test/Short Answer Religion & non-religion	Trial HSC Examination	Due Date *	Weight	Outcomes	Due Date *	Weight	Outcomes	Due Date *	Weight	Outcomes
Knowledge and understanding of course content	40%	5	10	10	5	15	10	15	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3 Trial HSC Period	5	15
source-based skills	20%	5			5		10	5					5	
Investigation and research	20%	5	15		5	15								
Communication of information, ideas and issues in appropriate forms	20%	5	5		5	5		10					10	
Weight Total		20%			30%			20%			30%			
Outcomes		H5, H6, H7, H8, H9			H2, H4, H5, H6, H7, H8, H9			H1, H2, H6, H8			H1, H2, H3, H8, H9			

*Dates are estimate and exact dates will be published on task notifications.



St Clare's High School

HSC Assessment Program 2026

Course: Textiles and Design

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	DESIGN Research and Presentation	MAJOR TEXTILES PROJECT Progressive task – presentation	PROPERTIES AND PERFORMANCE Research / Investigation	DESIGN, PROPERTIES & PERFORMANCE, ATCFAI Trial HSC Examination
	Weight				
Knowledge and understanding of course content	50 %	10	10	10	20
Skills and knowledge in the design, manufacture and management of a major textiles project	50 %	5	15	20	10
Totals	100%	15%	25%	30%	30%
Outcomes assessed by Task		H1.1, H2.1, H5.1, H6.1	H1.1, H1.2, H2.2, H3.1, H4.2	H3.2, H4.1, H5.2, H6.1	H1.3, H3.1, H3.2, H4.1, H4.2, H5.2, H6.1

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Visual Arts

Due Date*	Task 1		Task 2		Task 3		Task 4	
	Task Type	Weight	Task Type	Weight	Task Type	Weight	Task Type	Weight
Term 4 Week 8 Monday 1 st December, 2026	BOW Development: Viva Voce, VAPD and Artmaking		Written Examination		BOW Progress Mark (80% completion): Artmaking and VAPD		Trial Examination	
	Artmaking	50%		30%				
	Art Critical/Art Historical	50%		15%				25%
	Totals	100%		15%		30%		25%
	Outcomes assessed by Task			H7 – H10		H5 – H6		H7 – H10

* Specific dates will be provided with the assessment task notification.
 * Students should refer to the Student Handbook for information regarding the School Assessment Policy.
 * BOW official due date to be confirmed in 2026.



St Clare's High School

HSC Assessment Program 2026

Course: Life Skills Visual Arts

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3	Task 4
	Task Type	Task 1	Task 2	Task 3	Task 4
	Weight				
Artmaking	50%	Term 4 Week 8 Monday 1 st December, 2026 BOW Development: Viva Voce, VAPD and Artmaking	Term 1 Week 7 Written Examination	Term 3 Week 1 BOW Progress Mark (80% completion): Artmaking and VAPD	Term 3 Weeks 3 - 5 Trial Examination
Art Critical/Art Historical	50%	10%	15%		25%
Totals	100%	30%	15%	30%	25%
Outcomes assessed by Task		VALS1, VALS2, VALS4, VALS6	VALS3, VALS5, VALS7	VALS3, VALS5, VALS8, VALS9	VALS3, VALS5, VALS7

* Specific dates will be provided with the assessment task notification.

* Students should refer to the Student Handbook for information regarding the School Assessment Policy.

* BOW official due date to be confirmed in 2026.



St Clare's High School

HSC Assessment Program 2026

Course: Work Studies

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Weight	Weight	Weight
Knowledge & Understanding		Project Report 30%	Work Related Skills 35%	Media File Research 35%
	%	10%	10%	15%
Skills		20%	25%	20%
	%			
Totals	100%	30%	35%	35%
Outcomes assessed by Task		1, 2, 3, 7, 9	2, 3, 4, 5	1, 2, 3, 4, 5, 8, 9

* Specific dates will be provided with the assessment task notification.



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