



Year 12 2026 Parent Info Evening @ Tempe High School



I acknowledge the **Gadigal people** on the lands that we are meeting today. I pay my respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of NSW.

I also acknowledge and pay my respects to our Aboriginal and Torres Strait Islander people joining us today.



Acknowledgement of Country

Congratulations... now reflect

- If you are still here, congratulations.
- Year 11 is no small step and is foundational to understanding how Year 12 will work.
- **Reflect:**
 - How did I manage myself through Year 11?
 - What could I be doing differently in Year 12 now that I know better?
 - When will I start those changes?




Mr Ibrahim's Year Advisor Classroom

Year 11 2025

 Customize



Quick Links

 New announcement

 Repost

Year Adviser (YA) Google Classroom and DET Email

- All students need to make sure they are on the **YA Google Classroom** or checking their emails regularly otherwise they may miss important information.
- We do a lot of our communication and updates to students and parents via these platforms.
- **All students need to be on their class course Google Classroom** as well, where assessment notifications will often be sent out.

Schools online – create an account if you have not already?

Students can log in with their NESA student number and NESA PIN to see:

- messages from NESA
- personal details
- your results history, eg grades for Years 10 and 11.

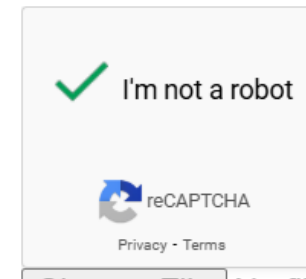
When available, students will also be able to see:

- personalised exam timetable for the HSC
- assessment ranks
- HSC results
- VET qualification.

Login

Student Number:

PIN:



Mentoring: Teachers and Students

- Each student can select a mentor/s to support them through their HSC year. Not all students will get their first choice, so Mr Ibrahim will work to ensure any reserves are a good match.
- **Mentors are not tutors...** more like a guidance counsellor that students can use to talk through a range of concerns.
 - Reflecting on academic achievement? Next steps.
 - Navigating friendships?
 - Wellbeing needs?



Attendance: the secret to success.

It must be 90% and above.

Do not stay awake all night – that is only for vampires...and Mr Tabuteau. 😊

- Be present for class discussions.
- Engage with hands-on experiences to consolidate learning.
- Show sustained diligence and application; missing a day is like missing a thread in a jumper and it can all unravel.



High Performers need to be Highly Organised

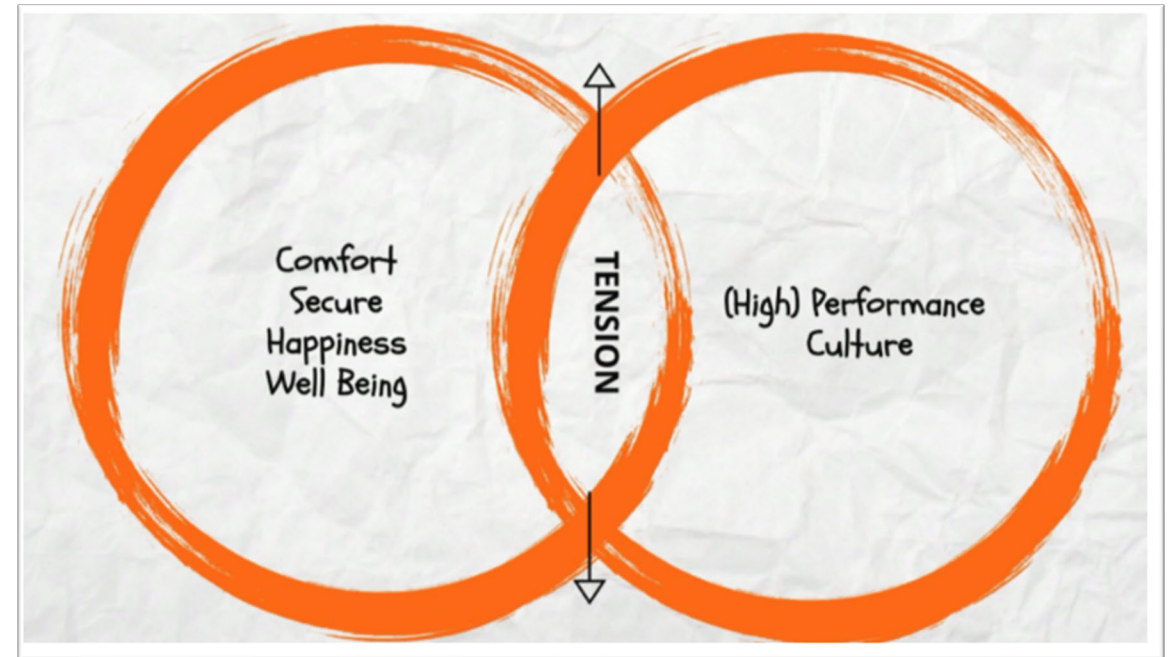
**Our sports teams are amazing,
and we congratulate them on
their high level of achievement.**

When students are working at this level, be it at sport or another venture, and will be out at school events, they need to be proactive and ensure they catch-up on all work missed, especially if it relates to a Major Work which is due well before the HSC exams.



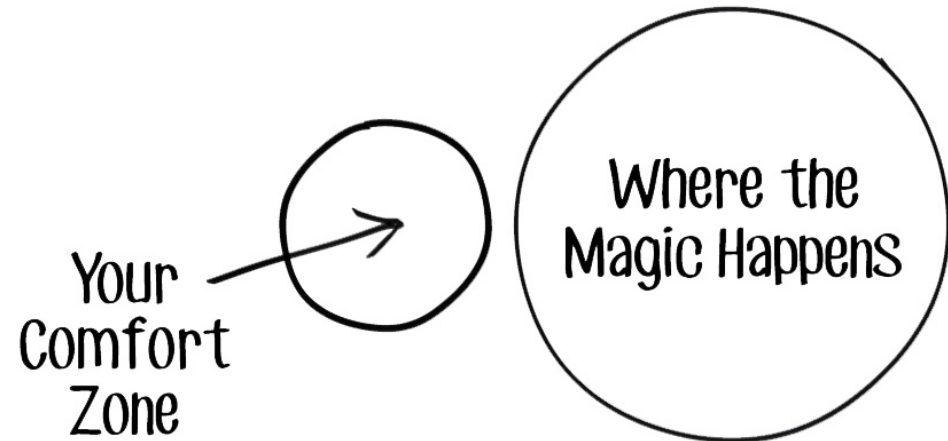
Student Wellbeing: **Finding the balance while sitting in the tension:** [Rod Corban](#)

- This tension exists because our brain craves comfort and security, while the performance environment inherently brings discomfort, unpredictability, and challenge.
- *developing the courage to **stay within that tension**, learning about themselves in the process.*
- It's about discovering the strengths they bring to these experiences and **being willing to fail**—because failure in this space is often a stepping-stone toward greater performance in the future.



The magic is in the repetition... and it's not always fun.

- In [Geoff Colvin's book, "Talent is Overrated,"](#) he talks about moving along the path of three zones:
- **The Panic Zone:** activities that are hard, so we don't know how to approach them.
- **The Learning Zone:** forcing oneself to stay in there as we change and move from novice to expert.
- **The Comfort Zone:** we understand fully and can apply the skills and knowledge.



GIVE

IT A

GO

GRIT



Changing / dropping/ adding subjects

☐ I have **counted my units** and made sure that they satisfy NESA expectations.

☐ I have discussed this with my **parents/carers**, and they agree.

☐ I have discussed this with my **class teacher/s**. They have given me feedback.

☐ I have seen the **Careers Adviser**. This will not impact my choices for university/TAFE/other.

☐ I have received **feedback** on my Year 11/12 exam performance/ other assessments. This supports my decision.

☐ I have **reviewed my study habits** to make sure that my decision is not because of poor study habits or time management.

☐ I have **created a study plan** as to how I will use the extra study periods to enhance my performance.



Year 11 and 12 Subject Change Form



I am in Year 11 ☐

I am in Year 12 ☐

Before you complete this form:

☐ I have counted my units and made sure that they satisfy NESA expectations. See page 2.

☐ I have discussed this with my parents/carers, and they agree.

☐ I have discussed this with my class teacher/s. They have given me feedback.

☐ I have seen the Careers Adviser. This will not impact my choices for university/TAFE/other.

Subject/s to drop/enrol	Units	Write drop /enrol below	Head Teacher signature needed
Subject:			
Subject:			

IMPORTANT: Year 12 can only drop to 10 units from Week 2 of the beginning of the course. See page 2.

Year 11: you must do a minimum of 12 units. You cannot go below 12 units.

Year 12: you must do a minimum of 10 units. If your extension subjects count as part of your 10 units, a head teacher signature means that they believe you can meet the expected standards and levels of application

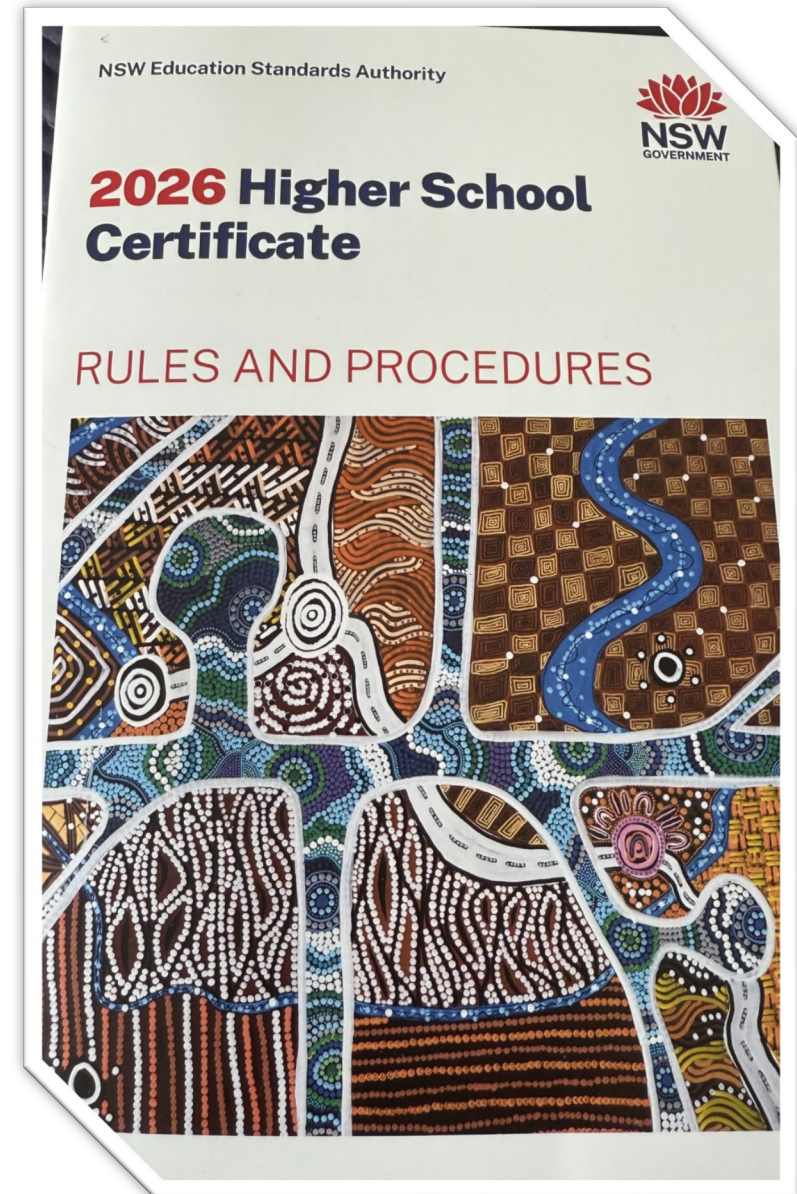
Can we continue to drop?

- Yes.
- Use the subject form checklist questions to make sure you are making a solid decision.
- You must have 10 units of Year 12 units.
- If those subjects are SLR or Photography, this will be a non-ATAR pathway.
- If you do not do the exam part of subjects, you will not get an ATAR.
- The only subjects you can add are Extension subjects and Investigating Science...however, that opportunity does have a time limit.



HSC Rules Booklet 2026

- Students were given this booklet from NESA which helps them to understand the rules and requirements that every HSC student must follow.
- Students can obtain more detailed explanations by referring to the [Assessment Certification Examination \(ACE\) rules.](#)



A C C E S S R U L E S

1

**Achieving the RoSA /
HSC**



2

**Assessment, results,
and appeals**



3

**Course
commencement,
entries and eligibility**



4

**Course completion,
non-completion and
appeals**



5

**Curriculum
requirements**



6

**Disability provisions
and appeals**



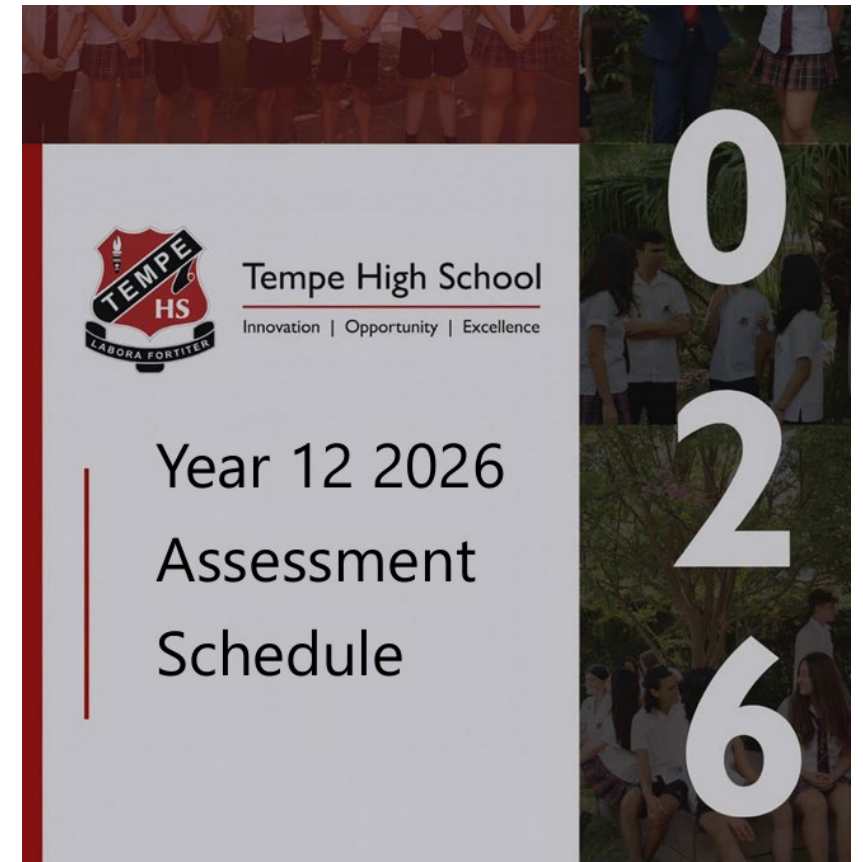
Purpose of HSC Assessment:

- Find out where students are in their learning.
- Deliver responsive teaching to take students to the next step in their learning.
- Provide students with multiple ways to show their learning.
- Rank students to allow for the moderation of the school assessment in response to the common HSC exam.



Year 12 Assessment Schedule 2026

- Details the weeks that assessments are on. These should only change in exceptional circumstances and parents and students will be emailed by head teachers if this is the case.
- **Assessment notifications** remain the main source of student information in terms of due dates; however, the assessments should occur within the week stated on the schedule.
- 2025 Term 4 assessment days are on the Sentral Calendar.
- 2 weeks = between task notification and due date.
- This assessment schedule is now live on our website under the [Learning = Assessment tabs in the menu section](#).



One for each
course and in
alphabetical
order.

Ancient History

Name of Course: **Year 12 Ancient History**

Units: 2

Type of Course: **Board Developed**

Components/ nature of task	Weighting (%)	Task 1 Source Analysis Date: Term 4, 2025 - Week 9	Task 2 Research, In- class essay Date: Term 1, 2026 - Week 9	Task 3 Topic Test Date: Term 2, 2026 - Week 4	Task 4 Trial Exam Date: Term 3, 2026 - Exam Block
Syllabus outcomes		AH12-1, AH12-3, AH12-4, AH12-5, AH12-6	AH12-1, AH12-3, AH12-4, AH12-8, AH12-9	AH12-3, AH12-4, AH12-5, AH12-6, AH12-9	AH12-2, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	40%	10	5	10	15
Skills in the analysis, evaluation & interpretation of sources	20%	5		5	10
Inquiry and research	20%		15	5	
Communication in appropriate forms	20%	5	5	5	5
Total	100%	20%	25%	25%	30%

Outcomes

AH12-1: accounts for the nature of continuity and change in the ancient world

AH12-2: proposes arguments about the varying causes and effects of events and developments

AH12-3: evaluates the role of historical features, individuals and groups in shaping the past

AH12-4: analyses 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

Students should use the **schedule to plan...**



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

Why school assessments are important?

- Your HSC results will generally show 3 marks for each of your courses:
- an assessment mark
- an exam mark
- an HSC mark, which is the **average of the assessment and exam marks**. For example, if your exam mark is 92 and your assessment mark is 89, the average is 90.5. This is then rounded up to an HSC mark of 91.
- 50% from school
- 50% from HSC exam



Major Works (MW)

- Projects, Folios and Performances are externally marked by NESA markers.
- Projects, Folios and Performances have a due date and time. If the project, folio or performance is not delivered before/on this date and time you may not get your HSC.



Major Works: Are you studying one of these?

- Design and Technology - 60%
- Dance - 60%
- Drama - 60%
- English (Extension 2) - 50%
- Industrial Technology (Multimedia Tech) - 60%
- Society and Culture - 40%
- Textiles and Design - 60%
- Music - 70%
- Music 2 - 65%
- Extension Music - 100%
- Visual Arts - 50%



How can **family** support the MW process?

- Check your child is progressing through their project regularly.
- Set up a visual calendar of milestones.
- Understand that a major project is different to 'course work'. Students produce something purposefully rather than learn something.
- Keep in contact with the classroom teacher and encourage them to seek support early.
- NESA requires evidence of progress which we need to certify your projects.
- Multiple projects require more refined project management.



Moderating marks

More information can be [found here](#).

- For most examined NSW Higher School Certificate (HSC) courses, a student's final result is a combination of their HSC exam and school assessment marks.
- The school sends the assessment mark to NESA.
- NESA does not release the final assessment marks submitted by schools.
- Students will instead receive a report showing their 'rank' (position in the school group) in each course. The report will be available on Students Online the last day of HSC written exams. This rank is based on the school assessment mark.
- **The final mark students receive for their school assessment is moderated, based on the exam results.**



Bands in HSC

- For Extension courses, the highest band is E4 – 45 and upwards .
- They are marked out of 50.

Band 6	90 – 100 marks
Band 5	80 – 89 marks
Band 4	70 – 79 marks
Band 3	60 – 69 marks
Band 2	50 – 59 marks
Band 1	0 – 49 marks

Study Skills Workshop: Week 6

Wednesday

- **Part 1:** Study strategies and approaches :
2025 Term 4
 - *Elevate Education*
 - *Teachers from Tempe High School*
 - *Students move around to different sessions*
- **Part 2:** Examination Technique Week –
2026
 - Don't forget **ATOMI** resources!



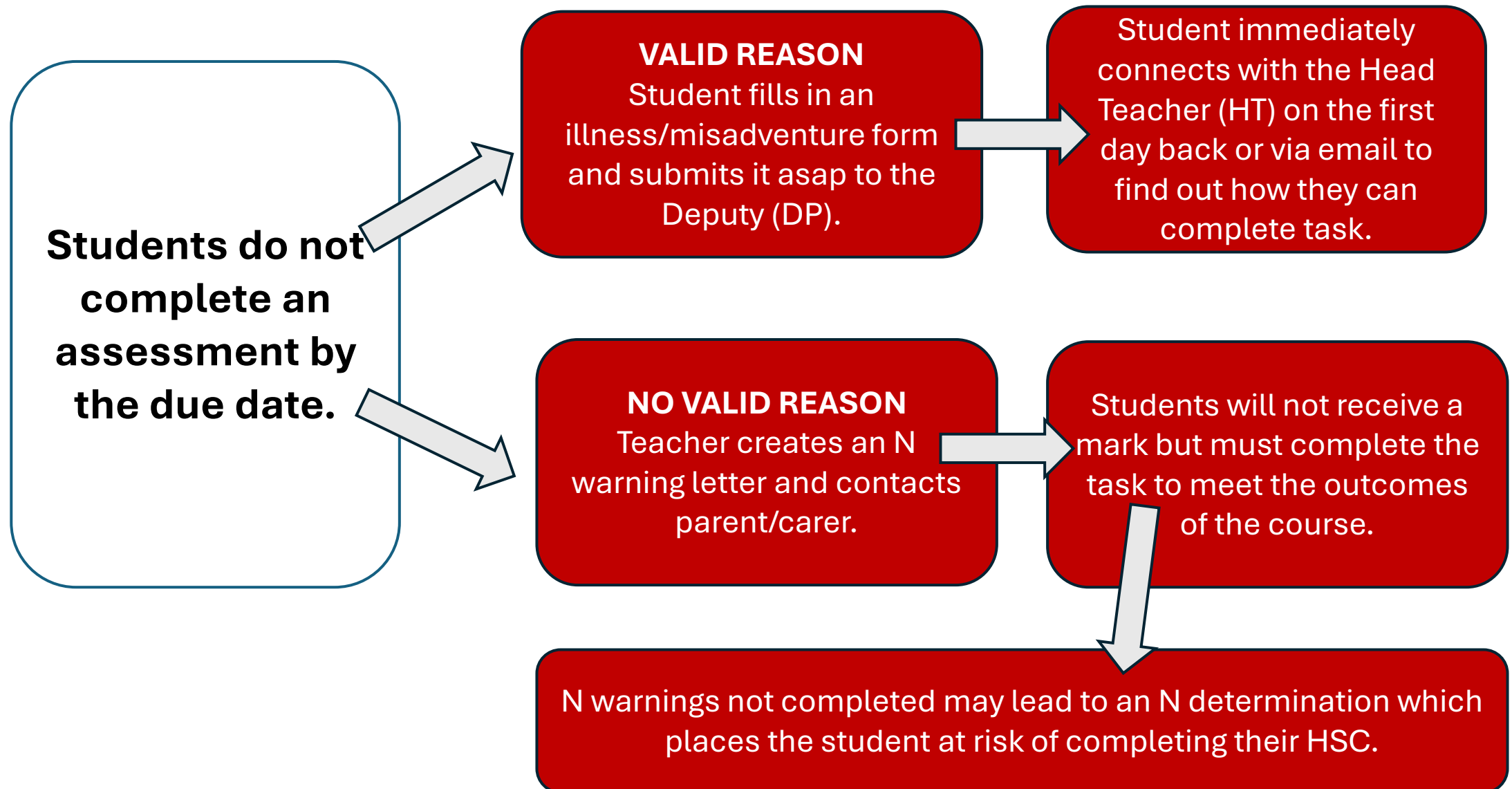
Tempe High Senior Assessment Policy

The conditions of completing an assessment and processes to follow.

- We have updated our policy and continue to do so each year.
- Students had a year meeting this term where the changes were also communicated to them.
- Students are strongly encouraged to return to the policy before assessment tasks to ensure they do not breach it and experience a penalty.
- Emailing the deputy to confirm is also permitted.
- This is also now on the school website.



Illness/Misadventure Forms and N warning Letters





Year 11 and 12 Illness/ Misadventure/Appeal Form



EMAIL TO YOUR DEPUTY 1 WEEK FROM THE ORIGINAL DUE DATE otherwise your request may not be considered.

Student details and course: fill in all sections

Student name:

Parent/Carer signature:



Class/ year group:

Original date of task:

Name of task:

Task weighting:

Course/subject:



Class Teacher and Head Teacher notified

Name of class teacher:

Faculty:

Head Teacher signature:



Reasons for application and evidence

Plagiarism includes but is not limited to:

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

Misrepresentation can include but is not limited to:

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

Collusion includes but is not limited to:

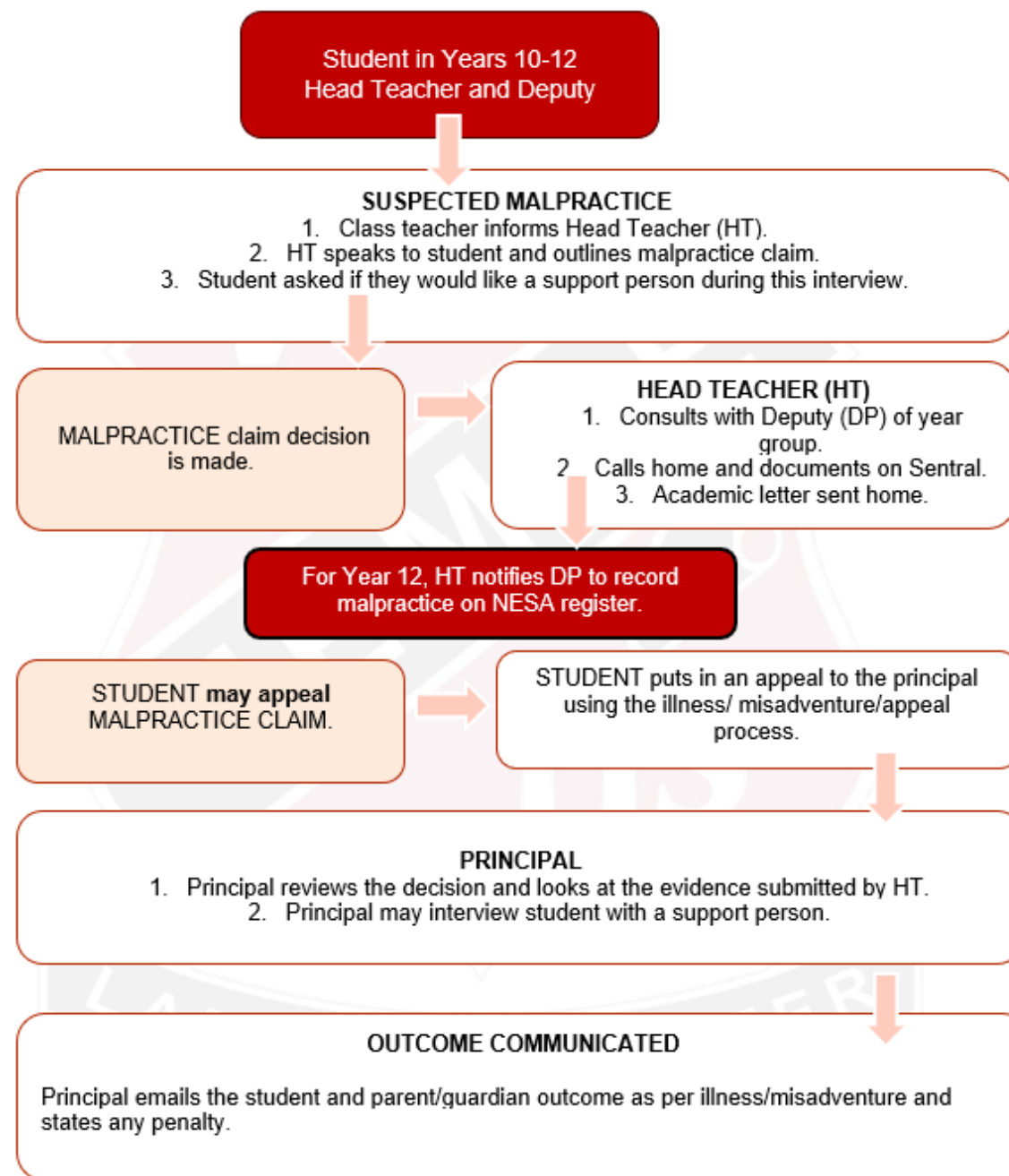
- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence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

Breach of assessment conditions includes not following:

- exam rules and procedures within a classroom
- internal and external test rules and procedures.

Malpractice

Appendix 3: Malpractice

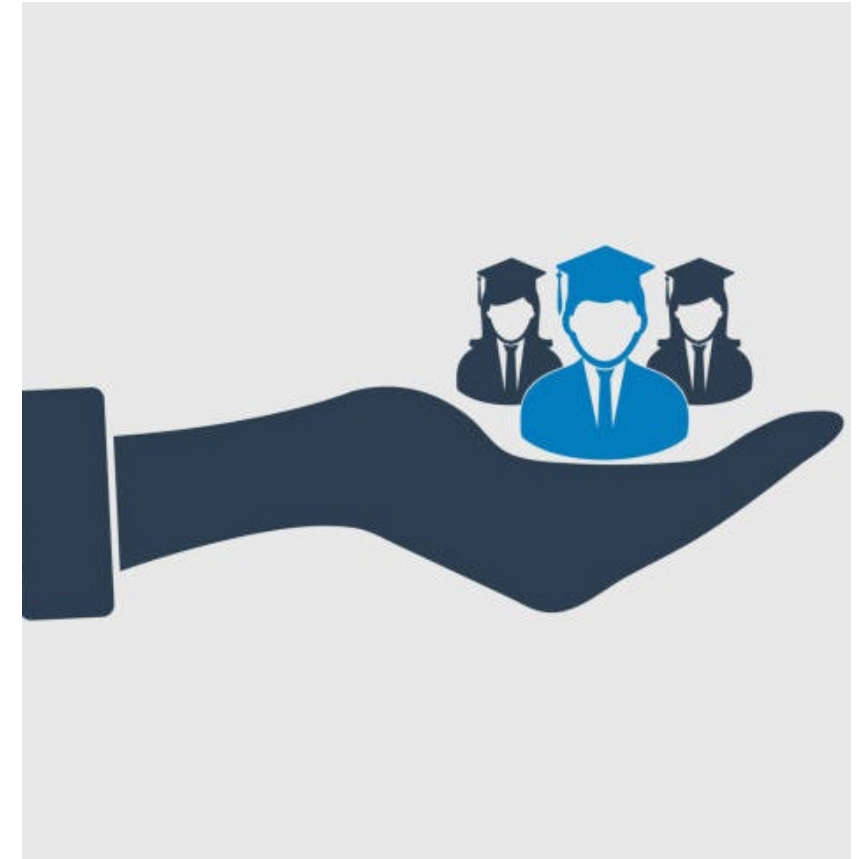


Wellbeing Team and Support

- *Year Adviser:* Mr Ibrahim
- *Head Teacher Wellbeing:* Mr Tabuteau
- *Student Support Officer:* Coeli Cutcliffe
- *Counsellors:* Michael and Sarah
- *Girl's Adviser:* Ms Byrnes
- *Boy's Adviser:* Mr Douglas
- *Deputy Principal:* Ms Taoube

Resources to support wellbeing

- [Managing exam stress – students](#)
- [Managing exam stress – parents](#)
- Headspace Camperdown: **Website:** headspace.org.au/camperdown
- **They support students with a range of mental health needs. Students can refer themselves as well. There are different pressure points throughout the year, so do not discount this service if you need it.**
- There are specific support schemes that the Careers Adviser can go through with you to support you to access some advantages because of having gone through ‘disadvantage’ in your HSC year. Disadvantage could fall under several umbrellas.



Disability Provisions: [click here for details](#)

- Disability provisions provide students with practical support to access, read and respond to the HSC exams.
- Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities.
- For example, students with a:
 - learning disability may use reader or writer
 - medical disability may access toilet breaks or use adapted furniture
 - vision disability may use braille or large-print papers
 - hearing disability may use an oral or sign interpreter.



Disability

Provisions: contact Learning **Support**

- The Head Teacher of Learning Support is the first step, and they will then assign a LaST to support students and their families.
- There is a specific form that needs to be filled in and documentation gathered from families as well as from within the school.
- It is an involved process, so seek support and consultation early.



Careers Adviser and Transition Adviser

- Organise an interview with these staff – Mr Fawcett and/or Ms Eagan – to discuss career options. Students can see these staff more than once as they navigate their way through the HSC.
- Career Expo Days
- [School leavers support | Your Career](#)
- [UAC Steps to Uni for Year 11 & 12 students 2025](#)
this also discusses scaling if interested.



Head here to find out about the opportunities below

3. Apply for the Educational Access Scheme, Schools Recommendation Scheme and Equity Scholarships

The Educational Access Scheme (EAS) helps students who have experienced long-term educational challenges gain admission to tertiary study.

Find out more about EAS

The Schools Recommendation Scheme (SRS) aims to help you access higher education through selection criteria other than (or in addition to) your ATAR. Unis use a wide range of selection criteria, including school recommendations and senior secondary studies. **Find out more about SRS**

Equity Scholarships (ES) help financially challenged students with the general costs associated with tertiary study. By submitting just one application you'll be considered for all available Equity Scholarships for which you're eligible. **Find out more about ES**

[What's On](#)[Plan Your Visit](#)[Schools](#)[Exhibitors ▼](#)[Buy Tickets](#)

HSC and Careers Expo 2026

Eastern Sydney's premier education and careers event,
proudly guiding students, parents, teachers and jobseekers
for over 18 years.

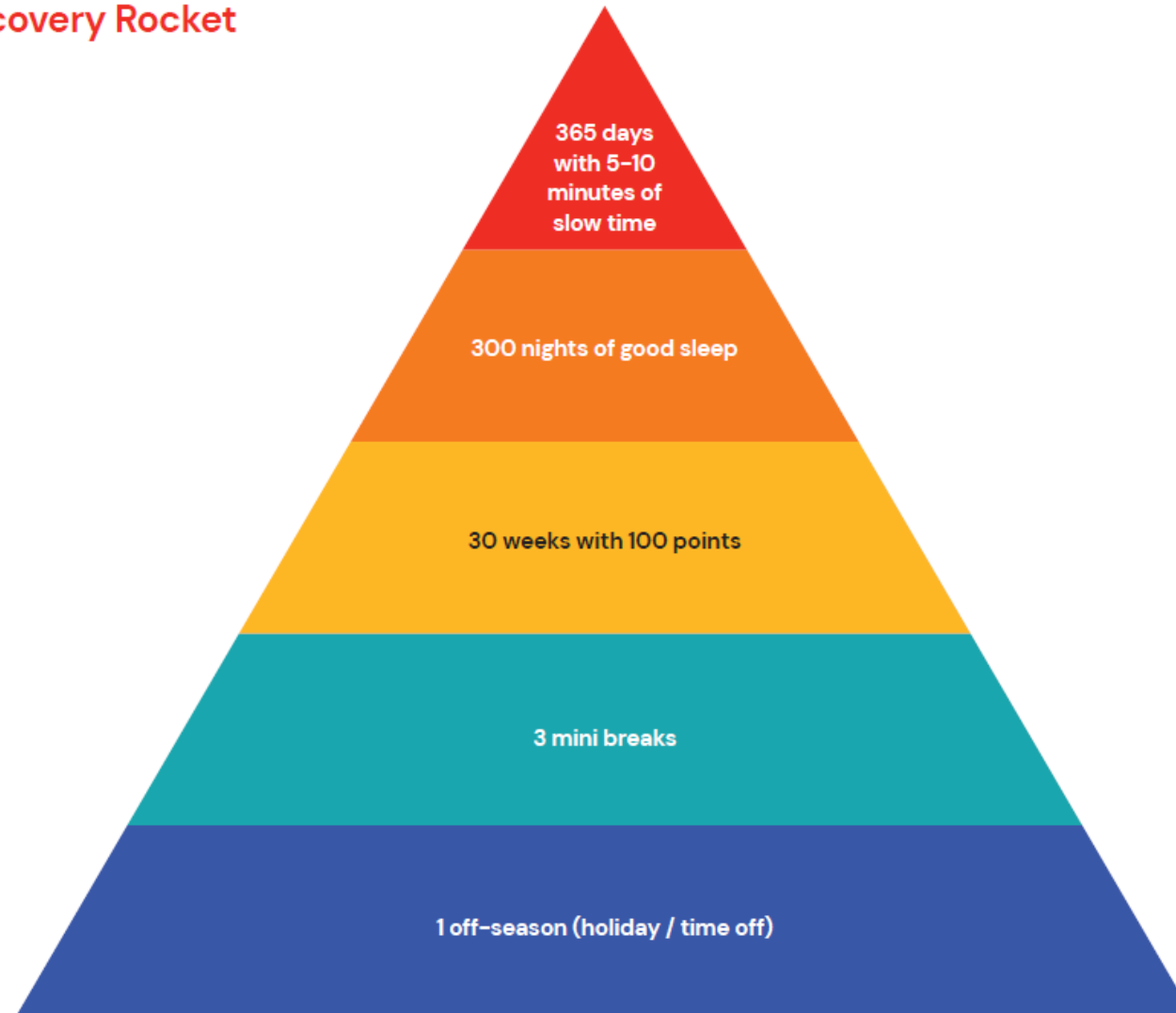
28 - 30 May 2026

Thursday - Saturday | 9am - 3pm

Winx Stand - Randwick Racecourse

[Exhibitors](#)[Schools](#)[General admission](#)

The Recovery Rocket



Recovery Model encourages...

- Every year you should try to take one proper holiday, or at least an off-season.
- Aim to get three mini-breaks throughout the year, preferably one mini-break every three months.
- For thirty weeks of the year, aim to get 100 recovery points.
- On three-hundred nights of the year aim to get a full, restorative night's sleep where you wake up the following morning feeling totally refreshed and recharged.
- 365 days of the year (366 days every leap year) go SLOW for at least ten to fifteen minutes every day.



Recovery points

For at least 30 weeks of the year, you should accumulate 100 recovery points⁷

Indoor activity	Points	Outdoor activity	Points
Massage	50	Relaxing swim	25
Meditation	50	Surf or Paddle	25
Stretch / Yoga / Tai Chi	40	Bush walk	25
Visualisation *	30	BBQ / Picnic	25
Diaphragmatic breathing *	30	Golf	25
Warm bath	30	Fishing	25
Social catch up	25	Gardening	25
Church / spiritual service	25	Slow Walk	20
Movie or Theatre	25	Slow Cycle	20
Relaxing music	15	Park with kids	20
Read fiction	15	Sightseeing or Festival	15
TV	5	Shopping	15

- * 5 – 10 minutes.
- All other activities are 30 minutes
- No points are awarded if you are checking your mobile phone



Mr Gouzoulis: getting in touch with nature



**Your teachers are ready
and focused to help you
get through.**

Are you?

Seek their guidance.





Wishing you all the best in your HSC year!