

Year 12 HSC

Assessment Handbook 2027



Catherine McAuley Catholic College

MEDOWIE

"Bathu Horizons graduates are life and career ready, departing the College as empowered, confident, agile and reflective citizens who thrive in a globally connected, dynamic world."

Exploring Our Houses (2020)



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Introduction

Dear Senior Students

The completion of assessment tasks is integral to senior studies and has a vital role to play in promoting your growth as a learner and as a person.

Assessment tasks challenge you to demonstrate what you know and can do, and they provide an opportunity to develop important character traits such as persistence, perseverance and self-discipline. These qualities are key to living our college Moral Imperative to empower confident, agile and reflective learners.

Success in completing assessments depends on your preparedness to engage fully in the process. This involves following simple, but important, sequential steps. These are:

1. Accept the challenge of each task.

See it as a growth promoting opportunity and believe in your capacity to do well. Self-belief is a significant factor contributing to growth and achievement in learning. If you enthusiastically desire to do well, you will commit fully, apply yourselves to the utmost of your abilities, and succeed in achieving your personal best.

2. Clarify and simplify the nature of each task.

Your teacher is your best resource. Ask questions of your teacher, as well as your peers, to fully comprehend and deepen your understanding of the nature of the questions/tasks. Be curious and inquisitive and ask questions when you don't understand, because questions open the doorway to learning and success.

3. Develop a step-by-step action plan.

Clearly set out the tasks to be completed and set a realistic and achievable timeline, ensuring you write it down and balance it with your other priorities. Complete each step within the timeline and success criteria and regularly check in.

4. Commit to improvement.

Seek and learn from the feedback given when the marking of the task has been completed. Learning from feedback is critically important to your future success in learning.

I wish you every success in your studies.

Best regards

A handwritten signature in black ink, appearing to read 'Bernard Burgess', with a stylized flourish at the end.

Bernard Burgess
College Principal

Supporting Our Senior Learners

There is always someone to assist students throughout all aspects of school life. The first point of call for questions regarding any individual assessment task is the classroom teacher.

When seeking extensions of time or matters relating to accident and misadventure or academic malpractice, the Leaders of Learning play an important role.

Please note the following Leaders of Learning for 2026-2027

- Studies of Religion: Sarah Gardiner sarah.gardiner@mn.catholic.edu.au
- English: Lisa Dionysius lisa.dionysius@mn.catholic.edu.au and
Kylah Hughes kylah.hollingsworth@mn.catholic.edu.au
- Mathematics: Alana Daley alana.daley@mn.catholic.edu.au
- Science: Luke Kelleher luke.kelleher@mn.catholic.edu.au
- HSIE: Alex Finall alexander.finall@mn.catholic.edu.au
- CAPA / LOTE: Elyse North elyse.north@mn.catholic.edu.au
- TAS: Richard Brown: richard.brown@mn.catholic.edu.au
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- VET: Louiza Mavros louiza.mavros@mn.catholic.edu.au
- Curriculum: Alexandria Warnock alexandria.warnock@mn.catholic.edu.au

The 2026 Head of House for Bathu Horizons House (Stage 6) is Aaron Mahony aaron.mahony@mn.catholic.edu.au

The Leader of Wellbeing and Engagement for Year 12 is Madeleine Stoneman maddi.jupp@mn.catholic.edu.au

The Leader of Inclusive Pedagogies (Learning Support) is Geraldine Whiteside geraldine.whiteside@mn.catholic.edu.au and Jenny Newling jenny.newling@mn.catholic.edu.au

Oversight of the College assessment practices is the responsibility of the College Assistant Principal Claudette Stace claudette.stace@mn.catholic.edu.au

Any changes to the 2027 Leadership team will be advised at the beginning of 2027.

Please note any NESA updates from 16 October 2026, will be reflected in the online HSC Assessment Guideline.

The following Schools HSC Assessment Guideline for the Catholic Schools Diocese of Maitland-Newcastle can be found at the following link:

<https://policies.mn.catholic.org.au/document/view.php?id=170>

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, including understanding NESA's academic honesty rules that apply to the use of AI.
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.
Principals	Principals must ensure the ACE Rules are followed in relation to HSC School Based Assessment, including certifying the HSC results data is correct by the due date in the timetable of actions for secondary schools.

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

Developing an HSC school-based assessment program

(10) NESA's syllabuses, including course-specific assessment and reporting information, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

(11) Schools must follow mandatory course-specific requirements when developing an HSC course school-based assessment program. These include but are not limited to course exclusions, course prerequisites and VET work placement requirements.

(12) Schools have the authority to determine the number, type and weighting of in-school assessment tasks¹.

(13) For each HSC course, schools must not exceed one take-home assessment task, worth a maximum of 15%, except for courses with major projects or HSC practical exams that are exempt.

(14) Schools must have appropriate procedures in place for marking, recording and reporting students' performance on all assessment tasks.

HSC School-Based Assessment Task Notifications

(15) 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>.

(16) 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

(17) 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.

(18) 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

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

(20) 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

(21) 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.

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

(23) 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.

(24) 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

(25) 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

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

- a. keep documented evidence to validate the authenticity and integrity of a student's work.
- b. comply with course specific requirements and submit their work by the due date and time listed on the [NESA website](#)
 - i. complete and sign the Student Declaration Form, and
 - ii. acknowledge outsourcing, where relevant.
- c. refer to the Assessment and Reporting information for each course
- d. 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.
- e. 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 standard

HSC School-Based Assessment Tasks

Types of HSC School-Based Assessment Tasks

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

- a. In-School HSC School-Based Assessment Tasks – are assessments completed in a classroom or formal written examination setting, or under teacher-approved monitored conditions including those applicable to students formally enrolled in learning by distance education.

- b. Take-home assessment tasks are assessments completed that are not in-school assessment tasks

Arrangements for Take-home HSC School-Based Assessment Tasks

(28) 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.

(29) 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

(30) 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-School HSC School-Based Assessment Task, the following arrangements will be applied:

- a. All students (in all classes in a course) will, where practicable, complete the In-School 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

(31) 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.

(32) 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.

(33) 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

(34) 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

(35) 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.

(36) 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

(37) 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.

(38) 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.

(39) Marks are awarded based on evidence of the student's own knowledge, skills and understanding, and not the use of generative artificial intelligence.

Final Assessment Rank and HSC Marks

(40) 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.

(41) 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.

(42) 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.

Assessment Task Feedback

(43) 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

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

(45) 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.

(46) 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.

(47) 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

(48) 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.

(49) 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).

(50) 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.

(51) 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.

(52) 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.

(53) 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.

(54) 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

(55) 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.

(56) 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. Schools cannot rely on software tools to detect generative AI in determining malpractice.

(57) 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);

(58) 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.

(59) 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>

(60) 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	• 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	• 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: ◦ 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	• 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: ◦ 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	• 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: ◦ 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	• All students undertaking an HSC School-Based Assessment Task, the HSC examination or 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: ◦ 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)

(61) 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.

(62) 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.

(63) 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.

(64) 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 NESAs, and/or
- d. obscene symbols, drawings, or comments

(65) 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 NESAs 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)

(66) 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.

(67) 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)

(68) 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.

(69) 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.

(70) 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

(71) 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.

(72) 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.

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

(74) 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

(75) 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. For students who are impacted by illness or unforeseen circumstances, please refer to item 72 below.

- a. In-school 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. Take – home 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.

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

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

Absences due to Illness

(78) 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. During HSC Trial Examinations, the school may determine a medical certificate can cover multiple days of the examination.
 - 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.

(79) Failure to follow any of these procedures could result in a zero mark being awarded. NESA 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

(80) 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 Take-Home 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 zero for their task.

Absences due to an Acceptable Foreseen Circumstance

(81) Students representing the school in an extra-curricular activity or participating in an internal school-based activity, attending a specialist medical appointment or involved in a SBAT/TAFE or EVET 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.
- d. Scheduled family holidays, including international holidays, or external sporting commitments are not an acceptable foreseen absence, and the student may be awarded zero if a task is not submitted or completed on the nominated due date.

Outcome of the Assessment Committee - Right to Appeal

(82) 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

(83) 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 an alternate penalty applied.

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

(84) 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.

(85) 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>

Non Completion “N” Determination HSC

(86) Schools will follow the ‘N’ determination process as outlined by NESA. See Ace Rules

4.2.2 <https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions>

(87) Principals may apply an ‘N’ determination when a student has not met course completion requirements. Students, parents and carers will receive ‘N’ Determination Warning letter as part of this process and be provided with an opportunity to complete the required actions within a specified timeframe.

(88) Students have the right to appeal an ‘N’ determination within the timeframe outlined in Schools Online.

Examination Provisions

(89) Examination 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.

(90) 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](#).

(91) 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.

(92) 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 examination provisions. <https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

Life Skills

(93) 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

(94) View the Glossary of Terms [here](#)

Status and Details

Status	Current
Effective Date	14th October 2026
Review Date	14th October 2029
Approval Authority	System Lead Curriculum & Pedagogy - Secondary - CS
Approval Date	14th October 2026
Expiry Date	To Be Advised
Unit Head	Jacqueline Wilkinson Director Catholic Schools
Enquiries Contact	Jacqueline Wilkinson Director Catholic Schools 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.

Appendix 1: Glossary of Key Words

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across different subjects.

This information is available from NESA <https://www.nsw.gov.au/education-and-training/nesa/hsc/student-guide/glossary> (Updated July 2025)

Key Word	Meaning / Expectation.
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use in a different, new or unfamiliar situation
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically analyse	Use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis.
Critically evaluate	Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.

Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole

Appendix 2: HSC School-Based Assessment Variation Form

Student Details	
Name:	
Name of Course:	
Assessment Task Number and Name:	
Due Date:	
Date and Time of Submission:	
Relevant Documentation Attached	☐ Yes ☐ No

Please return this form to Student Services. It must be signed and dated by administration staff.

Instructions: Tick the relevant box. Please attach the relevant evidence to this documentation.

- ☐ **UNFORESEEN ABSENCE FROM TASK – Illness Misadventure**– On the day of a task.
 This form must be submitted the **day following the task** or the first day upon return to school.
- ☐ **ILLNESS / MISADVENTURE** during an in class – HSC School Based Assessment Task.
 This form must be submitted the **day following the task** or the first day upon return to school.
- ☐ **FORESEEN ABSENCE** prior to an in-class HSC School Based Assessment Task.
 This form must be submitted at least **THREE DAYS** prior to the HSC School Based Assessment Task.
- ☐ **EXTENSION REQUEST** for task submission / completion
 This form must be submitted **prior to the due date** of HSC School Based Assessment Task.
- ☐ **ILLNESS / MISADVENTURE prior to a task** – Unforeseen circumstances just prior to a task
 This form must be submitted **on prior to, or on the day** of the task.

Please provide details for your Assessment Variation.

Student's Signature: _____ Date: _____

Parent/Carer's Name: _____

Parent/Carer's Signature: _____ Date: _____

Application Outcome			
Application Supported	☐	Application Declined	☐
Details: ☒ Application upheld – Amended due date: Staff Member Coordinating: ☐ Application upheld – Task completed - mark to be reviewed at the end of course ☐ Application upheld – Provisional estimate given. Reviewed at the end of the course. Extenuating Circumstances. Details to be provided below.		Details: ☐ No evidence provided: ☐ Does not meet policy requirements	
Signed:		Date:	

OFFICE USE ONLY		
	Date	Signed
Date Received		
Assessment Committee Review		
Receipt of application		
Outcome letter provided		
Completed at revised due date		
Appeal received		

Appendix 3: HSC CHANGE OF COURSE FORM

Student Name			
Date			
Reason for Change			
Existing Course			
Existing Course Teacher Comment			
Signature Course Teacher		Date	
Signature			
Leader of Learning		Date	
New Course			
New Course Teacher Comment			
Signature New Course Teacher		Date:	
Leader of Learning Signature		Date	
IMPORTANT: I acknowledge that I will complete all School-Based Assessment Tasks for this course at a date nominated by the school. The results of these tasks will be used to identify my final HSC School Based Assessment Mark.			Student Signature:

Student Signature: _____

Date: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____

Date: _____

Assistant Principal Signature: _____

Date: _____

OFFICE USE ONLY		
	Date	Signed
Date Received		
NESA Updated		
Confirmation of Entry		
Confirmation to Leaders of Learning		
Confirmation to Finance Officer		
Student issued with new timetable		

Appendix 3a: HSC CHANGE OF COURSE ACKNOWLEDGEMENT

To be submitted with Appendix 3 – HSC Change of Course where the proposed pattern of study makes a significant change to student pattern of study.

Student Name					
Date					
Current Pattern of Study (Subject & Units)		Proposed Pattern of Study (Subject & Units)			
Change to pattern of study					
I understand the proposed change will impact my pattern of study in the following way:					
Does this change result in sitting the HSC with 10 units?	☐	Yes	If Yes: I have discussed this change with my Head of House and understand the potential implications on my final ATAR.	☐	Yes
	☐	No		☐	No
Does this change result in changing my pattern of study from an ATAR Pathway to a Vocational Pathway?	☐	Yes	If Yes: I have discussed this change with my Head of House and understand the implications on my HSC studies.	☐	Yes
	☐	No		☐	No

Proposed change supported after a process of consultation with the student

Head of House Signature		Date:	
-------------------------	--	-------	--

Student Signature: _____ Date: _____

Parent/Carer Name & Signature: _____ Date: _____

Assistant Principal Signature: _____ Date: _____

OFFICE USE ONLY

	Date	Signed
Date Received		
NESA Updated		
Confirmation of Entry		
Confirmation to Leaders of Learning		
Confirmation to Finance Officer		
Student issued with new timetable		

Appendix 4: ACKNOWLEDGMENT HSC School-Based Assessment Guideline

I _____ (student name) have received the HSC School-Based Assessment Guideline. I am aware of the assessment requirements for each course, and I have noted in particular the sections: Illness/Misadventure, Malpractice and the “NESA’s Policy on Non-Serious Attempts”, as outlined below.

Any assessment handed in late will be marked for the purpose of feedback but will receive zero unless the process has been followed.

NESA’S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task by the due date, or
- Because of the standard of work, that task will be considered to be a NON-ATTEMPT.

“When a candidate has been given zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily.”

In these circumstances, the candidate may be ineligible for a Higher School Certificate.

NB: Candidates and parents will be notified in writing when tasks are NON-SERIOUS ATTEMPTS.

Student’s Signature: _____ Date: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____ Date: _____

Appendix 5: HSC School Based Assessment – Appeal Form

Student Details	
Name:	
Name of Course:	
Assessment Task Number and Name:	
Due Date:	
Date of Task Returned: <i>Please note: This form must be returned to within 48 hours of receipt of the task.</i>	

Grounds for Appeal (tick the relevant option):

- ☐ Procedural or administrative error
- ☐ Insufficient notice of task
- ☐ Weighting of course components not matching syllabus requirements
- ☐ The assessment task was not marked using the published marking guidelines as per the HSC School Based Assessment Notification.

Please provide details of your application. Details

Student's Signature: _____ Date: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____ Date: _____

OFFICE USE ONLY		
	Date	Signed
Date Received		
Assessment Committee Review		
Receipt of application		
Outcome letter provided		

Appendix 6: Malpractice Warning for HSC School-Based Assessment Tasks.

Starting Examinations/In-Class Tasks

Every in-class task will start with a series of instructions, exam conditions and a malpractice warning. These will differ slightly depending on the style and parameters of each in-class task. Below is an example used for examinations which don't allow any material to be brought into the exam room. It is important to note that any exam conditions, instructions and malpractice statements read at the beginning of an in-class task are applicable, and failure to follow them will result in an academic penalty in accordance with the Stage 6 Assessment Policy.

Prior to the assessment malpractice warning:

"Before we begin, are there any students who intend on applying for Illness/Misadventure/Special Consideration at the conclusion of this test?"

I will now read the Malpractice Warning:

"Catherine McAuley Catholic College rules state that any student found with notes, paper, unauthorised material or any communication device such as a programmable watch or a mobile telephone in the assessment or examination room may have a penalty imposed, such as zero for this assessment or examination, or no grade for the Course.

If you have accidentally brought into the exam room anything with notes on it, paper or other unauthorized material or equipment, please place them in the designated area before this exam starts. There will be no penalty if they are handed in NOW. They will be returned to you when the session has finished.

You are required to make a serious attempt at the exam by answering a range of question types. Answering only multiple choice questions is not considered a serious attempt and may result in an N-Award."

I will now go through the exam instructions and exam conditions:

Please remove your watch and place it in clear view on your desk. You are not allowed to touch it during the exam.

You are only allowed to have clear water bottles, clear pencil cases and the following materials (materials such as pens, calculators etc will be listed here). Please note, no correction tape or liquid paper can be used.

Toilet breaks are for emergencies only, please raise your hand if you need to leave or require any other assistance. If you need to use the bathroom, if supervisions allows you will be escorted to and from the Bathroom. You cannot use the bathroom at the same time as another student. You are not permitted to take anything with you.

Supervisors cannot interpret your exam questions for you: but if you have concerns on a question, please raise your hand and we will address it if required.

If you do answer a question in the wrong space or booklet, please label it as such, and the exam supervisor will provide a note on the front and back of both booklets stating that you wrote an answer in the wrong place.

If you do not attempt a question that require a writing booklet, you are required to still fill out the writing booklet and write "Non-attempt" on the inside page.

You must not start writing until you are instructed to and must stop writing immediately when instructed to do so.

At the end of the examination please ensure that all books have your NESAs number written on them.

When you leave all exam items must remain in the room. If you finish early, you must wait quietly until the end of the examination. You may not leave early.

We will now complete a check of your exam. Please ensure you have the following on your desk (read documents that should be on desk).

I will now read the exam instructions for (name of exam, read instructions on front page of exam, explain any addendums).

Raise your hand now if you cannot see the clock.

Start and finish times will be written on the board for you to organize your time. There will be NO updates regarding time warnings.

Your reading time starts NOW.

Appendix 7 – Sample Warning Letter

<Insert date>

Dear <Name of Parent/Guardian>

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

To support <Student first name>in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely,

Leader of Learning

Principal

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

Acknowledgement of Official Warning

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course completion requirements for <Insert course name> and I am aware that this is the <first/second/third> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Carer’s name: _____

Parent/Carer’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Appendix 8: HSC School Based Assessment Variation Outcome letters

Approval of Variation: To be sent to students and parents.

{entryCreatedDate}

HSC School Based Assessment Variation

Dear {parentName},

<SCHOOL NAME> recently received an HSC School Based Assessment Variation application for {studentName} with respect to {subject}. This was related to:

- Illness / Misadventure
- Illness / Misadventure (prior to a task)
- Foreseen Absence
- Unforeseen Absence
- Extension Request

The Assessment Committee has met and considered the application and is pleased to advise that it has been approved.

{Details_2}

The Assessment Committee thanks you for your ongoing support of {studentFirstName} with {his/her} learning. Please feel free to contact {AssistantPrincipalname} if further information is required.

Yours sincerely

Claudette Stace

Assistant Principal

on behalf of the Catherine McAuley Catholic College Assessment Committee

Variation declined: To be sent to students and parents.

{entryCreatedDate}

HSC School Based Assessment Variation

Dear {parentName},

<SCHOOL NAME> recently received an HSC School Based Assessment Variation application for {studentName} with respect to {subject}. This was related to:

- Illness / Misadventure
- Illness / Misadventure (prior to a task)
- Foreseen Absence
- Unforeseen Absence
- Extension Request

The Assessment Committee has met and considered the application and unfortunately, based on the information provided, the Committee is not able to approve the application. The application was not approved due to {Details_2}

As a result of this unsuccessful application {studentFirstName}'s penalty for this task will be: {Details of penalty}.

Families can appeal the Assessment Appeals Committee's determination. Appeals need to be submitted to the Principal in writing within FIVE days of receiving this notification. The appeal must state why the decision is considered unacceptable, with reference to the evidence supplied in the original application. The Principal will review all the documentation and evidence and will advise you in writing of the outcome of the review.

The Assessment Committee thanks you for your ongoing support of {studentFirstName} with their learning.

Regards

Claudette Stace

Assistant Principal

on behalf of the Catherine McAuley Catholic College Assessment Committee

Appendix 9: Assessment Task Notification

Year 12 HSC SCHOOL BASED ASSESSMENT TASK NOTIFICATION

Task Name			
Leader of Learning			
Teachers			
Course			
Task Name			
Task Number			
Date of Notification		Due Date	
Course Components Assessed		Course Weighting Assessed	%
Syllabus Outcomes Assessed			
Task Type	☐ In-School	☐ Take-Home	
	<i>Please ensure that you read this notification in conjunction with the relevant sections of the Assessment Handbook</i>		
Details of Submission	- Please place correct script here		

Task Description

Drafting Procedure

Marking Guidelines and Feedback

Assessment Guide Checklist

Requirements for an HSC Assessment Policy.

Registration Systems and Member Non -Government Schools Manual (RANGS)	
Requirements	Evidence
Assessment policies in accordance with the ACE website	
Including procedures for: - providing students with written advice about the school's requirements for assessment in each course, and schedule of tasks - allocating grades in each course - marking, recording and advising students of their achievement in assessment tasks	
managing malpractice,	
absence from an assessment task,	
late submission due to illness or misadventure,	
and invalid or unreliable tasks - students appealing against assessment rankings - making 'N' determinations for each year throughout the current accreditation	
Part C: Accreditation requirements NSW Registration Systems and Member Non-government Schools Manual (September 2023) an overview of the process for reporting student achievement	

ACE MANUAL GUIDELINES (2.1.2.27)	
Requirements	Evidence
The school's malpractice policy and procedures for managing malpractice , and	
a. details of administrative requirements, including: a. student absence on the day of an assessment task, and b. late submission of assessment tasks, and c. the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task; and	
b. procedures for reviewing student appeals arising from individual assessment tasks, and	
c. procedures for final rank order appeals, which must be: a. based on a student's rank order placement during the course, and b. focused on the procedures for determining the final school-based assessment mark for the course; and	
d. procedures for final grade appeals for English Studies, Mathematics Standard 1, and Numeracy, which must be: a. based on a student's final grade at the end of the course, and b. focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's policy regarding the grading of student achievement, and c. resolved within the school, where possible, and	
e. the formal assessment program for each of their HSC courses, excluding Life Skills courses. The formal assessment program must adhere to mandatory course-specific requirements, with assessment schedules that detail:	

CMCC Assessment Procedures

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, including understanding NESA's academic honesty rules that apply to the use of AI.

Satisfactory Completion of a HSC course

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.

College Referencing Style

The College has adopted the APA referencing style for use in Stage 6 assessment tasks.

There are a number of resources designed to assist students in their use of APA referencing available through the Ursula Frane Library.

All assessment tasks must be generative AI free. Where AI is used to source information for a take home assessment task this must be referenced through the use of a Bibliography. Students may not directly reference AI in the bibliography, as this is a synthesis of a collection of information. Students must therefore directly reference the original source of any information that may have been initially discovered through AI.

Formal assessment tasks will be designed so that marks reflect the student's own knowledge, skills and understanding. Marks will not reflect student use of generative AI.

Drafting

Each faculty maintains a consistent approach to accepting and responding to student drafts. Details of the drafting regulations for each task are outlined on each assessment task notification.

Assessment Review Committee

At CMCC the Assessment Review Committee will consist of

- Assistant Principal
- Bathu Head of House
- Leader of Curriculum
- Leader of Learning Representative

The committee will meet weekly (as needed) to determine the result of:

- Applications for HSC School-Based Assessment Variation due to
 - Unforeseen absence from task – Illness/Misadventure on the day of the task
 - Illness/Misadventure during an in class HSC School Based Assessment Task
 - Foreseen absence (E.G: Principal Approved Leave) **NB:** SBAT and work placement hours will NOT be accepted as a foreseen absence and any tasks due while away for these must be submitted or sat before the task date.
 - Extension request
 - Illness/Misadventure prior to a task
- Appeals for HSC School-Based Assessment
- Penalties for HSC School-Based Assessment Academic Malpractice

The Assessment Review Committee is responsible for following the processes as outlined in the Schools HSC Assessment Guidelines. The Assessment Review Committee is also responsible for communicating the outcome of;

- Applications for HSC School-Based Assessment Variation
- Appeals for HSC School-Based Assessment
- Penalties for HSC School-Based Assessment Academic Malpractice to students and parents.

In the event of:

- Penalties for HSC School-Based Assessment late/no submission of task by the due date and time indicated on the HSC School-Based Assessment Task Notification

The Assessment Review Committee will be notified of the penalty by the Leader of Learning. The Leader of Learning will also be responsible for communicating this penalty to students and parents.

Students are responsible for:

- Submitting Illness / Misadventure applications to Student Services the first day of their return to school
- Ensuring they have the appropriate evidence attached to Assessment Variation forms
- Submitting foreseen absence applications, a minimum of 8 days before the Assessment Task is due

The Assessment Review Committee will be notified of the penalty by the Leader of Learning. The Leader of Learning will also be responsible for communicating this penalty to students and parents.

Students are responsible for:

- Submitting Illness / Misadventure applications to Student Services the first day of their return to school
- Ensuring they have the appropriate evidence attached to Assessment Variation forms

- Submitting foreseen absence applications, a minimum of 8 days before the Assessment Task is due

Work Placement

For students completing VET, EVET or SBAT courses, work placement hours **MUST** be completed before **Friday 2nd July**. Students who fail to complete work placement hours by this time will be notified of their 'risk of non-completion' of the course via the N-Warning process, which may result in a 'N' determination for the course. Receiving a 'N' determination for a course has the potential to impact student eligibility of being awarded the High School Certificate and / or receiving an ATAR.

HSC School-Based Assessment (in-class examination assessment)

In addition to item 58, non-serious attempts at CMCC may also include

- Arriving late for a scheduled assessment task
- Attempting to leave early from a scheduled assessment task
- Breach of assessment conditions

Any non-serious attempts or breach of assessment conditions may result in a penalty of the student's final mark, as determined by the Assessment Review Committee.

Course Assessment Schedules

Please note:

**Year 12 Trial Examinations will be held in
Term 3, week 3, Week 4 and Week 5.**

**HSC examinations will commence on
Tuesday 12 October 2027**



RELIGIOUS STUDIES

STUDIES IN CATHOLIC THOUGHT 1 UNIT				
NESA Code: 64302				
FACULTY: RELIGIOUS STUDIES				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 4, Week 8, 2026	Term 1, Week 8, 2027	Term 3, Week 3-4, 2027	
Task Description	Multi-modal Presentation	Research Task	End of Course Examination	
Outcomes	SCT12-4, SCT12-5, SCT12-10	SCT12-3, SCT12-8, SCT12-9	All outcomes may be assessed.	
Assessment Components				Total Weighting
Knowledge and understanding of course content	5	10	5	20%
Religious Skills in: using Scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources		5	5	10%
Inquiry and research skills	5	5		10%
Communication of religious ideas and understanding in appropriate forms	5		5	10%
Task Weighting	15	20	15	50%

Note The Course Mark submitted to NESA is out of 50

STUDIES IN CATHOLIC THOUGHT 2 UNIT					
NESA Code: 64303					
FACULTY: RELIGIOUS STUDIES					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 8, 2027	Term 2, Week 8, 2027	Term 3, Week 3-4, 2027	
Task Description	Multi-modal Presentation	Research Task	Analytical Response	End of Course Examination	
Outcomes	SCT12-4, SCT12-5, SCT12-10	SCT12-3, SCT12-8, SCT12-9	SCT12-1, SCT12-2, SCT12-6, SCT12-7	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	5	5	10	20	40%
Religious Skills in: using Scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources		5	10	5	20%
Inquiry and research skills	5	10	5		20%
Communication of religious ideas and understanding in appropriate forms	5		10	5	20%
Task Weighting	15	20	35	30	100%

STUDIES OF RELIGION I				
NESA Code: 15370				
FACULTY: RELIGIOUS STUDIES				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 4, Week 8, 2026	Term 2, Week 6, 2027	Term 3, Week 3-4, 2027	
Task Description	Source Analysis	Research Short & Extended Response Task	HSC Trial Examination	
Outcomes	H2, H3, H4, H8	H5, H6, H7, H9	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	10	15	40%
Source-based skills	10		10	20%
Investigation and research		20		20%
Communication of information, ideas and issues in appropriate forms	10	5	5	20%
Task Weighting	35	35	30	100%

STUDIES OF RELIGION II					
NESA Code: 15380					
FACULTY: RELIGIOUS STUDIES					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 8, 2027	Term 2, Week 6, 2027	Term 3, Week 3-4, 2027	
Task Description	Source Analysis	Research & Extended Response Task	Short Response Task	HSC Trial Examination	
Outcomes	H2, H3, H4, H8	H5, H6, H7, H9	H1, H2, H4, H9	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10		10	20	40%
Source-based skills	5	5	5	5	20%
Investigation and research		10	10		20%
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20%
Task Weighting	20	20	30	30	100%



ENGLISH ADVANCED					
NESA Code: 15140					
FACULTY: ENGLISH					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 3	Term 3, Week3/4	
Task Description	Texts and Human Experiences Analytical essay	Textual Conversations Comparative essay	The Craft of Writing Composition and reflection	Trial HSC Examination	
Outcomes	EAV12-01, EAV-12-03, EAV-12-05	EAV-12-01, EAV-12-02, EAV-12-03. EAV-12-04	EAV-12-04, EAV-12-05, EAV-12-06	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	15	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	10	10	15	50%
Task Weighting	25	25	20	30	100%

ENGLISH STANDARD					
NESA Code: 15130					
FACULTY: ENGLISH					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 3	Term 3, Week 3/4	
Task Description	Texts and Human Experiences Analytical essay	Language, Identity and Culture Analytical Essay	The Craft of Writing Composition and reflection	Trial HSC Examination	
Outcomes	EST-12-02, EST-12-03, EST-12-04, EST-12-05	EST-12-01, EST-12-02, EST-12-04	EST-12-04, EST-12-05, EST-12-06	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	15	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	10	10	15	50%
Task Weighting	25	25	20	30	100%

ENGLISH STUDIES					
NESA Code: 15125					
FACULTY: ENGLISH					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 3/4	
Task Description	Narrative and human experiences Analytical essay	Writing for purpose Creative composition and reflection	Elective focus area E: Lyrical voices Reading comprehension task	ATAR eligible – Trial HSC Examination	
				Non-ATAR eligible – Portfolio of work	
Outcomes	ESD-12-02, ESD-12-04, ESD-12-05	ESD-12-03, ESD-12-04, ESD-12-05	ESD-12-01, ESD-12-02	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	15	10	10	15	50%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively.	10	10	15	15	50%
Task Weighting	25	20	25	30	100%

ENGLISH EXTENSION 1				
NESA Code: 15160				
FACULTY: ENGLISH				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 3/4	
Task Description	Imaginative response and reflection	Analytical essay with related text	Trial HSC Examination	
Outcomes	EE1-12-04, EE1-12-05, EE1-12-06	EE1-12-01, EE1-12-02, EE1-12-03	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	50%
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50%
Task Weighting	30	40	30	100%



CREATIVE ARTS

2027 Year 12 Stage 6 MN Diocesan Dance

STAGE 6 DANCE SCOPE & SEQUENCE Year 12	
ASSESSMENT Schedule for 2027	
Teacher:	Miss Kate Ralph
Diocesan Dance, Maitland- Newcastle Schools	

Course component	Syllabus weighting %	Task 1 2027	Task 2 2027	Task 3 2027	Task 4 2027
Date		Term 1 Week 4	Term 1 Week 10	Term 2 Week 10	Term 3 Week 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		<u>Part A:</u> Written analysis of prescribed work 'Juliet & Romeo' by Mats Ek (2013) in essay format. <u>Part B:</u> Presentation Core Composition performance work in progress, process diary including record of research and analysis of	<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. <u>Part B:</u>	<u>Part A:</u> Written analysis of prescribed work 'Yuldea' by Francis Rngs (2023) in essay format. <u>Part B:</u> Major Study Submission/ Performance Presentation of Major Study Elective under development, formal interview	HSC Trial (external marker to mark all Practical components, mimicking HSC Examination style)

2027 Year 12 Stage 6 MN Diocesan Dance

		problem solving and decision making specific to concept and intent.	Performance of student work completed including process diary outlining intentions, research and investigation of initial ideas	and process diary.	
Content Studied		Term 4, 2026	Term 1, 2027	Term 2, 2027	Term 3, 2027
		- 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.	- Performance skills. - The elements of Dance. - Performance quality. - Safe Dance practice. - Major Performance. - Practice conversation discussing performance requirements.	- 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)	- Trial HSC practical examination internally. - Core Performance -Core Composition -Major Study
Syllabus Outcomes	Dance as an Artform:	Dance Performance:	Dance Composition:	Dance Appreciation:	
	H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form H1.2 performs, composes and appreciates dance as an artform H1.3 appreciates and values dance	H2.1 understands performance quality, interpretation and style relating to dance H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due	H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent H3.2 demonstrates the use of the elements of composition/ choreography in a personal style	H4.1 understands the concept of differing artistic, social and cultural contexts of dance H4.2 recognises, analyses and evaluates the distinguishing features of major dance works H4.3 utilises the skills of research and analysis to	Performance: H1.1, H2.2, H2.3 Composition: H3.1, H3.2, H3.3 Dance as an artform: H1.2, H1.3

2027 Year 12 Stage 6 MN Diocesan Dance

	as an artform through the interrelated experiences of performing, composing and appreciating dances H1.4 acknowledges and appreciates the relationship of dance and other media	consideration of safe dance practices H2.3 values the diversity of dance performance.	in response to a specific concept/intent H3.3 recognises and values the role of dance in achieving individual expression 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	examine dance as an artform H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance 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 Technology:
* Teachers will select the appropriate outcomes based on the Major Study option selected by each student		H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form H1.2 performs, composes and appreciates dance as an artform H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances H2.1 understands performance quality, interpretation and style relating to dance performance	H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form H1.2 performs, composes and appreciates dance as an artform H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances H3.1 identifies and selects the appropriate elements of composition/choreography in response to a	H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form H1.2 performs, composes and appreciates dance as an artform H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances H4.1 understands the concept of differing artistic, social and cultural contexts of dance	H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form H1.2 performs, composes and appreciates dance as an artform H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances H1.4 acknowledges and appreciates the relationship of dance and other media

2027 Year 12 Stage 6 MN Diocesan Dance

		H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration for safe dance practices H2.3 values the diversity of dance performance.	specific concept/intent H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent H3.3 recognises and values the role of dance in achieving individual expression.	H4.2 recognises, analyses and evaluates the distinguishing features of major dance works H4.3 utilises the skills of research and analysis to examine dance as an artform H4.4 demonstrates, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.	H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent H3.3 recognises and values the role of dance in achieving individual expression 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
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DRAMA						
NESA Code: 15100						
FACULTY: CREATIVE ARTS						
Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Date	Term 4, Week 9 2026	Term 4, Week 9 2026	Term 1, Week 10 2027	Term 2, Week 9 2027	Term 2, Week 9 2027	Term 3, Week 3-4 2027
Task Description	Monologue Australian Drama and Theatre	Extended Response Australian Drama and Theatre	Performance Essay Studies in Drama and Theatre	Individual Project – Presentation of Progress IP Submission	Group Performance	Trial HSC Exam
Outcomes	H2.1, H2.2	H3.1, H3.2	H1.2, H2.2 H3.1, H3.2	H1.1, H1.3, H1.5, H1.7	H1.1, H1.2, H1.3, H1.4, H1.6 H2.1, H2.2, H2.3	H3.1, H3.2, H3.3
Assessment Components						Total Weighting
Making			5	20	15	40%
Performing	10		5		15	30%
Critically Studying		10	10			30%
Task Weighting	10	10	20	20	30	100%

MUSIC 1

NESA Code: 15290

FACULTY: CREATIVE ARTS

Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Date	Term 4, Week 8 2026	Term 1, Week 10 2027	Term 2, Week 9 2027	Term 3, Week 3-4 2027	Term 3, Week 3-4 2027	
Task Description	Core Musicology & Aural Skills	Core Composition & Core Performance	Elective 1 & Elective 2	Aural Examination	Elective 3	
Outcomes	H2, H4, H5, H6	H1, H3, H7, H8, H9, H11	Dependent on Elective Choice	H4, H6, H10	Dependent on Elective Choice	
Assessment Components						Total Weighting
Core Performance		10				10%
Composition		10				10%
Musicology	10					10%
Aural	5			20		25%
Electives 1			15			15%
Electives 2			15			15%
Electives 3					15	15%
Task Weighting	15	20	30	20	15	100%

VISUAL ARTS					
NESA Code: 15400					
FACULTY: CREATIVE ARTS					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Week 9, Term 4, 2026	Week 2, Term 2, 2027	Week 2, Term 3, 2027	Week 3-4, Term 3, 2027	
Task Description	Section 1 style written response Artist study booklet	BOW Interview VAPD	BOW Final Internal Appraisal	Trial HSC Exam	
Outcomes	H7, H8, H9, H10	H1, H2, H3, H4	H1, H5, H6	H7, H8, H9, H10	
Assessment Components					Total Weighting
Artmaking		20	30		50%
Art criticism and art history	20			30	50%
Task Weighting	20	20	30	30	100%



LANGUAGES

FRENCH BEGINNERS					
NESA Code: 15670					
FACULTY: LANGUAGES					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4 2026 Week 9	Term 1 2027 Week 10	Term 2 2027 Week 10	Term 3 2027 Week 4	
Task Description	Speaking Assessment	In Class Test	Oral Examination	Trial HSC Exam	
Outcomes	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5,2.6,3.1,3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Assessment Components					Total Weighting
Listening			15	15	30%
Reading		20		10	30%
Speaking	10		10		20%
Writing		10		10	20%
Task Weighting	10	30	25	35	100%



HUMAN SOCIETY AND ITS ENVIRONMENT

ABORIGINAL STUDIES					
NESA Code: 15000					
FACULTY: HSIE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Week 8 Term 4, 2025	Week 10 Term 1, 2027	Week 6 Term 2 ,2027	Exam Block	
Task Description	In Class Topic Test	Major Project 25% & Log 15%	Supported Comparative Responses	Trial HSC Examinations	
Outcomes	H1.2, H1.3, H3.1	H4.1, H4.2	H1.1, H3.2, H3.3, H4.3	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	10	5	15	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	10	25%
Research and inquiry methods, including aspects of the Major Project		15		5	20%
Communication of information, ideas and issues in appropriate forms		10	5		15%
Task Weighting	15	40	15	30	100%

ANCIENT HISTORY				
NESA Code: 15020				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	Task 4
Task Date	Week 9 Term 4	Week 9 Term 1	Week 9 Term 2	Exam Block
Task Description	Topic Test Personalities in their times: Alexander the Great	Research Hand-In Core study: Pompeii and Herculaneum	Historical analysis Historical period: Augustus	Trial HSC Examination: All topics
Outcomes	AH12-3, AH12-4, AH12-5, AH12-9	AH12-3, AH12-5, AH12-7, AH12-10	AH12-2, AH12-6, AH12-7, AH12-8, AH12-9	AH12-2, AH12-3, AH12-4, AH12-5, AH12-10
Assessment Component				
Knowledge and understanding of course content	10		10	20
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5
Historical inquiry and research		10	10	
Communication of historical understanding in appropriate forms	5		5	10
Task Weighting				100%

BUSINESS STUDIES					
NESA Code: 15040					
FACULTY: HSIE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 1, Week 4	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3-4	
Task Description	Business Report	Operations Topic Test	Financial Analysis Task	Trial HSC Exam	
Outcomes	H2, H4, H5, H8, H9	H1, H3, H5, H8	H4, H6, H7, H9, H10	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	5	15	5	15	40%
Stimulus-based skills	5	5	5	5	20%
Inquiry and research		5	10	5	20%
Communication of business information, ideas and issues in appropriate forms	10		5	5	20%
Task Weighting	20	25	25	30	100%

ECONOMICS						
NESA Code: 15110						
FACULTY: HSIE						
Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Date	Term 4, 2026 Week 7	Term 1, 2027 Week 2	Term 2, 2027 Week 2	Term 2, 2027, Week 10	Term 3, Week 3-4	
Task Description	Short Answer Responses The Global Economy	Media-Analysis The Global Economy	Extended Response Australia's Place in the Global Economy	In Class Topic Test Economic Issues	Trial HSC Exam	
Outcomes	H1, H3, H4, H5, H7	H1, H4, H6, H8, H10, H9	H1, H2, H5, H9, H10, H12	H1, H7, H10, H11	All outcomes may be assessed.	
Assessment Components						Total Weighting
Knowledge and understanding of course content	5		5	5	5	40%
Stimulus-based skills	5			10	5	20%
Inquiry and research		10	5		5	20%
Communication of economic information, ideas and issues in appropriate forms		5	10	10	5	20%
Task Weighting	10	15	20	25	25	100%

LEGAL STUDIES						
NESA Code: 15220						
FACULTY: HSIE						
Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Date	Term 1, Week 3	Term 1, Week 3	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3-4	
Task Description	Crime research	Crime in class task	Human Rights in class task	Workplace in class task	Trial HSC Exam	
Outcomes	H8, H10	H1, H7, H8, H9, H10	H2, H3, H4, H8	H5, H6, H8, H9	All outcomes may be assessed.	
Assessment Components						Total Weighting
Knowledge and understanding of course content		5	10	10	15	40%
Analysis and evaluation		5	5	5	5	20%
Inquiry and research	10			5	5	20%
Communication of legal information, ideas and issues in appropriate forms		5	5	5	5	20%
Task Weighting	10	15	20	25	30	100%

MODERN HISTORY					
NESA Code: 15270					
FACULTY: HSIE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, 2026, Week 10	Term 1, Week 9	Term 2, Week 7	Term 3, Week 3-4	
Task Description	In class source analysis task Core Study: Power and Authority in the Modern World 1919- 1946	Historical Analysis and in class response National Study: Russia and the Soviet Union 1917- 1941	In class extended response Peace and Conflict: Conflict in Europe 1935- 1945	Trial HSC Exam	
Outcomes	MH12-2, MH126, MH12-7	MH12-5, MH12-6, MH12-8	MH12-1, MH12-2, MH12-9	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	5	10	15	40%
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20%
Historical inquiry and research		15	5		20%
Communication of historical understanding in appropriate forms		5	5	10	20%
Task Weighting	20	30	20	30	100%

SOCIETY AND CULTURE					
NESA Code: 15350					
FACULTY: HSIE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8	Term 1, Week 5	Term 2, Week 4	Term 3, Week 3-4	
Task Description	Oral Presentation Personal Interest Project - Process	Research Task Social and Cultural Continuity and Change	Topic Test Social Conformity and Nonconformity	Trial HSC Exam	
Outcomes	H6, H8	H2, H5, H7, H9, H10	H1, H2, H3, H4, H9	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content		15	15	20	50%
Application and evaluation of social and cultural research methods	15	10		5	30%
Communication of information, ideas and issues in appropriate forms		10	5	5	20%
Task Weighting	15	35	20	30	100%

WORK STUDIES - BEGINNERS				
NESA Code: 35202				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 5	Term 2, Week 6	Term 3, Week 3-4	
Task Description	In Class Workplace Team Dynamics Task	In class and Take Home Job Application and Interview	Trial HSC Exam	
Outcomes	3, 5, 6, 7	1, 2, 4, 5, 6	7, 8, 9	
Assessment Components				Total Weighting
Knowledge and understanding	5	5	20	30%
Skills	30	30	10	70%
Task Weighting	35	35	30	100%

WORK STUDIES - CONTINUING				
NESA Code: 35203				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 5	Term 2, Week 6	Term 3, Week 3-4	
Task Description	In Class Workplace Team Dynamics Task	In class and Take Home Job Application and Interview	Trial HSC Exam	
Outcomes	3, 5, 6, 7	2, 5, 6, 7	7, 8, 9	
Assessment Components				Total Weighting
Knowledge and understanding	5	5	20	30%
Skills	30	30	10	70%
Task Weighting	35	35	30	100%



CATHER
COOLOCK

MATHEMATICS

MATHEMATICS – ADVANCED					
NESA Code: 15255					
FACULTY: MATHEMATICS					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 9, 2026	Term 1, Week 8, 2027	Term 2, Week 9, 2027	Term 3, Week 3-4, 2027	
Task Description	Sequences & Series and Further Graph Transformations & Modelling Task	Calculus Task	Random Variables and Financial Maths Task	Trial Examination	
Outcomes	MAO-WM-01, MAV-12-01, MAV-12-02, MAV-12-03	MAO-WM-01, MAV-12-04, MAV-12-05, MAV-12-06	MAO-WM-01, MAV-12-07, MAV-12-08,	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	15	10	10	15	50%
Skills in Working mathematically	10	15	10	15	50%
Task Weighting	25	25	20	30	100%

MATHEMATICS EXTENSION 1					
NESA Code: 15250					
FACULTY: MATHEMATICS					
Task Components					
Task Date	Term 4, Week 8, 2026	Term 1, Week 9, 2027	Term 2, Week 5, 2027	Term 3, Week 3-4, 2027	
Task Description	Vectors & Proof Task	Inverse Trig Functions and Further Calculus Skills Task	Further Applications of Calculus Task	Trial Examination	
Outcomes	MAO-WM-01, ME1-12-01, ME1-12-02	MAO-WM-01, ME1-12-03, ME1-12-04	MAO-WM-01, ME1-12-05	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	15	10	15	50%
Skills in Working mathematically	15	10	10	15	50%
Task Weighting	25	25	20	30	100%

Note: The Course Mark submitted to NESA is out of 50 for Extension 1 Students. The Course Mark submitted to NESA is out of 100 for Extension 2 Students.

MATHEMATICS EXTENSION 2				
NESA Code: 15260				
FACULTY: MATHEMATICS				
Task Components				
Task Date	Term 1, Week 3, 2027	Term 2, Week 6, 2027	Term 3, Weeks3-4 2027	
Task Description	Complex Numbers and Proofs Task	Proofs, Vectors and Further Integration Task	Trial HSC Examination	
Outcomes	MAO-WM-01, ME2-12-03, ME2-12-01	MAO-WM-01, ME2-12-01, ME2-12-02, ME2-12-04	All Outcomes	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	15	20	50%
Skills in Working mathematically	15	15	20	50%
Task Weighting	30	30	40	100%

MATHEMATICS STANDARD 1					
NESA Code: 15231 and 15232 (optional exam). Students intending to sit for the exam need to enrol in both courses.					
FACULTY: MATHEMATICS					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1. Week 6, 2027	Term 2, Week 7, 2027	Term 3, Weeks 3-4, 2027	
Task Description	Probability and Trigonometry Task	Rates and Ratios and Statistics Task	Financial Mathematics and Algebra Task	Trial Examination	
Outcomes	MAO-WM-01, MST-12-S1-04, MST-12-S1-07	MAO-WM-01, MST-12-S1-05, MST-12-S1-06	MAO-WM-01, MST-12-S1-01, MST-12-S1-02, MST-12-S1-03	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	15	10	10	15	50%
Skills in Working mathematically	10	10	15	15	50%
Task Weighting	25	20	25	30	100%

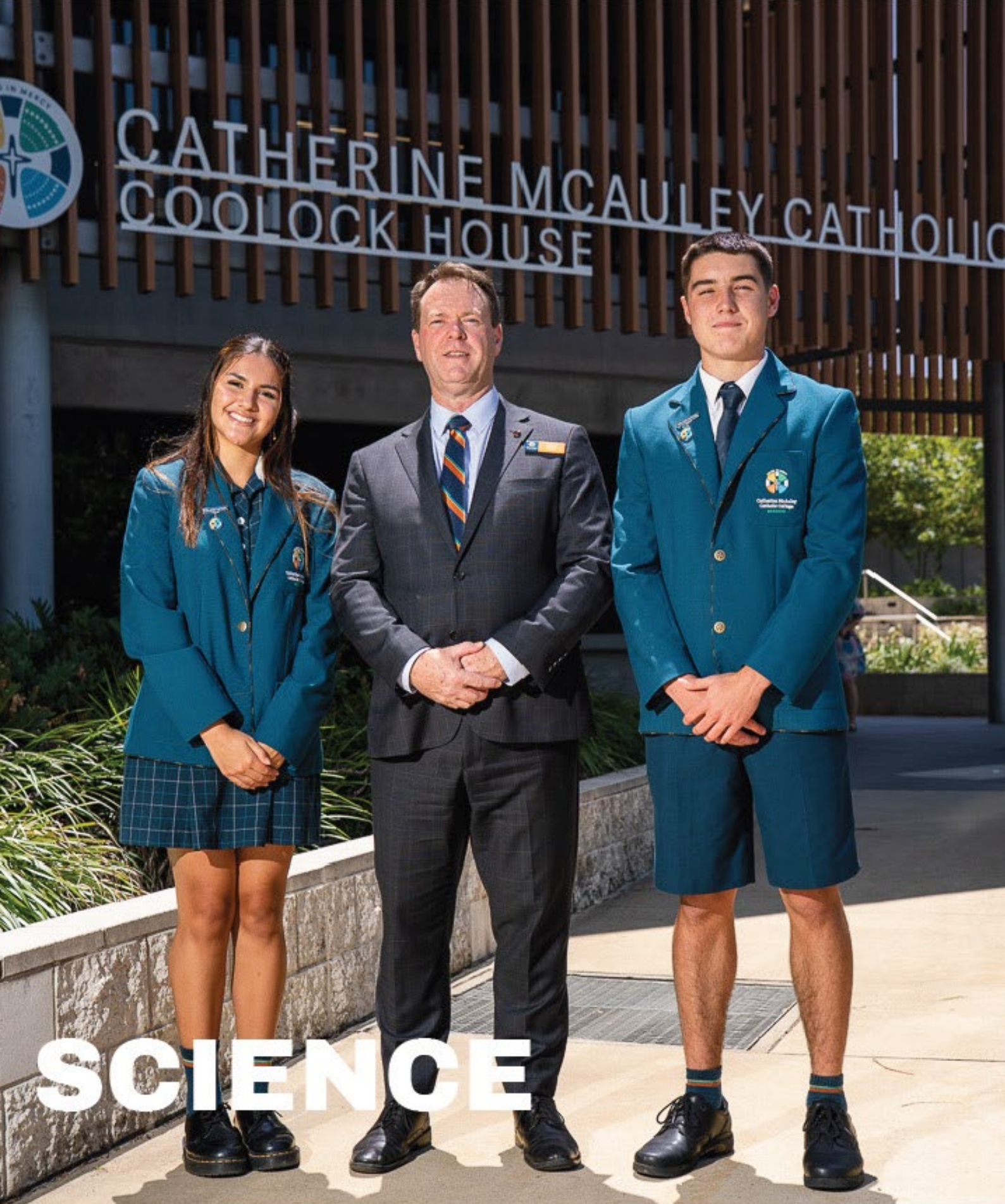
MATHEMATICS STANDARD 2					
NESA Code: 15236					
FACULTY: MATHEMATICS					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 6, 2027	Term 2, Week 7, 2027	Term 3, Week3-4, 2027	
Task Description	Probability and Trigonometry Task	Rates and Ratios and Statistics Task	Financial Mathematics and Networks Task	Trial Examination	
Outcomes	MAO-WM-01, MST-12-S2-04, MST-12-S2-09	MAO-WM-01, MST-12-S2-05, MST-12-S2-08, MST-12-S2-10	MAO-WM-01, MST-12-S2-02, MST-12-S2-03, MST-12-S2-06, MST-12-S2-07	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	15	10	10	15	50%
Skills in Working mathematically	10	10	15	15	50%
Task Weighting	25	20	25	30	100%



PDHPE

COMMUNITY & FAMILY STUDIES						
NESA Code: 15060						
FACULTY: PDHPE						
Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Date	Term 4, Week 9, 2026	Term 4, Week 10, 2026	Term 1, Week 7, 2027	Term 2, Week 6, 2027	Term 3, Week 3-4, 2027	
Task Description	Resource Management In-class task	Independent Research Project	Groups in context In-class task	Social Impact of Technology In-class task	Trial Examination	
Outcomes	H4.1, H4.2	H4.1, H4.2	H2.2, H3.3, H5.1, H6.2	H2.3, H3.4, H4.2, H6.1	All outcomes may be assessed.	
Assessment Components						Total Weighting
Knowledge & understanding of course content	5	5	5	15	10	40%
Skills in critical thinking, research methodology, analysing and communicating	5	10	15	10	20	60%
Task Weighting	10	15	20	25	30	100%

HEALTH AND MOVEMENT SCIENCE						
NESA Code: 15320						
FACULTY: PDHPE						
Task Components	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Date	Term 4, Week 9, 2026	Term 4, Week 9, 2026	Term 1, Week 7, 2027	Term 2, Week 7, 2027	Term 3, Week 3-4, 2027	
Task Description	Training and Performance – Depth Study	Training and Performance – In class	Impacts on Movement and Performance – Practical Lab Analysis & Evaluation	Health of Australians – Stimulus Response	Trial Examination	
Outcomes	HM12-04, HM12-05, HM12-06	HM12-05, HM12-06, HM12-08, HM12-09	HM12-04, HM12-06, HM12-07, HM12-09, HM12-10	HM12-01, HM12-02, HM12-07, HM12-10	All outcomes may be assessed.	
Assessment Components						Total Weighting
Knowledge and understanding of course content	5	5	5	10	15	40%
Skills in analysis, communication, creative thinking, problem-solving and research	5	5	15	20	15	60%
Task Weighting	10	10	20	30	30	100%



BIOLOGY					
NESA Code: 15030					
FACULTY: SCIENCE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 9, 2026	Term 1, Week 9, 2027	Term 2, Week 7, 2027	Term 3, Week 3-4, 2027	
Task Description	Multiple-choice quiz	Skills Source Test	Depth Study	HSC Trial Examination	
Outcomes	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO12-15	All outcomes may be assessed.	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	5	5	20	40%
Skills in working scientifically	5	10	25	20	60%
Task Weighting	15	15	30	40	100%

CHEMISTRY				
NESA Code: 15050				
FACULTY: SCIENCE				
Task Components	Task 1	Task 2	Task 3	Task 4
Task Date	Term 4, Week 9, 2026	Term 1, Week 9, 2027	Term 2, Week 7, 2027	Term 3, Week 3-4, 2027
Task Description	In class multiple choice quiz	Depth Study Titration practical assessment	Data analysis and processing assessment	HSC Trial Examination
Outcomes	CH11/12-4, CH11/12-6, CH12-12	CH11/12-3, CH11/12-4, CH11/12-5, CH12-13	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	All outcomes may be assessed.
Assessment Components				
Knowledge and understanding of course content	10	5	5	20
Skills in working scientifically	5	25	10	20
Task Weighting	15	30	15	40
Total Weighting				
				40%
				60%
				100%

PHYSICS					
NESA Code: 11310					
FACULTY: SCIENCE					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 7, 2026	Term 1, Week 10, 2027	Term 2, Week 4, 2027	Term 3, Week 3-4, 2027	
Task Description	Practical Task Kinematics	Depth Study DC motor	Past Paper Review	HSC Trial Examination	
Outcomes	PH11/12-2, PH11/12-3, PH11/12-4, PH12-12	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-6, PH11/12-7, PH12-13	PH11/12-5, PH12-12, PH12-13, PH12-14,	All outcomes may be assessed	
Assessment Components					Total Weighting
Knowledge and understanding of course content	5	5	10	20	40%
Skills in working scientifically	15	25	5	15	60%
Task Weighting	20	30	15	35	100%

SCIENCE EXTENSION				
NESA Code: 15345				
FACULTY: SCIENCE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 4, Week 9, 2025	Term 2, Week 8, 2026	Term 3, Week 6, 2026	
Task Description	Presentation of research proposal	Data analysis	Scientific Research Report	
Outcomes	SE-3, SE-6, SE-7	SE-1, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Assessment Components				Total Weighting
Communicating scientifically	10	10	10	30%
Gathering, recording, analysing and evaluating data	10	10	10	30%
Application of scientific research skills	10	10	20	40%
Task Weighting	30	30	40	100%



TECHNOLOGY AND APPLIED STUDIES

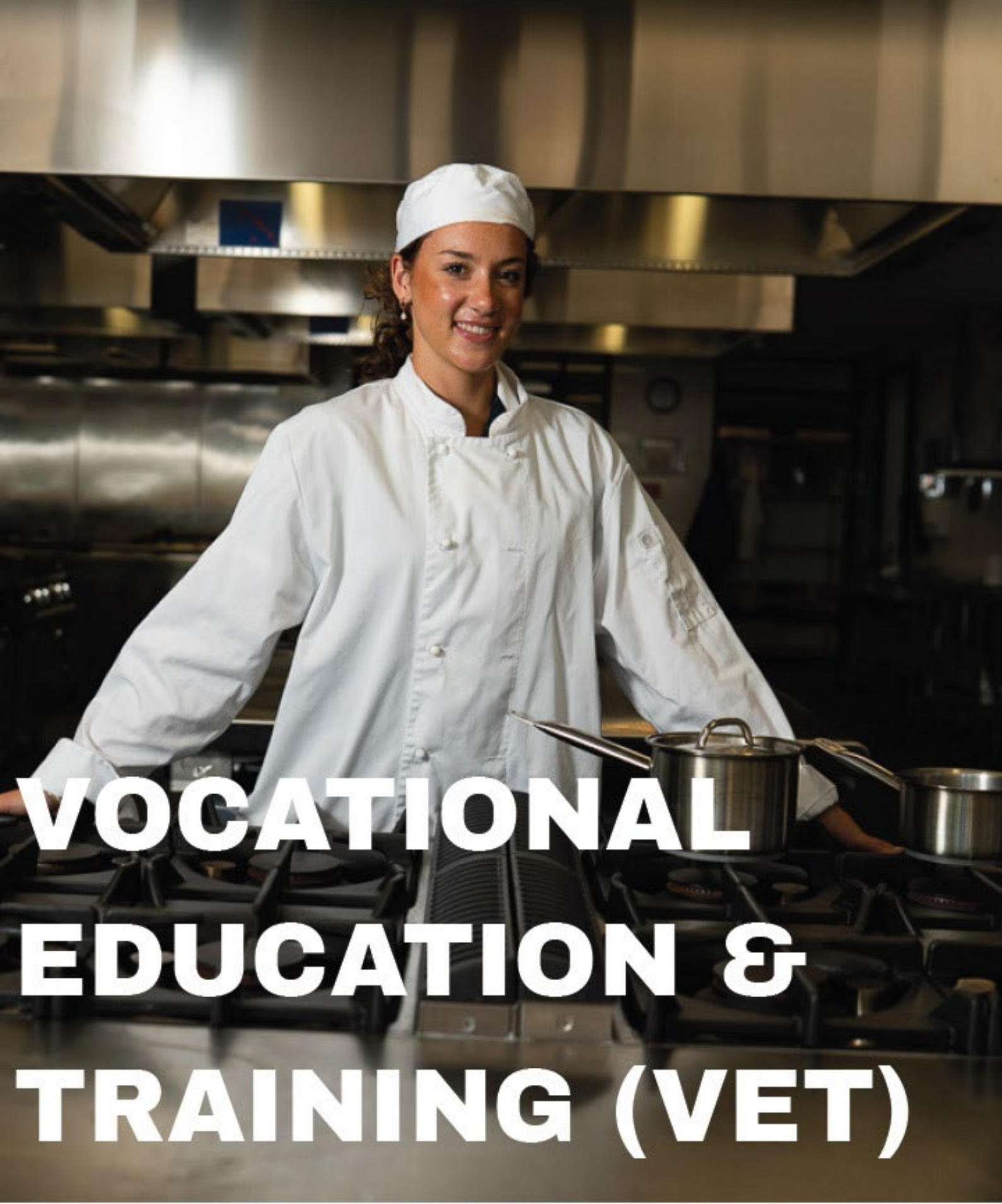


DESIGN AND TECHNOLOGY					
NESA Code: 15080					
Faculty: Technological and Applied Studies (TAS)					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 6, 2027	Term 2, Week 8, 2027	Term 3, Week 3-4, 2027	
Task Description	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Assessment Components					Total Weighting
Knowledge and understanding of course content		20		20	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60%
Task Weighting %	20	20	30	30	100%

ENGINEERING STUDIES					
NESA Code: 15120					
Faculty: Technological and Applied Studies (TAS)					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 6, 2027	Term 2, Week 8, 2027	Term 3, Week 3-4, 2027	
Task Description	Civil Engineering Solutions and Report	Transport Engineering Materials Research	Aeronautical Engineering Research, Solutions and Report	Trial HSC Examination	
Outcomes Assessed	H2.1, H3.1, H3.3 H5.2	H1.2, 2.1, H4.1, H6.1	H4.3, H2.2, H1.1, H3.2, H3.3	H4.3, H5.1, H5.2, H6.1	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	15	15	20	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40%
Task Weighting %	20	25	25	30	100%

FOOD TECHNOLOGY					
NESA Code: 15180					
Faculty: Technological and Applied Studies (TAS)					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 2, Week 4, 2027	Term 2, Week 9, 2027	Term 3, Week 3-4, 2027	
Task Description	Industry Case Study Report	Food Product Development Project	Nutrition Investigation & Dietary Strategy Report	Trial HSC Examination	
Outcomes Assessed	H1.1, H1.2, H1.4	H1.3, H4.1, H4.2	H2.1, H2.2, H3.1, H3.2	All Course Outcomes (H1.1 – H4.2)	
Assessment Components					Total Weighting
Knowledge and understanding of course content	10	5	5	20	40%
Knowledge and skills in designing, researching, analysing and evaluating	10	5	5	10	30%
Skills in experimenting with and preparing food by applying theoretical concepts	0	20	10	0	30%
Task Weighting %	20	30	20	30	100%

INDUSTRIAL TECHNOLOGY - TIMBER					
NESA Code: 15200					
Faculty: Technological and Applied Studies (TAS)					
Task Components	Task 1	Task 2	Task 3	Task 4	
Task Date	Term 4, Week 8, 2026	Term 1, Week 6, 2027	Term 2, Week 8, 2027	Term 3, Week 3-4, 2027	
Task Description	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
Outcomes Assessed	H3.1, H3.2, H5.1	H1.1, H1.2, H7.1	H2.1, H3.3, H4.1, H5.1, H5.2,	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2	
Assessment Components					Total Weighting
Knowledge and understanding of course content	5	5	10	20	40%
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60%
Task Weighting %	20	20	30	30	100%



VOCATIONAL EDUCATION & TRAINING (VET)

Construction Assessment Schedule														
Cohort: 2026-2027	Qualification: CPC20220 Certificate II in Construction Pathways SOA CPC20120 Certificate II in Construction		NESA Course Number: 26211	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
Module	Unit Code	Unit title		TP status Core/ elective	HSC Status	NESA Hours	Pre- requisite	1	2	3	4	5	6	Planned Tasks
Safety & Communication	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry		Core Core (CPC20120)	Mandatory	20	Nil	X						Task 1 20 March 2026
	CPCCOM1014	Conduct workplace communication		Core (CPC20120)	Elective	10	Nil	X						
White Card	CPCCWHS1001	Prepare to work safely in the construction industry		N/A	Elective	0	Nil	X						External provider 10 February 2026
Chipping Away	CPCCOM2001	Read and interpret plans and specifications		Core (CPC20120)	Mandatory	20	CPCCWHS2001		X	X				Task 2 Monday 27 July 2026 First Aid Course Week 9 T1
	CPCCCA2011	Handle carpentry materials		E (B)	Elective	20	CPCCWHS2001		X	X				
	CPCCOM1015	Carry out measurements and calculations		CORE Core (CPC20120)	Mandatory	20	Nil		X	X				
	CPCCCA2002	Use carpentry tools and equipment		E(B)	Mandatory	10	CPCCWHS2001		X	X				
Brick and Block	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		E(A)	Elective	20	CPCCWHS2001				X			Task 3 Fri 27 November 2026
	CPCCBL2002	Use bricklaying and blocklaying tools and equipment		E(A)	Elective	10	CPCCWHS2001				X			
The Project	CPCCOM1013	Plan and organise work		CORE Core (CPC20120)	Mandatory	15	Nil					X	X	Task 4 Fri 23 July 2027
	CPCCCM2006	Apply basic levelling procedures		E (I) Core (CPC20120)	Elective	15	Nil					X	X	
	CPCCVE1011	Undertake a basic construction project		Core	Elective	25	CPCCWHS2001					X	X	
	CPCCCM2004	Handle construction materials		E(I)	Elective	20	CPCCWHS2001					X	X	
	CPCCOM1012	Work effectively and sustainably in the construction industry		Core Core (CPC20120)	Mandatory	30	Nil					X	X	
	Total Hours			235										

Hospitality (Cookery) Assessment Schedule														
Cohort:	Qualification:	NESA Course Number:	Training package rules:		NESA Status:		Year 11			Year 12			Assessment instrument	
2026-2027	SIT20421 Certificate II in Cookery	26521	13 Units: 7 Core, 6 electives. 4 units from Group A B or C, 2 units from group A, B, C or D		3 Mandatory focus areas (4 Mandatory UoCs), =70 Hours 3 F&B Stream UoCs = 75 Hours 90 Hours electives 70 hours work placement								Questioning, Observation, Structured Activity	
Module	Unit Code	Unit Title	TP status Core/ elective	HSC Status	NESA Hours	Pre-requisite	1	2	3	4	5	6	7	Planned Tasks
Module 1 Hygiene & Food Preparation equipment	SITXFSA005	Use hygienic practices for food safety	CORE	Mandatory	15	Nil	X	X						Task 1 Term 2 Week 5A 9am Monday 18 th May 2026 (this can be extended for 2027-2028 cohort)
	SITHCCC023	Use food preparation equipment	CORE	KOP Stream	20	SITXFSA005	X	X						
	SITHKOP009	Clean kitchen premises and equipment	CORE	KOP Stream	15	SITXFSA005	X	X						
Module 2 Sandwich Brigade	SITXWHS005	Participate in safe work practices	CORE	Mandatory	15	Nil			XX					Task 2 Term 3 Week 7A 9am Monday 31 st August 2026
	SITHCCC025	Prepare and present sandwiches	E (A)	Elective	20	SITXFSA005			XX					
Module 3 Café Catering	SITHCCC028	Prepare appetisers and salads	E(A)	Elective	30	SITXFSA005				X	X			Task 3 Term 1 Week 8B 9am Monday 30 th November 2026
	SITXCCS011	Interact with customers	E (D)	Mandatory	20	Nil				X	X			
	SITXCOM007	Show social and cultural sensitivity	E (D)	Elective	10	Ni				X	X			
Module 4 Catering Events	SITHCCC024	Prepare and present simple dishes	E (A)	Elective	20	SITXFSA005					X	X	X	Task 4 Term 3 Week ? 9am Monday 27 th July 2027
	SITHCCC027	Prepare dishes using basic methods of cookery	CORE	KOP Stream	40	SITXFSA005					X	X	X	
	SITXINV006	Receive, store and maintain stock	CORE	Elective	15	SITXFSA005					X	X	X	
	SITXFSA006	Participate in safe food handling practices	E(A)	Mandatory	20	Nil					X	X	X	
Module 5 Service Periods	SITHCCC034	Work effectively in a commercial kitchen*	CORE	Elective	25	SITXFSA005, SITHCCC027	X	X	X	X	X	X	X	Task 5 Term 3 Week ? 9am Monday 27 th July 2027
Total Hours			265											

Entertainment Assessment Schedule														
Cohort: 2026-2027	Qualification: CUA30425 Certificate III in Live production and Technical Services	NESA Course Number: 26401 (240hrs- 2U x 2Y) 26403 – (60hrs- 1U x1Y) Specialisation	Training package rules: Total UoC = 15 4 core units plus 11 elective units, 1 unit from Group A, 7 units from Group B 3 units from elective group or any currently endorsed training package or accredited course	NESA Status: 7 HSC Mandatory UoCs (totally 155 HSC hours) With 7 mandatory focus areas. HSC elective units to a minimum of 85 hours	Year 11			Year 12			Assessment instrument Observation, questions, structured activity			
Module	Unit Code	Unit title	TP status Core/ elective	HSC Status	NESA Hours	Pre- requisite	1	2	3	4	5	6	7	Planned Tasks
Safety	CUAWHS312	Apply work health and safety practices	E (A)	Mandatory	15	NIL	X							Task 1 17 th March
White Card	CPCWHS1001	Prepare to work safely in the construction industry	E (A)	ELECTIVE	10	NIL	X							External Provider 10 th Feb
Working in the Creative Arts Industry	BSBPEF301	Organise personal work priorities	CORE	ELECTIVE	20	NIL		X	X					Task 2
	CUAIND311	Work effectively in the creative arts industry	CORE	Mandatory	20	NIL		X	X					Friday 14 th August Term 3, Week 4
	SITXCCS014	Provide service to customers	E (B)	Mandatory	20	NIL		X	X					
	CUAIND314	Plan a career in the creative arts industry	CORE	ELECTIVE	15	NIL		X	X					
Production	CUASTA212	Assist with bump in and bump out of shows	E (D)	ELECTIVE	20	NIL				X	X	X	X	Task 3
	CUAPPR314	Participate in collaborative creative projects	CORE	ELECTIVE	20	NIL				X	X	X	X	
	CUALGT311	Operate basic lighting	E (B)	Mandatory	25	NIL				X	X	X	X	
	CUALGT314	Install and operate follow spots	E (B)	ELECTIVE	20	NIL				X	X	X	X	
	CUAVSS312	Operate vision systems	E (B)	Mandatory	25	NIL				X	X	X	X	
	CUASOU331	Undertake live audio operations	E (B)	Mandatory	25	NIL				X	X	X	X	
	CUASTA311	Assist with production operations for live performances	E (B)	Mandatory	25	NIL				X	X	X	X	
	CUASMT311	Work effectively backstage during Performances	E (B)	ELECTIVE	25	NIL				X	X	X	X	
First Aid	HLTAID011	Provide First Aid	E (C)	ELECTIVE	20	NIL	Highlighted units to be entered on NESA Schools Online in the HSC year only as a specialisation unit							External Provider
Highlight= Specialisation Units			Total Hours		305									

2Cohort: 2026-2027	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
Module	Unit Code	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 23/3/26 
	HLTWHS001	Participate in workplace health and safety	Core	Core	15	X							
Community Coaching	SISSSCO002	Work in a Community Coaching Role	Core	Core	25		X	X	X				Task 2 27/07/26
	SISSSCO003	Meet participant coaching needs	Core	Core	30		X	X	X				
	SISSSCO005	Continuously improve coaching skills and knowledge	Core	Core	30		X	X	X				
First Aid	HLTAID011	Provide First Aid (external provider)	Core	Core	20		X						Week 9 External provider
Intermediate Coaching	SISSSCO012	Coach sport participants up to an intermediate level	Elective A	Elective	30				X	X			Task 3 27/11/26
	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	X	Task 4 28/08/27
	SISXIND006	Conduct sport, fitness or recreation events	Elective E	Elective	30						X	X	
	Total Hours		245										



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