

# Year 12 HSC

## Assessment Handbook 2026



## 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 long horizontal line extending to the right.

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 2025-2026

- Studies of Religion: Sarah Gardiner [sarah.gardiner@mn.catholic.edu.au](mailto:sarah.gardiner@mn.catholic.edu.au)
- English: Emma Bennis [emma.bennis@mn.catholic.edu.au](mailto:emma.bennis@mn.catholic.edu.au)
- Mathematics: Chris Tomasella (2025) [chris.tomasella@mn.catholic.edu.au](mailto:chris.tomasella@mn.catholic.edu.au) and Alana Daley (2026) [alana.daley@mn.catholic.edu.au](mailto:alana.daley@mn.catholic.edu.au)
- Science: Luke Kelleher [luke.kelleher@mn.catholic.edu.au](mailto:luke.kelleher@mn.catholic.edu.au)
- HSIE: Alexandria Warnock [alexandria.warnock@mn.catholic.edu.au](mailto:alexandria.warnock@mn.catholic.edu.au) and Alex Finall [alexander.finall@mn.catholic.edu.au](mailto:alexander.finall@mn.catholic.edu.au)
- CAPA / LOTE: Elyse North [elyse.north@mn.catholic.edu.au](mailto:elyse.north@mn.catholic.edu.au)
- TAS: Richard Brown: [richard.brown@mn.catholic.edu.au](mailto:richard.brown@mn.catholic.edu.au)
- PD/H/PE: Lachlan Tonks [lachlan.tonks@mn.catholic.edu.au](mailto:lachlan.tonks@mn.catholic.edu.au)
- VET: Louiza Mavros [louiza.mavros@mn.catholic.edu.au](mailto:louiza.mavros@mn.catholic.edu.au)
- Curriculum (2025): Erin Jordan [erin.jordan@mn.catholic.edu.au](mailto:erin.jordan@mn.catholic.edu.au)  
Curriculum (2026): Alexandria Warnock [alexandria.warnock@mn.catholic.edu.au](mailto:alexandria.warnock@mn.catholic.edu.au)

In Term 4, 2025 the Head of House for Bathu Horizons House (Stage 6) is Bronwyn Denham [bronwyn.denham@mn.catholic.edu.au](mailto:bronwyn.denham@mn.catholic.edu.au)

In Term 4, 2025 the Leader of Wellbeing and Engagement for Year 12 is Summar Harrison [summar.harrison@mn.catholic.edu.au](mailto:summar.harrison@mn.catholic.edu.au)

We will update the 2026 Head of House and Leader of Wellbeing and Engagement as soon as possible.

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

**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>

# 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 [Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline](#).

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

## Section 2 - Scope

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

## Section 3 - Responsibilities

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

## Section 4 - Guideline

### The Higher School Certificate (HSC)

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

(5) Students undertaking the Higher School Certificate must follow the HSC eligibility requirements, including the completion of All My Own Work, meet HSC Minimum Standards and follow the required pattern of study. For further

information, please refer to ACE Rule 1.2.2 <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc>

## **Eligibility exemptions**

(6) Students who are only undertaking Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent. Students may also be eligible for an exemption from the HSC Minimum Standard. Please refer to ACE Rule 1.2.2 for further information regarding eligibility for the HSC

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc>

## **Meeting mandatory Curriculum requirements for the HSC**

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

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

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

## **HSC School-Based Assessment**

### **HSC School-Based Assessment Task Notifications**

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

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

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

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

## **Satisfactory completion of an HSC course: course completion criteria**

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

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

(13) While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of such absences. Warning letters will be issued for students whose absences impact the non-completion of course requirements. Please refer to ACE Manual Rule 4.1.2 regarding

satisfactory course completion requirements. <https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions>

### **Completion of HSC School-Based Assessment Tasks**

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

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

### **Changing a level in English and Mathematics**

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

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

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

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

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

(19) VET Mandatory Work Placement

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

### **HSC Practical Examinations and Components**

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

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



- g. Society and Culture
- h. Textiles and Design
- i. Visual Arts

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

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

## **HSC School-Based Assessment Tasks**

### **Types of HSC School-Based Assessment Tasks**

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

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

### **Arrangements for Submission HSC School-Based Assessment Tasks**

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

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

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

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

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

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

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

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

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

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

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

### **Vocational Education and Training (VET) Assessment**

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

### **Work Placement**

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

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

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

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

- a. Students must check their Assessment Schedule to ascertain if a task is scheduled during their Work Placement.
- b. HSC School-Based Assessment Tasks must be submitted as per the assessment schedule prior to Work Placement or meet the assessment deadline and it is the student's responsibility to ensure this occurs. If this requirement is not met, a mark of zero may be applied.
- c. In the case of Examinations and In-Class HSC School-Based Assessment Tasks, Work Placement students must complete an HSC School-Based Assessment Task Variation Form and submit this prior to work placement to

allow for the details of the task to be finalised.

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

### **Calculation of Marks**

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

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

### **Final Assessment Rank and HSC Marks**

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

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

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

### **Assessment Task Feedback**

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

### **English Studies and Mathematics Standard 1**

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

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

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

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

(41) Students enrolled in English Studies, Mathematics Standard 1, or Numeracy have the right to appeal their end-of-course grade if they believe it does not accurately reflect their performance. A student wishing to appeal must complete an HSC School-Based Assessment Appeal. If unresolved, the student may be able to escalate the appeal to the NSW Education Standards Authority (NESA), particularly if there are concerns about how the grade was

determined or if procedures were not followed fairly.

## **HSC School-Based Assessment Appeal**

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. The Subject / Classroom Teacher consults with the Leader of Learning regarding concerns related to HSC School-Based Assessment Tasks, malpractice, plagiarism and cheating (please see the glossary for the definition of these terms)
- b. Students will be required to demonstrate that all unacknowledged work is entirely their own (this includes cases

of suspected sharing of work). This process will be overseen by the Leader of Learning (or delegate) and will require the student to produce evidence. The Leader of Learning (or delegate) will meet with the student to discuss this matter.

(51) The following process will be enacted:

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

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

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

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

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

TERM	DEFINITION
Breach of Assessment Conditions	<ul style="list-style-type: none"> <li>• All students undertaking an HSC School-Based Assessment Task, the HSC examination of HSC minimum standard test must comply with the assessment conditions set by the school and by NESA.</li> <li>• 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.</li> <li>• A breach of assessment conditions includes any breach of: <ul style="list-style-type: none"> <li>◦ HSC examination rules and procedures;</li> <li>◦ HSC minimum standard test rules and procedures; and</li> <li>◦ Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.</li> </ul> </li> </ul>

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

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

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

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

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

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

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

(59) During each examination, students must not:

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

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

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

supported/accepted) for equipment failure.

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

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

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

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

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

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

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

## **Illness / Misadventure and Absence**

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

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

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

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

### **Illness/Misadventure from an HSC School-Based Assessment Task**

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

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

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

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

### **Absences due to Illness**

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

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

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

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

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



task.

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

### **Absences due to an Acceptable Foreseen Circumstance**

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

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

### **Outcome of the Assessment Committee - Right to Appeal**

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

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

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

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

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

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

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

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

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

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

<https://curriculum.nsw.edu.au/ace-rules/ace9/im-program>

## Disability Provisions

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

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

achieve potential.

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

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

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

### **Life Skills**

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

## **Section 5 - Appendix**

### **Part A - Glossary of Terms**

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

## 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.

## CMCC Assessment Procedures

### 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.

### 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
  - 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.

## 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.

<b>Describe</b>	Provide characteristics and features.
<b>Discuss</b>	Identify issues and provide points for and/or against.
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between.
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of.
<b>Examine</b>	Inquire into.
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how.
<b>Extract</b>	Choose relevant and/or appropriate details.
<b>Extrapolate</b>	Infer from what is known.
<b>Identify</b>	Recognise and name.
<b>Interpret</b>	Draw meaning from.
<b>Investigate</b>	Plan, inquire into and draw conclusions about.
<b>Justify</b>	Support an argument or conclusion.
<b>Outline</b>	Sketch in general terms; indicate the main features of.
<b>Predict</b>	Suggest what may happen based on available information.
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
<b>Recall</b>	Present remembered ideas, facts or experiences.
<b>Recommend</b>	Provide reasons in favour.
<b>Recount</b>	Retell a series of events.
<b>Summarise</b>	Express, concisely, the relevant details.
<b>Synthesise</b>	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	<input type="checkbox"/> Yes <input type="checkbox"/> 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	<input type="checkbox"/>	Application Declined	<input type="checkbox"/>
Details:  <input checked="" type="checkbox"/> Application upheld – Amended due date: <hr/> Staff Member Coordinating: <hr/> <input type="checkbox"/> Application upheld – Task completed - mark to be reviewed at the end of course  <input type="checkbox"/> <b>Application upheld – Provisional estimate given. Reviewed at the end of the course. Extenuating Circumstances. Details to be provided below.</b>		Details:  <input type="checkbox"/> No evidence provided:  <input type="checkbox"/> 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 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.

To be read to students at the start of HSC School Based Assessment Tasks.

‘Before I read the malpractice warning, please check your pockets for mobile phones, programmable watches, examination notes or paper. If you are found with a mobile phone in your possession once the examination/task has commenced, you will be required to give the phone to the supervisor, and the relevant Leader of Learning will be notified. You may be penalised, which could result in being given zero for the examination. Raise your hand if you have a mobile phone or any other unauthorised material.’

- Any student found with notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in the exam room may have a penalty imposed, such as zero for this exam, or no result for the course.
- If you have accidentally brought into the exam room anything with notes on it, paper or other unauthorised 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 Assessment Task by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
- When reading time is over, you will get a notification that reading time has finished. You must click OK immediately to start the exam.

## 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			
Method of Submission	<input type="checkbox"/> In class	<input type="checkbox"/> Electronic Submission	
Details of Submission	Details: Time Required:	Details: Time Required:	

Task Description

Marking Guideline:

The use of **Artificial Intelligence** in this assessment task meets the following criteria:

- ☐  **AI Free** = AI is **NOT to be used at all**. This includes both task preparation and final submission.
- ☐  **AI Assisted** = AI **may be used to support planning**, and **MUST be referenced** in the task submission. However, **NO AI content to be used in final submission**.
- ☐  **AI Enhanced** = AI **may be used in both task preparation and final submission**. **MUST be referenced** in the task submission.

Refer to the task description for additional details.

## 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 <a href="#">malpractice policy</a> and procedures for <a href="#">managing malpractice</a> , and	
<ul style="list-style-type: none"> <li>a. details of administrative requirements, including: <ul style="list-style-type: none"> <li>a. student absence on the day of an assessment task, and</li> <li>b. late submission of assessment tasks, and</li> <li>c. the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task; and</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>b. procedures for reviewing student appeals arising from individual assessment tasks, and</li> </ul>	
<ul style="list-style-type: none"> <li>c. procedures for final rank order appeals, which must be: <ul style="list-style-type: none"> <li>a. based on a student's rank order placement during the course, and</li> <li>b. focused on the procedures for determining the final school-based assessment mark for the course; and</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>d. procedures for final grade appeals for <a href="#">English Studies</a>, <a href="#">Mathematics Standard 1</a>, and <a href="#">Numeracy</a>, which must be: <ul style="list-style-type: none"> <li>a. based on a student's final grade at the end of the course, and</li> <li>b. focused on the procedures used by the school for determining the grade(s) and whether they align with <a href="#">NESA's advice</a> and the school's policy regarding the grading of student achievement, and</li> <li>c. resolved within the school, where possible, and</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>e. the formal assessment program for each of their HSC courses, excluding <a href="#">Life Skills</a> courses. The formal assessment program must adhere to mandatory course-specific requirements, with assessment schedules that detail:</li> </ul>	

## Course Assessment Schedules

**Please note:**

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

**HSC examinations will commence on  
Tuesday 13 October 2026**

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Aboriginal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	In-class Topic Test	Major Project (25%) & Log (15%)	Supported Comparative Responses	Trial HSC Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 10, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	H1.2, H1.3, H3.1	H4.1, H4.2	H1.1, H3.2, H3.3, H4.3	All outcomes may be assessed	
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
<b>Total</b>	<b>15</b>	<b>40</b>	<b>15</b>	<b>30</b>	<b>100</b>



# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC

### Course: Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Topic Test</b> Ancient societies: Sparta	<b>Research Hand-In &amp; Topic Test</b> Core study: Pompeii and Herculaneum	<b>Historical analysis</b> Historical period: Augustus	<b>Trial HSC Examination: All topics</b>	
<b>Due Date</b>	<b>Term 4, Week 8, 2025</b>	<b>Term 1, Week 9, 2026</b>	<b>Term 2, Week 9, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	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	All outcomes may be assessed.	
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	-	10	10	-	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Program 2026 HSC

Course: Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Study notes portfolio multiple-choice test	Skills Source Test	Depth study Poster Viva-Voce	HSC Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 9, 2026	Term 2, Week 7, 2026	Term 3, Week 3-4, 2026	
Outcomes	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-4, BIO 11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-15	All outcomes may be assessed.	
Knowledge and understanding of course content	10	5	10	15	40
Skills in working scientifically	10	15	20	15	60
Total	20	20	30	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Marketing Case Study	Business Report	Finance Topic Test	Trial HSC Exam	
Due Date	Term 4, Week 9, 2025	Term 1, Week 10, 2026	Term 2, Week 7, 2026	Term 3, Week 3-4, 2026	
Outcomes	H2, H4, H7, H9	H2, H6, H8, H9	H5, H6, H9, H10	All outcomes may be assessed.	
Knowledge and understanding of course content	5	15	5	15	40
Stimulus-based skills	-	5	10	5	20
Inquiry and research	10	-	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Study notes portfolio	Depth Study	Data analysis and processing	HSC Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 9, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-7, CH12-13	CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	All outcomes may be assessed.	
Knowledge and understanding of course content	10	10	5	15	40
Skills in working scientifically	10	20	15	15	60
Total	20	30	20	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Communities and Family Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Independent Research Project	Groups in context Research task	Social Impact of Technology In-class test	Trial Examination	
Due Date	Term 4, Week 10, 2025	Term 1, Week 7, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	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.	
Knowledge and understanding of course content	5	5	20	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	10	20	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Design & Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 6, 2026	Term 2, Week 8, 2026	Term 3, Week 3-4, 2026	
Outcomes	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	
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
Total	20	20	30	30	100

# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC Course: Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Summary Notes Portfolio	Data Analysis Task	Depth Study	HSC Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 9, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	EES11/12-4, 5, 6, 7 EES12-12	EES11/12-4, 5, 6 EES12-13	EES11/12-1, 4, 5, 6, 7 EES12-14	All outcomes may be assessed	
Knowledge and understanding of course content	10	5	10	15	40
Skills in working scientifically	10	15	20	15	60
Total	20	20	30	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Engineering Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Civil Engineering Solution and Report	Transport Engineering Materials Research	Aeronautical Engineering Research and Report	Trial HSC Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 6, 2026	Term 2, Week 8, 2026	Term 3, Week 3-4, 2026	
Outcomes	H2.1, H5.2, H6.2, H3.1	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	
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
Total	20	25	25	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: English Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Common Module</b> Reading Task (in class)	<b>Module A</b> Analytical Essay (in class)	<b>Module C</b> Composition and reflection (in class)	<b>Trial HSC Examination</b> Common Module (10%) Module A (5%) Module B (10%) Module C (5%)	
<b>Due Date</b>	<b>Term 4, Week 9, 2025</b>	<b>Term 1, Week 9, 2026</b>	<b>Term 2, Week 4, 2026</b>	<b>Term 3, Week 3-4 2026</b>	
<b>Outcomes</b>	EA12-1, EA12-3, EA12-5, EA12-6	EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-4, EA12-9	All outcomes may be assessed.	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: English Extension



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Component	Task 1	Task 2	Task 3	Weighting
Task Type	Imaginative response & reflection (30%)	Critical essay with related text (40%)	Trial Examination (30%)	
Due Date	Term 1, Week 10, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	EE12-1, EE12-3, EE12-5, EE12-7	EE12-1, EE12-3, EE12-5, EE12-8	EE12-2, EE12-3, EE12-4, EE12-6, EE12-9	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total	30	40	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: English Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Common Module</b> Reading Task (in class)	<b>Module A</b> Analytical Essay (in class)	<b>Module C</b> Composition and reflection (in class)	<b>Trial HSC Examination</b> Common Module (10%) Module A (5%) Module B (10%) Module C (5%)	
<b>Due Date</b>	<b>Term 4, Week 9, 2025</b>	<b>Term 1, Week 9, 2026</b>	<b>Term 2, Week 4, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	EN12-1, EN12-3, EN12-5, EN12-6	EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-9	All outcomes may be assessed.	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: English Studies



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Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Common Module</b> Reading task (25%)	<b>Elective Module: We Are Australians</b> Research Task (25%)	<b>Portfolio of work</b> (all modules) (30%)	<b>Trial HSC Examination</b> Common Module (10%) Elective – The Big Screen (10%)	
<b>Due Date</b>	<b>Term 4, Week 9, 2025</b>	<b>Term 1, Week 9, 2026</b>	<b>Term 2, Week 8, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	ES12-1, ES12-5, ES12-8, ES12-9	ES12-2, ES12-3, ES12-6, ES12-10	ES12-1, ES12-4, ES12-7, ES12-10	ES12-1, ES12-2, ES12-3, ES12-4	
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	15	10	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC

### Course: History Extension

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>Major Work – Historical Process</b> The Historical project	<b>Major Work - Essay</b> The Historical Project	<b>Trial HSC Examination</b> All topics	
<b>Due Date</b>	<b>Term 1, Week 3, 2026</b>	<b>Term 2, Week 5, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	HE12-2, HE12-3	HE12-1, HE12-2, HE12-3, HE12-4	All outcomes may be assessed	
Knowledge and understanding of significant historical ideas and processes	10	20	10	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	10	30	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>50</b>	<b>30</b>	<b>100</b>

**NB: NESA Final Mark is out of 50**



# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Health and Movement Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Training and Performance – Depth Study & Review	Impacts on Movement and Performance – Practical Lab Analysis & Evaluation	Health of Australians – Stimulus Response	Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 7, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	HM12-04, HM12-05, HM12-06, HM12-08, HM12-09	HM12-04, HM12-06, HM12-07, HM12-09, HM12-10	HM-12-01, HM12-02, HM12-07, HM12-10	All outcomes may be assessed.	
Knowledge and understanding of course content	5	5	10	20	40
Skills in analysis, communication, creative thinking, problem solving and research	15	15	20	10	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Industrial Technology Timber

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 6, 2026	Term 2, Week 8, 2026	Term 3, Week 3-4, 2026	
Outcomes	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2,	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2	
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
Total	20	20	30	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Crime In class test	Human Rights Research & In class task	Family Research & In class task	HSC Trial Examination	
Due Date	Term 1, Week 3, 2026	Term 1, Week 10, 2026	Term 2, Week 7, 2026	Term 3, Week 3-4, 2026	
Outcomes	H1, H6, H7, H8	H2, H3, H8, H9	H4, H7, H8, H9	All outcomes may be assessed	
Knowledge and understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	10	-	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Calculus Task	Integral Calculus & Functions and Trig Functions Task	Statistics and Probability Distributions & Financial Maths Task	Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 8, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	MA12-3, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	All outcomes may be assessed.	
Understanding, Fluency and Communication	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total	25	25	20	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Proof & Vectors Task	Calculus & Trig Functions Task	Statistics Task	Trial Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 10, 2026	Term 2, Week 5, 2026	Term 3, Week 3-4, 2026	
Outcomes	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	All outcomes may be assessed.	
Understanding, Fluency and Communication	10	15	5	20	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total	25	25	15	35	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Right Angled Triangles, Scaled Drawings and Rates Task	Statistical Analysis and Financial Mathematics Task	Networks, Simultaneous Equations and Types of Relationships Task	Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 10, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	MS1-12-3, MS1-12-4, MS1- 12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1- 12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1- 12-8, MS1-12-9, MS1-12-10	All outcomes may be assessed.	
Understanding, Fluency and Communication	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total	25	25	20	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Right Angled Triangles, Scaled Drawings and Rates Task	Statistical Analysis and Financial Mathematics Task	Networks, Simultaneous Equations and Types of Relationships Task	Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 1, Week 10, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	MS1-12-3, MS1-12-4, MS1- 12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1- 12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1- 12-8, MS1-12-9, MS1-12-10	All outcomes may be assessed.	
Understanding, Fluency and Communication	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total	25	25	20	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Core Study: Power and Authority in the Modern World 1919- 1946  In class source analysis task	National Study: Russia and the Soviet Union 1917- 1941  Historical Analysis and in class response	Peace and Conflict: Conflict in Europe 1935-1945  In class extended response	HSC Trial Examination	
Due Date	Term 4, Week 10, 2025	Term 1, Week 9, 2026	Term 2, Week 7, 2026	Term 3, Week 3-4, 2026	
Outcomes	MH12-2, MH12-6, MH12-7	MH12-5, MH12-6, MH12-8	MH12-1, MH12-2, MH12-9	All outcomes may be assessed	
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
Total	20	30	20	30	100



# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Music 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Core Musicology & Aural Skills	Core Composition & Core Performance	Elective 1 and Elective 2	Aural examination & Elective 3	
Due Date	Term 4, Week 8, 2025	Term 1, Week 10, 2026	Term 2, Week 9, 2026	Term 3, Week 3-4, 2026	
Outcomes	H2, H4, H5, H6	H1, H3, H7, H8	H1, H9, H10, H11	H4, H6, H10	
Composition	-	10	-	-	10
Musicology	10	-	-	-	10
Aural	5	-	-	20	25
Core Performance	-	10	-	-	10
Elective 1	-	-	15	-	15
Elective 2	-	-	15	-	15
Elective 3	-	-	-	15	15
<b>Total</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Numeracy

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Interest Project One - Financial Maths in the Real World	Interest Project Two – Maths in Networks and Design	Interest Project Three – Maths in Sport	Interest Project Four w/Reflection – Maths in Ratios and Rates in the Real World	
Due Date	Term 4, Week 8, 2025	Term 1, Week 7, 2026	Term 2, Week 8, 2026	Term 3, Week 6, 2026	
Outcomes	N6-1.1, N6-1.2, N6-1.3 N6- 2.1, N6-2.2, N6-2.4 N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3 N6- 2.1, N6-2.2, N6-2.4 N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6- 2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3 N6- 2.1, N6-3.1, N6-3.2	
Knowledge and understanding	15	15	15	5	50
Skills	15	15	15	5	50
Total	30	30	30	10	100

# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC

### Course: Physics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Practical Task Kinematics	Depth Study DC motor	Past Paper Review	HSC Trial Examination	
Due Date	Term 4, Week 7, 2025	Term 1, Week 10, 2026	Term 2, Week 4, 2026	Term 3, Week 3-4, 2026	
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	
Knowledge and understanding of course content	5	5	10	20	40
Skills in working scientifically	15	25	10	10	60
Total	20	30	20	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: HSC Science Extension

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Presentation of research proposal	Data analysis	Scientific Research Report	
Due Date	Term 4, Week 9, 2025	Term 2, Week 8, 2026	Term 3, Week 6, 2026	
Outcomes	SE-1, 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	
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
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Oral Presentation</b> Personal Interest Project - Process	<b>Research Task</b> Social and Cultural Continuity and Change	<b>Topic Test</b> Social Conformity and Nonconformity	<b>Trial HSC Examination</b> All topics	
<b>Due Date</b>	<b>Term 4, Week 8, 2025</b>	<b>Term 1, Week 5, 2026</b>	<b>Term 2, Week 4, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
Outcomes	H6, H8	H2, H5, H7, H9, H10	H1, H2, H3, H4, H9	All outcomes may be assessed.	
Knowledge and understanding of course content	-	15	15	20	<b>50</b>
Application and evaluation of social and cultural research methods	15	10	-	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	-	10	5	5	<b>20</b>
<b>Total</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC Course: Studies in Catholic Thought 1 Unit

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	<b>Multi-modal Presentation Task</b> Virtue, Vice and Salvation	<b>Research Task</b> The Good Works	<b>End of Course Examination</b> The Common Good	
<b>Due Date</b>	<b>Term 4, Week 8, 2025</b>	<b>Term 2, Week 7, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	SCT12-1, SCT12-4, SCT12-5, SCT12-10	SCT12-3, SCT12-6, SCT12-8, SCT12-9	SCT12-1, SCT12-2, SCT12-7, SCT12-10	
Knowledge and understanding of course content	5	10	5	<b>20</b>
Religious skills	5	-	5	<b>10</b>
Inquiry and research	5	5	-	<b>10</b>
Communication of information, ideas and issues in appropriate forms	-	5	5	<b>10</b>
<b>Total</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>

# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC Course: Studies in Catholic Thought 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Type</b>	<b>Multi-modal Presentation</b> Virtue, Vice and Salvation	<b>Analytical Response</b> The Church and First Peoples	<b>Research Task</b> The Good Works	<b>End of Course Examination</b> The Common Good	
<b>Due Date</b>	<b>Term 4, Week 8, 2025</b>	<b>Term 1, Week 6, 2026</b>	<b>Term 2, Week 7, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
<b>Outcomes</b>	SCT12-1, SCT12-4, SCT12-5, SCT12-10	SCT12-3, SCT12-6, SCT12-8, SCT12-9	SCT12-2, SCT12-3, SCT12-6, SCT12-9	SCT12-1, SCT12-2, SCT12-7, SCT12-10	
Knowledge and understanding of course content	5	10	5	20	40
Religious Skills	5	5	5	5	20
Inquiry and research	5	5	10	-	20
Communication of information, ideas and issues in appropriate forms	-	15	-	5	20
<b>Total</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>30</b>	<b>100</b>



# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC

### Course: Studies of Religion 1 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Source Analysis Post-1945	Research Essay Islam	HSC Trial Examination	
Due Date	Term 4, Week 8, 2025	Term 1, Week 8, 2026	Term 3, Week 3-4, 2026	
Outcomes	H2-3, H6, H8	H1, H4-5, H7	All outcomes may be assessed	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	15	-	5	20
Investigation and research	-	20	-	20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# Catherine McAuley Catholic College Medowie

## Year 12 Assessment Schedule 2026 HSC

### Course: Studies of Religion 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Source Analysis Post-1945 & Religion/non- religion	Research Essay Islam	Viva Voce Buddhism	HSC Trial Examination All topics	
Due Date	Term 4, Week 8, 2025	Term 1, Week 9, 2026	Term 2, Week 8, 2026	Term 3, Week 3-4, 2026	
Outcomes	H2-3, H6, H8	H5- 6, H8-9	H1, H4-5, H9	All outcomes may be assessed	
Knowledge and understanding of course content	5	10	10	15	40
Source-based skills	10	-	-	10	20
Investigation and research	5	15	-	-	20
Communication of information, ideas and issues in appropriate forms	-	5	10	5	20
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Section 1 style written response Artist study booklet	BOW Interview VAPD	BOW Final Internal Appraisal	HSC Trial Examination	
Due Date	Term 4, Week 9, 2025	Term 2, Week 2, 2026	Term 3, Week 2, 2026	Term 3, Week 3-4 2026	
Outcomes	H7, H8, H9, H10	H1, H2, H3, H4	H1, H5, H6	H7, H8, H9, H10	
Artmaking	-	20	30	-	50
Art Criticism and Art History	20	-	-	30	50
Total	20	20	30	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: 1 Unit Work Studies - Beginners

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Workplace Skills Log and Presentation	Team Enterprise Project	End of Course Examination All topics	
Due Date	Term 1, Week 5, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	1, 2, 3, 4, 5	2, 5, 6, 7	7, 8, 9	
Knowledge and understanding	-	-	30	30
Skills	35	35	-	70
Total	35	35	30	100

# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: 1 Unit Work Studies - Continuing

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Workplace Skills Log and Presentation	Team Enterprise Project	End of Course Examination All topics	
Due Date	Term 1, Week 5, 2026	Term 2, Week 6, 2026	Term 3, Week 3-4, 2026	
Outcomes	5, 6, 7	2, 5, 6, 7	7, 8, 9	
Knowledge and understanding	-	-	30	30
Skills	35	35	-	70
Total	35	35	30	100



# Catherine McAuley Catholic College Medowie

Year 12 Assessment Schedule 2026 HSC

Course: 2 Unit Work Studies - Beginners

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	Career Planning Portfolio	Team Enterprise Project	<b>End of Course Examination</b> All topics	
<b>Due Date</b>	<b>Term 4, Week 9, 2025</b>	<b>Term 2, Week 7, 2026</b>	<b>Term 3, Week 3-4 2026</b>	
Outcomes	1, 2, 3, 4, 5	2, 5, 6, 7	7, 8, 9	
Knowledge and understanding	-	-	30	<b>30</b>
Skills	35	35	-	<b>70</b>
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



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Year 12 Assessment Schedule 2026 HSC

Course: 2 Unit Work Studies - Continuing

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	Work Placement Portfolio/Reflection	Team Enterprise Project	<b>End of Course Examination</b> All topics	
<b>Due Date</b>	<b>Term 4, Week 9, 2025</b>	<b>Term 2, Week 7, 2026</b>	<b>Term 3, Week 3-4, 2026</b>	
Outcomes	1, 3, 4, 5	2, 5, 6, 7	7, 8, 9	
Knowledge and understanding	-	-	30	<b>30</b>
Skills	35	35	-	<b>70</b>
<b>Total</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100%</b>

Construction Assessment Schedule															
Cohort: 2025-2026	Qualification: CPC20220 Certificate II in Construction Pathways SOA CPC20120 Certificate II in Construction		NESA Course Number: 26212	Training package rules: CPC20220 Total UoC = 10 5 core units plus 5 elective units SOA CPC20120 10 core units 5 elective units		NESA Status: 4 mandatory focus areas (6 x HSC mandatory UoCs totaling 125-135 indicative hours. HSC elective units to a minimum of 240 HSC indicative hours		Year 11			Year 12				Assessment instrument Observation, Questioning, Structured Activity
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 & Communication	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core Core (CPC20120)	Mandatory	20	Nil	X							Task 1	
	CPCCOM1014	Conduct workplace communication	Core (CPC20120)	Elective	10	Nil	X								
White Card	CPCCWHS1001	Work safely in the construction industry	N/A	Elective	0	Nil	X							External provider	
Chipping Away	CPCCOM2001	Read and interpret plans and specifications	Core (CPC20120)	Mandatory	20	CPCCWHS2001		X	X					Task 2	
	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	
	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	X	Task 4	
	CPCCCM2006	Apply basic levelling procedures	E (I) Core (CPC20120)	Elective	15	Nil					X	X	X		
	CPCCVE1011	Undertake a basic construction project	Core	Elective	25	CPCCWHS2001					X	X	X		
	CPCCCM2004	Handle construction materials	E(I)	Elective	20	CPCCWHS2001					X	X	X		
	CPCCOM1012	Work effectively and sustainably in the construction industry	Core Core (CPC20120)	Mandatory	30	Nil					X	X	X		
	Total Hours		235												

## Entertainment Assessment Schedule

Entertainment Assessment Schedule															
Cohort: 2025-2026	Qualification: CUA30420 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	<a href="#">CUAWHS312</a>	Apply work health and safety practices	E (A)	Mandatory	15	NIL	X							Task 1 Week 10 Term 1 11/04/2025	
White Card	<a href="#">CPCWHS1001</a>	Prepare to work safely in the construction industry	E (A)	ELECTIVE	10	NIL	X							External Provider 07/04/2025	
First Aid	<a href="#">HLTAID011</a>	Provide First Aid	E (C)	ELECTIVE	20	NIL	X							External Provider	
Working in the Creative Arts Industry	<a href="#">BSBPEF301</a>	Organise personal work priorities	CORE	ELECTIVE	20	NIL		X	X					Task 2 Week 10 Term 3 24/09/2025	
	<a href="#">CUAIND311</a>	Work effectively in the creative arts industry	CORE	Mandatory	20	NIL		X	X						
	<a href="#">SITXCCS006</a>	Provide service to customers	E (B)	Mandatory	20	NIL		X	X						
	<a href="#">CUAIND314</a>	Plan a career in the creative arts industry	CORE	ELECTIVE	15	NIL		X	X						
Production	<a href="#">CUASTA212</a>	Assist with bump in and bump out of shows	E (D)	ELECTIVE	20	NIL				X	X	X	X	Task 3 Week 4 Term 3 15/08/2026	
	<a href="#">CUAPPR314</a>	Participate in collaborative creative projects	CORE	ELECTIVE	20	NIL				X	X	X	X		
	<a href="#">CUALGT311</a>	Operate basic lighting	E (B)	Mandatory	25	NIL				X	X	X	X		
	<a href="#">CUALGT314</a>	Install and operate follow spots	E (B)	ELECTIVE	20	NIL				X	X	X	X		
	<a href="#">CUAVSS312</a>	Operate vision systems	E (B)	Mandatory	25	NIL				X	X	X	X		
	<a href="#">CUASOU331</a>	Undertake live audio operations	E (B)	Mandatory	25	NIL				X	X	X	X		
	<a href="#">CUASTA311</a>	Assist with production operations for live performances	E (B)	Mandatory	25	NIL				X	X	X	X		



	<a href="#">CUASMT311</a>	Work effectively backstage during Performances	E (B)	ELECTIVE	25	NIL				X	X	X	X	
<b>Total Hours</b>			<b>305</b>											

## Hospitality (Cookery) Assessment Schedule

Hospitality (Cookery) Assessment Schedule														
Cohort:	Qualification:		NESA Course Number:	Training package rules:		NESA Status:		Year 11			Year 12			Assessment instrument
2025-2026	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 SITHCCC023 Use food preparation equipment SITHKOP009 Clean kitchen premises and equipment		CORE	Mandatory	15	Nil	X	X						<b>Task 1</b> <small>Friday, 23.05.25 9am, Term 2 Week 4 Date of Notification: 31<sup>st</sup> March 2025</small>
			CORE	KOP Stream	20	SITXFSA005	X	X						
			CORE	KOP Stream	15	SITXFSA005	X	X						
Module 2 Sandwich Brigade	SITXWHS005	Participate in safe work practices	CORE	Mandatory	15	Nil		XX						<b>Task 2</b> <small>Friday, 19.09.25 9am, Term 3 Week 9 Date of Notification:</small>
	SITHCCC0025	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				<b>Task 3</b>
	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	<b>Task 4</b>
	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	<b>Task 5</b>
Total Hours			265											

Cohort: 2025-2026	Qualification: SIS30521 Certificate III in Sport Coaching		NESA Course Number: 50418 240 hours -2 units x 2 years	Training package rules: 10 units total – 6 core units, 4 elective units ( 1 unit from Groups A,B,C, or at least 1 unit from group E, up to 2 units from elsewhere in SIS TP or any of TP or accredited course or all units in group D)			Year 11			Year 12				Assessment instrument Observation, questioning, structured activity
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 INSERT DUE DATE	
	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	
	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	HLTFAID011	Provide First Aid (external provider)	Core	Core	20		X						External provider	
Intermediate Coaching	SISSSCO012	Coach sport participants up to an intermediate level	Elective A	Elective	30				X	X			Task 3	
	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	
	SISXIND006	Conduct sport, fitness or recreation events	Elective E	Elective	30						X	X		
	Total Hours			245										





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