

NESA-aligned HSC maths marking rubric template

A criterion, moderation and feedback template for NSW faculties

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Verified 3 August 2026. The 2026 HSC uses the applicable 2017 mathematics syllabus; the 2024 syllabuses are first examined in the 2027 HSC. Verify current sources and local requirements before use.

1. Assessment context

Field	Complete before marking
Course and syllabus version	[Course] [2017 / 2024 syllabus]
Cohort and task	[Year 12 class] [Task title and number]
Outcomes assessed	[List exact outcome codes and descriptions]
Question / part	[Question number]
Available marks	[Total marks]
Marker / review date	[Name] [Date]

2. Criterion design checklist

- Write the question and marking guideline together.
- Link every criterion to the task intention and assessed outcome.
- Describe observable quality for each mark or mark range.
- Record valid alternative methods before marking begins.
- Do not treat a sample answer as the only acceptable solution.
- Avoid universal method-mark or follow-through assumptions; use the approved guideline for this task.
- State required units, precision, reasoning, technology and communication.

3. Reusable rubric

Criterion	Outcome	Evidence required	Full achievement	Developing	Not yet
1. [Skill]	[Code]	[Observable evidence]	[Full-quality response]	[Partial progress]	[Insufficient evidence]
2. [Skill]	[Code]	[Observable evidence]	[Full-quality response]	[Partial progress]	[Insufficient evidence]
3. [Reasoning]	[Code]	[Observable evidence]	[Full-quality response]	[Partial progress]	[Insufficient evidence]
4. [Communication]	[Code]	[Units / conclusion]	[Complete and precise]	[Minor omission]	[Not communicated]

4. Worked classroom example

Question: Solve $2x^2 - 5x - 3 = 0$. Show sufficient working to communicate your method. (3 marks)

Marks	Characteristics of the response
3	Establishes and completes a valid method, obtaining both solutions $x = 3$ and $x = -1/2$.
2	Makes substantial correct progress, such as correct factorisation with one solution omitted, or correct quadratic-formula substitution with a minor completion error.
1	Shows some relevant progress towards solving the quadratic.
0	Shows no relevant progress.

Faculty note: this is an illustrative local guideline, not a universal NESA allocation. Check the wording, permitted technology and approved criteria for the actual task.

5. Alternative-method and anomaly log

Response ID	Method / issue	Decision and evidence	Apply to comparable scripts
[ID]	[Alternative valid solution]	[Agreed treatment and reason]	[Which scripts were rechecked?]
[ID]	[Ambiguous notation]	[Escalation / panel decision]	[Which scripts were rechecked?]
[ID]	[Guideline clarification]	[Version and approval]	[Which scripts were rechecked?]

6. Consistency check

- Before marking: independently mark common scripts and discuss differences.
- During marking: use one teacher per question across the cohort where practical.
- After marking: check a sample across the range and review statistical patterns.
- If the guideline changes, document the change and revisit affected scripts.

7. Feedback and records

Student evidence	What is secure	Next learning step	Outcome tag
[What the response demonstrates]	[Precise positive feedback]	[Specific action]	[Code]
[What the response demonstrates]	[Precise positive feedback]	[Specific action]	[Code]

Official sources

NESA marking guideline principles:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/exams-and-marking/marking-guideline-principles>

NESA exam marking process:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/exams-and-marking/marking-process>

NSW Curriculum - marking formal assessment:

<https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-in-stage-6/marking-formal-assessment>

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