

Year 11 ROSA Assessment Handbook 2026



Catherine McAuley Catholic College MEDOWIE

“Statement of Practice”

“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)



Contents

Introduction	3
Supporting Our Senior Learners.....	4
Catholic Schools - ROSA Assessment Guideline Section	5-18
CMCC Assessment Procedures.....	19
Appendices.....	20-40
Course Assessment Schedules	41-108

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



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
- English: Lisa Dionysius lisa.dionysius@mn.catholic.edu.au and
Kylah Hughes kylah.hollingsworth@mn.catholic.edu.au
- Mathematics: Alana Daley alana.daley@mn.catholic.edu.au
- Science: Luke Kelleher luke.kelleher@mn.catholic.edu.au
- HSIE: Alex Finall alexander.finall@mn.catholic.edu.au
- CAPA / LOTE: Elyse North elyse.north@mn.catholic.edu.au
- TAS: Richard Brown: richard.brown@mn.catholic.edu.au
- PD/H/PE: Lachlan Tonks lachlan.tonks@mn.catholic.edu.au
- VET: Louiza Mavros louiza.mavros@mn.catholic.edu.au
- Curriculum: Alexandria Warnock alexandria.warnock@mn.catholic.edu.au

The 2026 Head of House for Bathu Horizons House (Stage 6) is:

Aaron Mahony aaron.mahony@mn.catholic.edu.au

The Leader of Wellbeing and Engagement for Year 11 is:

Madeleine Stoneman: maddi.jupp@mn.catholic.edu.au

The Leader of Inclusive Pedagogies (Learning Support) is:

Geraldine Whiteside geraldine.whiteside@mn.catholic.edu.au and

Jenny Newling jenny.newling@mn.catholic.edu.au

Oversight of the College assessment practices is the responsibility of the College:

Assistant Principal Claudette Stace claudette.stace@mn.catholic.edu.au

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>

The following Catholic Schools -ROSA 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=197>

Catholic Schools - ROSA Assessment Guideline Section

1. Purpose

- 1.1 Catholic Schools RoSA Assessment Guideline incorporates requirements from the Education Act 1990 NSW, the New South Wales Education Standards Authority (NESA), as outlined in the NSW Registration Systems and Member Non-Government Schools Manual as well as the Assessment Certification Examination (ACE) Rules. Additionally, Diocesan requirements are specified in the Catholic Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline.
- 1.2 The purpose of the Catholic Schools RoSA Assessment Guideline is to provide information regarding assessment in Year 11.

2. Scope

- 2.1. This guideline applies to all Catholic Schools of the Diocese.

3. Responsibilities

ROLE	RESPONSIBILITIES
Students	Students are required to read, understand and comply with the Catholic Schools RoSA Assessment Guidelines as outlined.
Parents/Carers	Parent/Carers are required to read and understand the Catholic Schools RoSA Assessment Guidelines.
Schools	Schools will update Catholic Schools RoSA 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.

4. Guideline

The Record of School Achievement (ROSA)

- 4.1. The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements.
- 4.2. To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a) Participated in, and satisfactorily completed the mandatory curriculum requirements for 7-10 and complied with a. any other regulations or requirements mandated by the Minister or NESA

For further information, please refer to ACE Rule 1.1.1 <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>

Meeting outstanding requirements for the completion of Year 10 in Stage 6.

- 4.3. Principals may determine a student who is ineligible for the RoSA at the end of Year 10 to be retrospectively eligible for the RoSA at the time of leaving school in Year 11 or Year 12 if the student was able to complete the outstanding requirements during their enrolment in Stage 6. Students completing outstanding requirements may accumulate courses while undertaking Stage 6 courses or until the date they leave school.
- 4.4. Students may not be eligible for the RoSA. Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA for a transcript of study. For further information see ACE RULE 1.1.1 <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>
- 4.5. Students in Catholic Schools are required to study at least 1 Unit of either Studies in Catholic Thought or Studies of Religion in Year 11 and 12.

ROSA School-Based Assessment

ROSA School-Based Assessment Task Notifications

- 4.6. Schools will ensure that students are provided with a RoSA School-Based Assessment Notification for each task and course. This notification will be issued at least 14 Calendar days prior to the due date of the task and must include:
 - a) Weighting of the assessment task, and
 - b) syllabus outcomes assessed, and
 - c) type of the Assessment Task, and
 - d) scheduled date and time for attempting or submitting the task, and
 - e) marking criteria (where appropriate)
- 4.7. Please refer to ACE Rule 2.1.1 for further information regarding Preliminary School-Based Assessment Tasks <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>
- 4.8. In the event that the original due date of the RoSA School-Based Assessment Task needs to be altered, students will be advised of the changes to the assessment details in writing.

Determining final grades for RoSA

- 4.9. Teachers must give students the opportunity to demonstrate their full range of achievement relative to the Common Grade Scale for Preliminary Courses and Common Grade Scale (7-10). Grades are determined by using all available assessment information, through making a valid judgement to assign a grade that best matches an achievement description of the Common Grade Scale for both Preliminary Common Grade Scale.
- 4.10. Each school determines preliminary grades and Year 10 final grades using the formal assessment schedule outlined at the beginning of the academic year. Students will receive an overall RoSA grade upon successful completion of the course. Students must have
 - a) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - b) achieved some or all of the course outcomes.

- 4.11. While NESAs do 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 RoSA Assessment Tasks

- 4.12. All students are expected to attempt all assessment tasks as prescribed by the Assessment Calendar.

Final Assessment Grades

- 4.13. Students have an obligation to log in to the NESAs Students Online Website to check their final grade 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

- 4.14. Feedback is a vital part of a student's learning journey. After each 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.

Satisfactory Completion of a 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.
- 4.15. 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.

RoSA Assessment Tasks

Types of RoSA Assessment Tasks

- 4.16. There are two types of assessment tasks:
- a) In-Class 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 Assessment Tasks will be completed on the nominated date and in the specified lesson. This information will be identified on the Assessment Task Notification.
- b) Submission Assessment Tasks - examples of these types of tasks include research tasks, written / scientific b. reports and extended responses. Submission 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 Assessment Task Notification. The ways tasks can be submitted include:

Arrangements for Submission Assessment Tasks

- 4.17. Online/Electronic submission: Students in Year 11 are responsible for submitting their task by the nominated date on the Assessment Task Notification. Students completing Oral Assessment Tasks will be required to submit a copy of their speech/presentation via the procedures outlined for in-class Assessment Tasks on the due date.
- 4.18. Hand in submissions (examples include models, artworks, design folios etc): Students in Years 11 are responsible for submitting their task on the nominated date and time as prescribed by the Assessment Task notification.
 - a) Tasks are to be submitted to the submission point as outlined on the Assessment Task Notification.

Arrangements for In-Class Assessment Tasks involving Multiple Classes

- 4.19. In circumstances where there are multiple classes of a course (e.g., there are two Biology classes in Year 11) and they are required to complete an In-Class Assessment Task, the following arrangements will be applied:
 - a) Where possible and practical all students (in all classes in a course) will complete the In-Class Assessment at the same time.

WORK SAMPLES

- 4.20. NESAs conduct grade monitoring for Year 10 and Preliminary courses (except courses based on Life Skills outcomes and content, and VET courses), to ensure the awarding of grades by schools is consistent with state-wide standards.
- 4.21. Work samples may be used by schools to strengthen the consistency of teacher professional judgements when allocating grades consistent with student achievement. Schools must retain a minimum of two work samples that represent each grade that the school has allocated in a course. The samples must reflect the current syllabus.
- 4.22. Schools retain student work samples and the corresponding assessment activities to demonstrate how grades are awarded in accordance with state-wide standards. The work samples must be:
- students' original work, preferably without teachers' comments on a performance or submitted work
 - drawn from assessment activities conducted in the latter half of the course
 - based on outcomes and content from the current syllabus for the course, and
 - demonstrating performance towards the end of the course that is typical of students allocated a particular grade by the school.
- 4.23. Work samples may be drawn from:
- written or practical assessment activities
 - the same assessment activity or from different assessment activities
 - the same student or different students, and
 - past years for Stage 5 and Preliminary courses only
- 4.24. NESAs may request work samples and corresponding assessment activities from a school for review.

Maintaining the Integrity of RoSA Assessment/Malpractice Policy

- 4.25. The academic honesty of students completing 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 RoSA and constitutes Malpractice. All forms of academic dishonesty are unacceptable.
- 4.26. Students must complete ALL MY OWN WORK to be eligible for entry into a Preliminary and/or HSC courses. All my own work is an education program designed to instruct students about scholarship principles and ethical practices and comprises content across four topics related to locating and acknowledging sources of information, plagiarism, copyright and working with others.
- 4.27. All my own work will be completed during the Year 10 academic year in Catholic Schools Maitland-Newcastle.
- 4.28. In circumstances where a student is suspected of not complying with the expectations outlined above for Assessment Tasks, such as Malpractice, the following course of action will be applied:
- The Subject / Classroom Teacher consults with the Leader of Learning regarding concerns related to RoSA 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.

4.29. 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 Assessment Task, Malpractice.
- c) If an established case of a breach of the 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 Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student’s own work).

4.30. 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.

4.31. Please note carefully: NESAs expects students to make a serious attempt at all Assessment Tasks, HSC examinations, and HSC Minimum Standard Tests. Please see the details regarding Malpractice, Misrepresentation, Plagiarism, Collusion and Breach of Assessment Conditions below:

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

Collusion	<ul style="list-style-type: none"> ● Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. ● Collusion includes but is not limited to: <ul style="list-style-type: none"> - sharing answers to an assessment with other students, and/or - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or - contract cheating by outsourcing work to a third party, and/or - unauthorised use of artificial intelligence technologies.
Breach of Assessment Conditions	<ul style="list-style-type: none"> ● All students undertaking an Assessment Task, the HSC examination of HSC minimum standard test must comply with the assessment conditions set by the school and by NESAs. ● 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. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

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

- 4.32. The following relates to student conduct during Assessment: in any cases where student conduct is outside the rules, the Assessment Committee will be notified.
- 4.33. 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 Assessment, no result for the course, or non-award of the RoSA certification.
- 4.34. For a HSC examination, HSC minimum standard or Year 11 Assessment Task to be considered a serious attempt, students must:
- a) respond to and demonstrate academic engagement, and
 - b) answer in English, unless specifically instructed otherwise.

- 4.35. Non-serious attempts include but are not limited to:
- a) answering only multiple-choice questions, and/or
 - b) responses containing objectionable material:
 - c) abuse directed at a member of school staff,
 - d) obscene symbols, drawings, or comments
- 4.36. During each examination, students must not:
- a) cheat
 - b) include frivolous, offensive, threatening or objectionable material
 - c) take any of the prohibited items into the room
 - d) speak to anyone other than a supervisor
 - e) behave in any way that may disturb another student or disrupt the running of the examination
 - f) be affected by alcohol or illegal drugs
 - g) eat unless approved by NESAs or the school (e.g. if you have diabetes)
 - h) take any examination material out of the room
 - i) write on your body (e.g. your arms), tissues or material that is not examination material
 - j) leave the room if your Principal or delegate requires all students to stay until each examination ends.

Approved Equipment to be brought to Assessment (in class)

- 4.37. 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.
- 4.38. Students can bring the following items into their examinations:
- a) 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 Assessment Task;
 - h) An approved calculator
- 4.39. Students may need to bring certain equipment, like a calculator for some Assessment Tasks/Examinations. Students need to ensure that their scientific calculator is an approved model.
- 4.40. 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
 - vi. AI and Meta Glasses
- 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.

4.41. Students are not allowed to borrow equipment during examinations.

Illness / Misadventure and Absence

- 4.42. Where a student's pattern of attendance could jeopardise the satisfactory completion of the RoSA, parents/carers should establish communication with the school as soon as practicable.
- 4.43. 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.
- 4.44. When leave is granted by the Principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.
- 4.45. 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).

Illness/Misadventure from an Assessment Task

- 4.46. The following arrangements (where appropriate) will be in place for students who are absent from an Assessment Task due to illness, unforeseen absence or foreseen absence. Students must adhere to the following process:
 - a) In-class 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 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 foreseen absence below.
- 4.47. All Assessment Variation Forms will be reviewed by the Assessment Committee.

Absences due to Illness

- 4.48. For all absences due to medical illnesses, an 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
 - i. Students must seek independent evidence on the same day, either immediately before or after each Assessment Task for which you are applying.

- ii. The documentation must be current, specific to the date and time of the Assessment Task and
- iii. Submitted with the Variation Form.
- iv. A medical certificate that merely states you were unfit for work or study may be considered unacceptable.

4.49. Failure to follow any of these procedures could result in a zero mark being awarded. NESAs considers “giving false reasons for not handing in work by the due date” to be Malpractice.

Absences due to an Acceptable Unforeseen Circumstance

4.50. In circumstances where a student needs to be absent from an 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 Assessment Variation Form. Evidence will be required. Please contact the school for advice regarding the required advice in these circumstances.
- c) The missed 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 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

4.51. 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 Assessment Variation form and submit prior to the scheduled date of the 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 Assessment Task (inclass task), an Assessment Variation Form MUST be submitted prior to the scheduled dates of the Assessment Task with a provision to provide the certificate after the appointment if required.
- c) Students attending TAFE/EVET or SBAT must complete an Assessment Variation Form prior to a scheduled task if an Assessment Task is a scheduling conflict. Please note that an alternate task may be issued.

Outcome of the Assessment Committee – Right to Appeal

4.52. If an 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

4.53. Penalties can be applied for academic Malpractice and/or non-compliance with Assessment / Examination Etiquette. Requirements are outlined below.

Description	Penalty
Assessment Task/Examination submitted/completed late.	Zero Mark for task
Non-completion of an 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 Assessment rules and procedures.	Zero Mark for the task and a Non-Completion (N) letter will be issued or alternate penalty applied.

Assessment Illness and Misadventure Applications (during an Assessment Task)

4.54. Illness and Misadventure procedures for students in Assessment Tasks are related to Illness/Misadventure are reflective of both the expectations of the school and of NESAs. Therefore:

- a) Students may lodge an Illness/Misadventure application using the Assessment Variation Form if they believe that circumstances occurring immediately before or during an Assessment Task, and which were beyond their control, diminished their performance in an Assessment Task.
- b) Student's application for Illness/Misadventure related to submitted 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.
- 4.55. 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>

Examination Provisions

- 4.56. Examination provisions address students' examination needs impacted by one or more of the following categories of disability:
- a) learning, and/or
 - b) medical, and/or
 - c) vision, and/or
 - d) hearing
 - e) are determined on the basis of functional evidence of impact, and
 - f) provide practical support for students with disability to access Assessment Tasks, not to achieve potential.
- 4.57. 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](#).
- 4.58. Through collaborative curriculum planning, the school must determine, and implement, reasonable adjustments for a student with disability for 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.
- 4.59. The school is responsible for any decision to determine adjustments to assessment activities and tasks, including in- Assessment Tasks and will communicate with families regarding the adjustment for the Assessment Program. Please refer to ACE rule 6 for further information regarding examination provisions. <https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

Life Skills

- 4.60. 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.

Status and Details

Status	Catholic Schools ROSA Assessment Guideline -Current
Effective Date	3 March 2026
Review Date	3 March 20029
Approval Authority	Director Catholic Schools
Approval Date	19 February 2026
Expiry Date	To Be Advised
Unit Head	Jacqueline Wilkinson Director Catholic Schools
Enquiries Contact	Patricia Humble Head of School Improvement & Learning <hr/> Learning and Wellbeing

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.

"RoSA" - Record of School Achievement

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.

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

Appendix 2: Year 11 RoSA 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 – Year 11 RoSA 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 Year 11 RoSA School Based Assessment Task.
This form must be submitted at least **THREE DAYS** prior to the Year 11 RoSA School Based Assessment Task.
- EXTENSION REQUEST** for task submission / completion
This form must be submitted **prior to the due date** of Year 11 RoSA 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: _____ Staff Member Coordinating: _____ <input type="checkbox"/> Application upheld – Task completed - mark to be reviewed at the end of course <input type="checkbox"/> Application upheld – Provisional estimate given. Reviewed at the end of the course. Extenuating Circumstances. Details to be provided below.		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: Year 11 RoSA 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	
<p>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 Year 11 RoSA School Based Assessment Mark.</p>			<p>Student Signature:</p>

Student Signature: _____

Date: _____

Parent/Carer Name: _____

Parent/Carer Signature: _____

Date: _____

Assistant Principal Signature: _____

Date: _____

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

Appendix 3a: CHANGE OF COURSE ACKNOWLEDGEMENT

To be submitted with Appendix 3 – Change of Course where the proposed pattern of study makes a change to student pattern of study from ATAR Pathway to Vocational Pathway

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

Proposed change supported after a process of consultation with the student

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

Student Signature: _____ Date: _____

Parent/Carer Name & Signature: _____ Date: _____

Assistant Principal Signature: _____ Date: _____

OFFICE USE ONLY

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

Appendix 4: ACKNOWLEDGMENT Year 11 RoSA School-Based Assessment Guideline

I _____ (student name) have received the Year 11 RoSA 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 Year 11 RoSA.

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: Year 11 RoSA School Based Assessment – Appeal Form

Student Details	
Name: experienced	
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 Year 11 RoSA 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 Year 11 RoSA School-Based Assessment Tasks.

To be read to students at the start of Year 11 RoSA 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 Year 11 RoSA 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 Year 11 RoSA 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 Year 11 RoSA. In Year 11, 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 <i>(if applicable)</i>	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

Action by parent/guardian

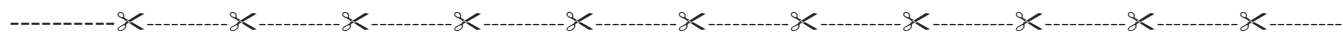
To support <Student first name>in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

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 Year 11 RoSA.

Parent/Carer’s name: _____

Parent/Carer’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Appendix 8: Year 11 RoSA School Based Assessment Variation Outcome letters

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

{entryCreatedDate}

Year 11 RoSA School Based Assessment Variation

Dear {parentName},

<SCHOOL NAME> recently received a Year 11 RoSA 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}

Year 11 RoSA School Based Assessment Variation

Dear {parentName},

<SCHOOL NAME> recently received an Year 11 RoSA 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 11RoSA 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:		Details:
	Time Required:		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 malpractice policy and procedures for managing malpractice , and	
<ul style="list-style-type: none"> a. details of administrative requirements, including: <ul style="list-style-type: none"> a. student absence on the day of an assessment task, and b. late submission of assessment tasks, and c. the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task; and 	
<ul style="list-style-type: none"> b. procedures for reviewing student appeals arising from individual assessment tasks, and 	
<ul style="list-style-type: none"> c. procedures for final rank order appeals, which must be: <ul style="list-style-type: none"> a. based on a student's rank order placement during the course, and b. focused on the procedures for determining the final school-based assessment mark for the course; and 	
<ul style="list-style-type: none"> d. procedures for final grade appeals for English Studies, Mathematics Standard 1, and Numeracy, which must be: <ul style="list-style-type: none"> a. based on a student's final grade at the end of the course, and b. focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's policy regarding the grading of student achievement, and c. resolved within the school, where possible, and 	
<ul style="list-style-type: none"> e. the formal assessment program for each of their HSC courses, excluding Life Skills courses. The formal assessment program must adhere to mandatory course-specific requirements, with assessment schedules that detail: 	

Course Assessment Schedules

RELIGIOUS STUDIES	39
ENGLISH	45
CREATIVE ARTS	51
LANGUAGES	57
HSIE	59
MATHEMATICS	69
PDHPE	75
SCIENCE	81
TECHNOLOGY AND APPLIED STUDIES	87
VET	95



RELIGIOUS STUDIES

STUDIES IN CATHOLIC THOUGHT 1 UNIT

NESA Code: 64304

FACULTY: RELIGIOUS STUDIES

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 2, Week 8	Term 3 Preliminary Exams	
Task Description	Research Task Who is a Human Person?	Presentation The Trinitarian God & Humanity	Class Test The Re-imagining of Creation	
Outcomes	SCT11-3, SCT11-6-, SCT11-7, SCT11-10	SCT11-1, SCT11-2, SCT11-9, SCT11-10	All outcomes may be assessed.	
Assessment Components				Total Weighting
Knowledge and Understanding of Course Content	5	5	10	20%
Religious skills in: -using Scripture and Catholic Church documents -analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources	5		5	10%
Inquiry and Research skills	5	5		10%
Communication of religious ideas and understanding in appropriate forms		5	5	10%
Task Weighting	15%	15%	20%	50%

Note The Course Mark submitted to NESA is out of 50

STUDIES IN CATHOLIC THOUGHT 2 UNIT

NESA Code:

FACULTY: RELIGIOUS STUDIES

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 2, Week 8	Term 3 Preliminary Exams	
Task Description	Research Task Who is a Human Person?	Presentation The Trinitarian God & Humanity	Class Test The Re-imagining of Creation	
Outcomes	SCT11-3, SCT11-6-, SCT11-7, SCT11-10	SCT11-1, SCT11-2, SCT11-9, SCT11-10	All outcomes may be assessed.	
Assessment Components				Total Weighting
Knowledge & Understanding of Course Content	10	10	20	40%
Religious skills in: -using Scripture and Catholic Church documents -analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources	10		10	20%
Inquiry and Research	10	10		20%
Communication of Information, Ideas and Issues in Appropriate Forms		10	10	20%
Task Weighting	30%	30%	40%	100%

STUDIES OF RELIGION I

NESA Code: 11350

FACULTY: RELIGIOUS STUDIES

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 9	Term 3 Preliminary Exams	
Task Description	Source Analysis	Research Essay	Final Course Examination	
Outcomes	P1-2, P6, P8	P3, P5, P7, P9	All outcomes may be assessed.	
Assessment Components				Total Weighting
Knowledge and understanding of course content	5	15	20	40%
Source-based skills	10		10	20%
Investigation and research	10	10		20%
Communication of information, ideas and issues in appropriate forms		10	10	20%
Task Weighting	25%	35%	40%	100%

STUDIES OF RELIGION II

NESA Code: 11360

FACULTY: RELIGIOUS STUDIES

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 9	Term 3 Preliminary Exams	
Task Description	Source Analysis	Research Essay	Final Course Examination	
Outcomes	P1-2, P6, P8	P3, P5, P7, P9	All outcomes may be assessed.	
Assessment Components				Total Weighting
Knowledge and understanding of course content	5	15	20	40%
Source-based skills	10		10	20%
Investigation and research	10	10		20%
Communication of information, ideas and issues in appropriate forms		10	10	20%
Task Weighting	25%	35%	40%	100%



CATHERINE MCAULEY CATHOLIC COLLEGE
COOLOCK HOUSE

ENGLISH

ENGLISH EXTENSION 1				
NESA Code: 11150				
FACULTY: ENGLISH				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 7	
Task Description	Imaginative Response & Reflection	Comparative essay	Multimedia Presentation of Related Research Project	
Outcomes	EE1-11-01 EE1-11-05 EE1-11-06	EE1-11-02 EE1-11-04 EE1-11-03	EE-11-03 EE1-11-04 EE1-11-05	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
Task Weighting	30%	30%	40%	100%

ENGLISH ADVANCED				
NESA Code: 11140				
FACULTY: ENGLISH				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 10	Term 3 Preliminary Exams	
Task Description	Analytical & Creative Task	Comparative essay	End of Course Examination	
Outcomes	EAV-11-01 EAV-11-04 EAV-11-06	EAV-11-01 EAV-11-03 EAV-11-05	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	15	20	50%
Task Weighting	30%	30%	40%	100%

ENGLISH STANDARD

NESA Code: 11130

FACULTY: ENGLISH

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 10	Term 3 Preliminary Exams	
Task Description	Analytical & Creative Task	Analytical Essay	End of Course Examination	
Outcomes	EST-11-01 EST-11-04 EST-11-06	EST-11-01 EST-11-03 EST-11-05	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	15	20	50%
Task Weighting	30%	30%	40%	100%

ENGLISH STUDIES				
NESA Code: 30105				
FACULTY: ENGLISH				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 10	Term 3 Preliminary Exams	
Task Description	Reading Comprehension Task	Workplace Case Study	End of Course Examination	
Outcomes	ESD-11-01 ESD-11-04 ESD-11-05	ESD-11-02 ESD-11-03 ESD-11-04	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	15	15	20	50%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively.	15	15	20	50%
Task Weighting	30%	30%	40%	100%



CREATIVE ARTS

**STAGE 6 DANCE SCOPE & SEQUENCE
Year 11**

ASSESSMENT RECORD for 2026

Teacher: Miss Kate Ralph - Diocesan Dance, Maitland- Newcastle Schools

Course component	Syllabus weighting %	Task 1	Task 2	Task 3
Date		Term 1 Week 10/11	Term 2 Week 10/11	Term 3 Preliminary exams
Core Performance	40	20		20
Core Composition	30	—	30	—
Core Appreciation	30	10	—	20
TOTAL	100	30	30	40
Outcomes assessed		P1.1, P1.2, P2.2, P2.4, P2.5 P2.6, P4.1, P4.3, P4.5	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P1.3, P1.4, P2.1, P2.3, P4.1, P4.2, P4.4
Type of Task		Performance of class sequences, including process diary with reflection and safe dance practice research/Critical evaluation of selected choreographers and major dance works including understanding of socio-historic context.	Demonstration performance of Core Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent	Written exam containing 2 sections on Performance- dance technique, safe dance, injury prevention and performance quality, and Giselle Appreciation Essay.
Dance as an Artform Outcomes:		Core Performance Outcomes:	Core Composition Outcomes:	Core Appreciation Outcomes:
P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form P1.2 understands the use of dance terminology relevant to the study of dance as an artform P1.3 develops the skills of dance through performing, composing and appreciating dance P1.4 values the diversity of dance as an artform and its inherent expressive qualities		P2.1 identifies the physiology of the human body as it is relevant to the dancer P2.2 identifies the body's capabilities and limitations P2.3 recognises the importance of the application of safe dance practice P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices P2.6 values self-discipline, commitment and consistency in technical skills and performance	P3.1 identifies the elements of dance composition P3.2 understands the compositional process P3.3 understands the function of structure as it relates to dance composition P3.4 explores the elements of dance relating to dance composition P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition P3.6 structures movement devised in response to specific concept/intent P3.7 values their own and others' dance activities as worthwhile	P4.1 understands the socio-historic context in which dance exists P4.2 develops knowledge to critically appraise and evaluate dance P4.3 demonstrates the skills of gathering, classifying and recording information about dance P4.4 develops skills in critical appraisal and evaluation P4.5 values the diversity of dance from national and international

DRAMA

NESA Code: 11090

FACULTY: CREATIVE ARTS

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 2, Week 9	Term 3 Preliminary Exams	
Task Description	<u>Group Performance and Logbook</u> Group Performance and Submission of Logbook (30%)	<u>Individual Project (Performance OR Design Project)</u> Individual Performance/Project, Rationale and Submission of Logbook (30%)	<u>Workshop and Exam</u> Student Devised Workshop (10%) Written Exam (30%)	
Outcomes	P1.1, P1.3, P2.1, P2.3	P1.4, P1.5, P2.2	P1.2, P3.1, P3.2, P3.3	
Assessment Components				Total Weighting
Making	10	20	10	40%
Performing	20	10		30%
Critically Studying			30	30%
Task Weighting	30%	30%	40%	100%

MUSIC 1

NESA Code: 11280

FACULTY: CREATIVE ARTS

Task Components	Task 1	Task 2	Task 3	
Task Date	Week 9, Term 1	Week 10, Term 2	Term 3 Preliminary Exams	
Task Description	Musicology Research and Presentation	Composition Portfolio with Score Analysis	Performance & Aural Skills	
Outcomes	P5, P6, P10	P2, P3, P7, P8, P11	P1, P4, P9, P10, P11	
Assessment Components				Total Weighting
Performance			25	25%
Composition		25		25%
Musicology	15	10		25%
Aural	15		10	25%
Task Weighting	30%	35%	35%	100%

VISUAL ARTS

NESA Code: 11380

FACULTY: CREATIVE ARTS


Task Components	Task 1	Task 2	Task 3	
Task Date	Week 5, Term 2	Week 6, Term 3	Term 3 Preliminary Exams	
Task Description	Series of 2D Artworks VAPD Case Study	Series of Artworks VAPD Extended written response	Yearly Examination	
Outcomes	P1-P10	P1-P10	P7-P10	
Assessment Components				Total Weighting
Artmaking	25	25		50
Art criticism and art history	15	15	20	50
Task Weighting	40%	40%	20%	100%

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING (1 UNIT)

NESA Code: 35225

FACULTY: CREATIVE ARTS

Task Components	Task 1	Task 2	Task 3	
Task Date	Week 9, Term 1	Week 9, Term 2	Week 6, Term 3	
Task Description	Portfolio of Works & Process Diary	Film Making Project	Body of Work & Citation	
Outcomes	M3, M4, M5, CH3	M1, M2, M6, CH1, CH2, CH3	M1, M2, M3, M4, M5 CH4, CH5	
Assessment Components				Total Weighting
Making	20	25	25	70%
Critical and Historical Studies	15	5	10	30%
Task Weighting	35%	30%	35%	100%



Catherine McAuley
Catholic College

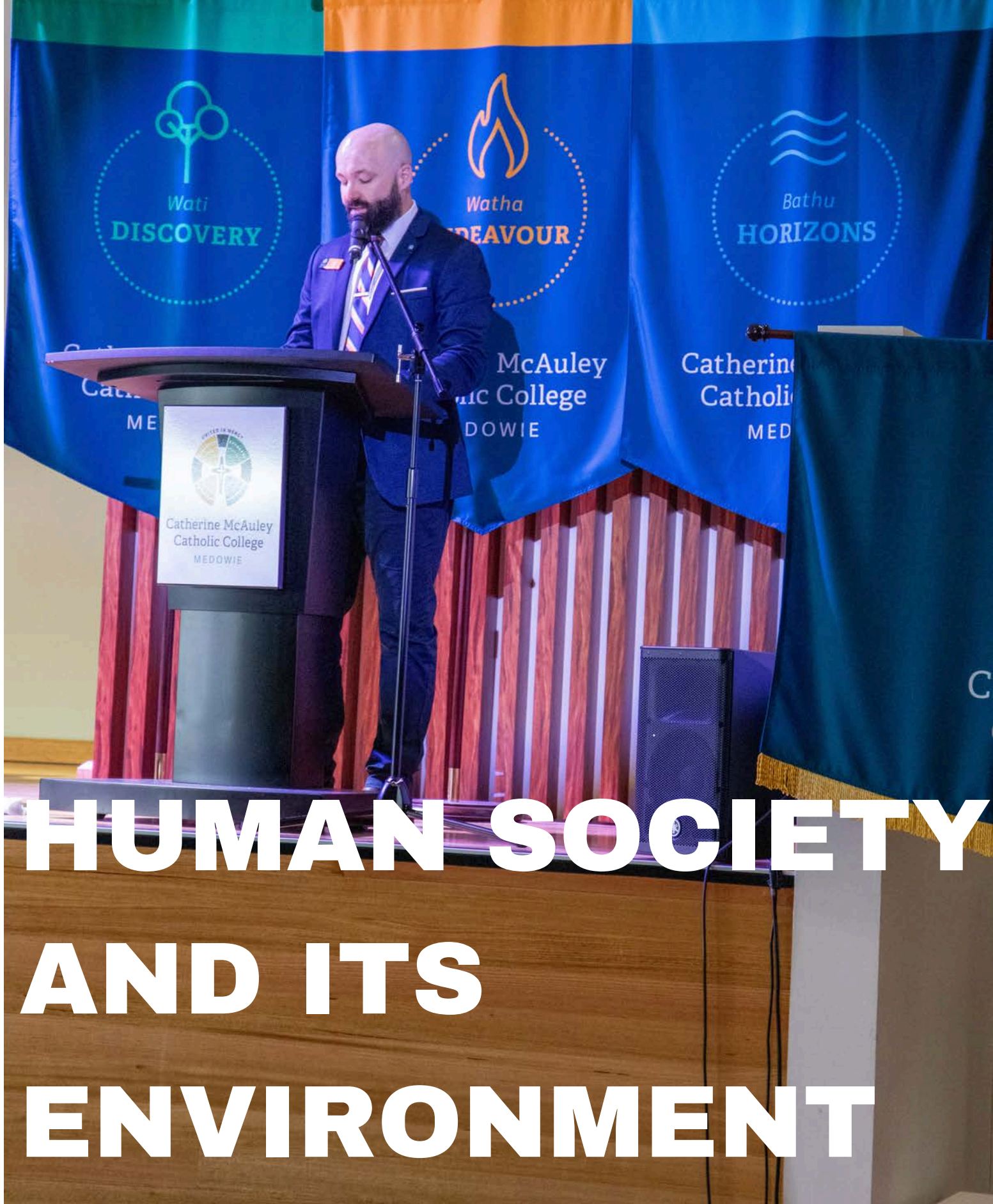
LANGUAGES

FRENCH BEGINNERS

NESA Code: 11630

FACULTY: LANGUAGES

Task Components	Task 1	Task 2	Task 3	
Task Date	Week 10, Term 1	Week 11, Term 2	Term 3 Preliminary Exams	
Task Description	Oral presentation/ Q&A with Teacher	Response to written text	End of course exam	
Outcomes	1.1, 1.2, 1.3, 1.4, 3.2, 3.3	1.1, 1.2, 2.1, 2.2, 2.3, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	
Assessment Components				Total Weighting
Listening	20		10	30%
Reading		20	10	30%
Speaking	10	10		20%
Writing			20	20%
Task Weighting	30%	30%	40%	100%



Wati
DISCOVERY

Watha
DREAMBOUR

Bathu
HORIZONS

Catherine McAuley
Catholic College
MEDOWIE

McAuley
Catholic College
MEDOWIE

Catherine
Catholic
MEDOWIE

HUMAN SOCIETY AND ITS ENVIRONMENT

ABORIGINAL STUDIES

NESA Code: 11000

FACULTY: HSIE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 2, Week 10	Term 3 Preliminary Exams	
Task Description	Source Analysis Test	Research Report	Examination	
Outcomes	P1.1, P1.2, P2.1, P3.2	P3.2, P3.3, P4.1, P4.3	All course outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	5	20	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10		5	15%
Research and inquiry methods, including aspects of the Local Community Case Study		20		20%
Communication of information, ideas and issues in appropriate forms	5	5	15	25%
Task Weighting	30%	30%	40%	100%

ANCIENT HISTORY

NESA Code: 11020

FACULTY: HSIE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 6	Term 3 Preliminary Exams	
Task Description	Topic Test - The Nature of History	Historical Investigation	Preliminary Course Examination	
Outcomes	AH11-6, AH11-7, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-8, AH11-9	All outcomes may be assessed	
Assessment Component				Total Weighting
Knowledge and understanding of course content	15	10	15	40%
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20%
Historical inquiry and research		20		20%
Communication of historical understanding in appropriate forms	5	5	10	20%
Task Weighting	30%	35%	35%	100%

BUSINESS STUDIES

NESA Code: 11040

FACULTY: HSIE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 3, Week 2	Term 3 Preliminary Exams	
Task Description	In-class response Business Report	Business Plan	Preliminary Course Examination	
Outcomes	P1, P2, P8, P9	P4, P7, P8, P9, P10	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	10	15	40%
Stimulus-based skills	10		10	20%
Inquiry and research		20		20%
Communication of business information, ideas and issues in appropriate forms	5	10	5	20%
Task Weighting	30%	40%	30%	100%

ECONOMICS				
NESA Code: 11110				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 2, Week 2	Term 3, Week 1	Term 3 Preliminary Exams	
Task Description	Markets: Topic Test	Government and the Economy: Research and Extended Response	All topics: Preliminary Course Examination	
Outcomes	P1, P2, P5, P10, P11	P1, P3, P6, P9, P10	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	10	10	20	40%
Stimulus-based skills	10		10	20%
Inquiry and research		15	5	20%
Communication of economic information, ideas and issues in appropriate forms	10	5	5	20%
Task Weighting	30%	30%	40%	100%

LEGAL STUDIES				
NESA Code: 11220				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 2, Week 3	Term 3, Week 3	Term 3 Preliminary Exams	
Task Description	Research and response: Law reform	Research and in-class response: The individual and technology	Preliminary end of course examination	
Outcomes	P4, P8, P9, P10	P5, P6, P8, P9	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Task Weighting	30%	30%	40%	100%

MODERN HISTORY				
NESA Code: 11270				
FACULTY: HSIE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 2, Week 2	Term 2, Week 8	Term 3 Preliminary Exams	
Task Description	Source Analysis Test	Historical Investigation	Preliminary Course Examination	
Outcomes	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	20		20	40%
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20%
Historical inquiry and research		15	5	20%
Communication of historical understanding in appropriate forms	5	10	5	20%
Task Weighting	30%	30%	40%	100%

SOCIETY AND CULTURE

NESA Code: 11330

FACULTY: HSIE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 2, Week 8	Term 3 Preliminary Exams	
Task Description	Research Task – <i>Exploring the Social and Cultural World</i>	Primary Research and Report – <i>Exploring the Processes of Socialisation</i>	Preliminary Course Examination	
Outcomes	P1, P3, P4, P8, P9, P10	P5, P7, P8, P10	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	15	5	30	50%
Application and evaluation of social and cultural research methods	5	20	5	30%
Communication of information, ideas and issues in appropriate forms	10	5	5	20%
Task Weighting	30%	30%	40%	100%

WORK STUDIES – 1UNIT

NESA Code: 35200

FACULTY: HSIE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 2, Week 3	Term 2, Week 10	Term 3 Preliminary Exams	
Task Description	Career Planning Portfolio	Job Application and Interview	Preliminary Course Examination	
Outcomes	1, 5, 7, 9,	1, 2, 4, 5, 6	2, 3, 8, 9	
Assessment Components				Total Weighting
Knowledge and understanding	5	5	20	30%
Skills	20	30	20	70%
Task Weighting	25%	35%	40%	100%



CATHERINE
COOLOCK

MATHEMATICS

MATHEMATICS – ADVANCED

NESA Code: 11255

FACULTY: MATHEMATICS

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1 – Week 9	Term 2 – Week 9	Term 3 Preliminary Exams	
Task Description	Working With Functions	Trigonometry and Measure of Angles/Introduction to Differentiation	Preliminary Examination	
Outcomes	MAO-WM-01, MAV-11-01, MAV-11-02	MAO-WM-01, MAV-11-04, MAV-11-06	All Outcomes	
Assessment Components				Total Weighting
Knowledge and Understanding of course content.	15%	15%	20%	50%
Skills in Working mathematically	15%	15%	20%	50%
Task Weighting	30%	30%	40%	100%

MATHEMATICS EXTENSION 1				
NESA Code: 11250				
FACULTY: MATHEMATICS				
Task Components				
Task Date	Term 1 – Week 8	Term 2 – Week 8	Term 3 Preliminary Exams	
Task Description	Permutations and Combinations/ Polynomials	Further Work with Functions	Preliminary Examination	
Outcomes	MAO-WM-01, ME1-11-02, ME1-11-04	MAO-WM-01, ME1-11-01	All Outcomes	
Assessment Components			Total Weighting	
Knowledge and Understanding of course content.	15	15	20	50%
Skills in Working mathematically	15	15	20	50%
Task Weighting	30%	30%	40%	100%

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

MATHEMATICS STANDARD				
NESA Code: 11236				
FACULTY: MATHEMATICS				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1 – Week 9	Term 2 – Week 9	Term 3 Preliminary Exams	
Task Description	Formula and Equations/Applications of Measurement	Linear Relationships/Data Analysis/Financial Mathematics	Preliminary Examination	
Outcomes	MAO-WM-01, MST-11-01, MST-11-05	MAO-WM-01, MST-11-02, MST-11-03, MST-11-04, MST-11-08	All Outcomes	
Assessment Components			Total Weighting	
Knowledge and Understanding of course content.	15	15	20	50%
Skills in Working mathematically	15	15	20	50%
Task Weighting	30%	30%	40%	100%

NUMERACY

NESA Code: 30130

FACULTY: MATHEMATICS – Not running 2026

Task Components	Task 1	Task 2	Task 3	
Task Date				
Task Description				
Outcomes				
Assessment Components				Total Weighting
Knowledge & understanding	15	15	20	50%
Skills	15	15	20	50%
Task Weighting	30%	30%	40%	100%



PDHPE

COMMUNITY & FAMILY STUDIES

NESA Code: 11060

FACULTY: PDHPE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 6	Term 2, Week 6	Term 3 Preliminary Exams	
Task Description	Resource Management Hand in task	Families and Communities In class task	End of Preliminary Course Exam	
Outcomes	P4.2, P5. 1, P6.1, 7.2	P2.2, P3.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1, P6.1, P6.2	
Assessment Components				Total Weighting
Knowledge & understanding of course content	15	15	10	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
Task Weighting	35%	35%	30%	100%

EXPLORING EARLY CHILDHOOD

NESA Code: 31009

FACULTY: PDHPE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 6	Term 2, Week 5	Term 3 Preliminary Exams	
Task Description	Options for Childbirth Hand In task	Children's Toy Design Hand In task	End of Preliminary Course Exam	
Outcomes	1.1, 1.4, 2.1, 2.5, 6.1, 6.2	1.2,1.3,1.5,4.2,4.1,5.1	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge & understanding	20	10	20	50%
Skills	10	20	20	50%
Task Weighting	30%	30%	40%	100%

HEALTH AND MOVEMENT SCIENCE

NESA Code: 11390

FACULTY: PDHPE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 2, Week 9	Term 3 Preliminary Exams	
Task Description	Collaborative Investigation	In-class task	End of Preliminary Course Exam	
Outcomes	HM-11-01, HM-11-02, HM-11-06, HM-11-07, HM-11-10	HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-09	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	5	15	20	40%
Skills in collaboration, communication, analysis, creative thinking, problem solving and research.	20	20	20	60%
Task Weighting	25%	35%	40%	100%

SPORT, LIFESTYLE AND RECREATION

NESA Code: 35014

FACULTY: PDHPE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 7	
Task Description	Aquatics & Lifesaving Booklet	Indigenous Game Design	Individual Sporting Skills	
Outcomes	1.1, 1.3, 3.1, 4.5	1.3, 1.4, 3.6, 4.1	1.1,1.3, 2.3, 3.1, 4.2, 4.4, 4.5	
Assessment Components				Total Weighting
Knowledge and understanding	15	15	20	50%
Skills	10	10	30	50%
Task Weighting	25%	25%	50%	100%



SCIENCE

BIOLOGY				
NESA Code: 11030				
FACULTY: SCIENCE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 3, Week 3	Term 3, Week 8-9	
Task Description	Practical task	Depth Study	End of Course Examination	
Outcomes	BIO11-4, BIO11-5, BIO11-6, BIO11-8	BIO11-1, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Assessment Components			Total Weighting	
Skills in working scientifically	15	25	20	60%
Knowledge and understanding of course content	10	10	20	40%
Task Weighting	25%	35%	40%	100%

CHEMISTRY

NESA Code: 11050

FACULTY: SCIENCE

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 2, Week 8	Term 3 Preliminary Exams	
Task Description	Data processing and analysis	Depth Study	End of Course Examination	
Outcomes	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11- 8	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11- 9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8 CH11-9, CH11-10, CH11-11	
Assessment Components				Total Weighting
Skills in working scientifically	15	25	20	60%
Knowledge and understanding of course content	10	10	20	40%
Task Weighting	25%	35%	40%	100%

EARTH AND ENVIRONMENTAL SCIENCE

NESA Code: 11100

FACULTY: SCIENCE – Not running 2026

Task Components	Task 1	Task 2	Task 3	
Task Date				
Task Description				
Outcomes				
Assessment Components				Total Weighting
Skills in working scientifically				60%
Knowledge and understanding of course content				40%
Task Weighting				100%

INVESTIGATING SCIENCE

NESA Code: 11215

FACULTY: SCIENCE – Not running 2026

Task Components	Task 1	Task 2	Task 3	
Task Date				
Task Description				
Outcomes				
Assessment Components				Total Weighting
Skills in working scientifically				60%
Knowledge and understanding of course content				40%
Task Weighting				100%

PHYSICS				
NESA Code: 11310				
FACULTY: SCIENCE				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 8	Term 2, Week 11	Term 3 Preliminary Exams	
Task Description	Practical Task	Depth Study	End of Course Examination	
Outcomes	PH11-3, PH11-7 PH11-4, PH11-8, PH11-9	PH11-1 – PH11-2, PH11-6, PH11-7, PH11-10	PH11-5, PH11-8 – PH11-9 PH11-10 – PH11-11	
Assessment Components			Total Weighting	
Skills in working scientifically	20	30	10	60%
Knowledge and understanding of course content	10	10	20	40%
Task Weighting	30%	40%	30%	100%



TECHNOLOGY AND APPLIED STUDIES

AGRICULTURE

NESA Code: 11010

Faculty: Technological and Applied Studies (TAS) – Not running 2026

Task Components	Task 1	Task 2	Task 3	
Task Date				
Task Description				
Outcomes Assessed				
Assessment Components				Total Weighting
Knowledge and understanding of course content				40%
Knowledge, understanding and skills required to manage agricultural production systems				40%
Skills in effective research, experimentation and communication				20%
Task Weighting %				100%

DESIGN AND TECHNOLOGY				
NESA Code: 11080				
Faculty: Technological and Applied Studies (TAS)				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1 Week 8	Term 3 Week 5	Term 3 Preliminary Exams	
Task Description	Project 1	Project 2	Preliminary Exam	
Outcomes Assessed	P1.1, 5.2, 6.1	P4.1, P4.3, P5.2, P5.3	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	10	30	20	60%
Task Weighting %	20%	40%	40%	100%

ENGINEERING STUDIES				
NESA Code: 11120				
Faculty: Technological and Applied Studies (TAS)				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1 Week 9	Term 3 Week 4	Term 3 Preliminary Exams	
Task Description	Investigation	Engineering Report	Preliminary Exam	
Outcomes Assessed	P2.1, P3.1, P3.3, P4.1	P1.2, P3.1, P3.2, P6.2	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	10	10	40	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20	-	40%
Task Weighting %	30%	30%	40%	100%

FOOD TECHNOLOGY				
NESA Code: 11180				
Faculty: Technological and Applied Studies (TAS)				
Task Components	Task 1	Task 2	Task 3	
Task Date	Term 1, Week 9	Term 3, Week 4	Term 3 Preliminary Exams	
Task Description	Food Availability & Selection Report & Practical	Dietary Analysis Report & Practical	Preliminary Exam	
Outcomes Assessed	P1.1, P2.1, P3.1, P4.1	P1.2, P2.2, P3.2, P4.2	All outcomes may be assessed	
Assessment Components			Total Weighting	
Knowledge and understanding of course content	10	10	40	40%
Knowledge and skills in designing, researching, analysing and evaluating	10	10	-	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	-	30%
Task Weighting %	30%	30%	40%	100%

INDUSTRIAL TECHNOLOGY

NESA Code: 11200

Faculty: Technological and Applied Studies (TAS)

Task Components	Task 1	Task 2	Task 3	
Task Date	Term 2 Week 3	Term 3 Week 6	Term 3 Preliminary Exams	
Task Description	Project 1	Project 2	Preliminary Exam	
Outcomes Assessed	P4.1, P4.2, P5.1	P2.1, P3.1, P4.1, P5.2	All outcomes may be assessed	
Assessment Components				Total Weighting
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in the management, communication and production of projects.	10	30	20	60%
Task Weighting %	20%	40%	40%	100%

TEXTILES AND DESIGN

NESA Code: 11370

Faculty: Technological and Applied Studies (TAS) – Not running 2026

Task Components	Task 1	Task 2	Task 3	
Task Date				
Task Description				
Outcomes Assessed				
Assessment Components				Total Weighting
Knowledge and understanding of course content				50%
Skills and knowledge in the design, manufacture and management of textiles projects.				50%
Task Weighting %				100%



VOCATIONAL EDUCATION & TRAINING (VET)

VET BUSINESS SERVICES

BSB30120 Certificate III in Business

NESA Code: 26111

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1 & 2	BSBWHS311 Assist with maintaining workplace safety BSBPEF201 Support personal wellbeing in the workplace BSBTEC201 Use business software applications	Task 1: Safety and Wellbeing	Observation Questioning Structured Activities	
2 & 3	BSBOPS304 Deliver and monitor a service to customers BSBTEC302 Design and produce spreadsheets BSBWRT311 Write simple documents BSBTEC301 Design and produce business documents	Task 2: Deliver a service to Customers	Observation Questioning Structured Activities	
4	BSBTEC303 Create electronic presentations BSBTEC202 Use digital Technologies to communicate in a workplace	Task 3: Digital Communication & Presentation	Observation Questioning Structured Activities	
5	BSBSUS211 Participate in sustainable work practices BSBCRT311 Apply critical thinking skills in a team environment	Task 4: Innovation and Sustainability	Observation Questioning Structured Activities	
6 & 7	BSBPEF301 Organise personal work priorities BSBXCM301 Engage in workplace communication BSBTWK301 Use inclusive work practices	Task 5: Working in the Business Services Industry	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET CONSTRUCTION – Brick and Block option

CPC20220 Certificate II in Construction Pathways (R6)

Statement of Attainment CPC20120 Certificate II in Construction

NESA Code: 26211

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	CCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1014 Conduct workplace communication	Task 1: Safe on site	Observation Questioning Structured Activities	Friday 20th March 2026
1	CPCCWHS1001 Prepare to work safely in the construction industry	Task 2: White Card	Observation Questioning Structured Activities	Tuesday 10 th (White Card) February 2026
2 & 3	CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCOM1015 Carry out measurements and calculations CPCCCA2002 Use carpentry tools and equipment	Task 3: Chipping Away	Observation Questioning Structured Activities	Monday 27 th July 2026
4	CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment	Task 4: Brick and block	Observation Questioning Structured Activities	Friday 27th November 2026
5	CPCCCM2006 – Apply basic levelling procedures CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic Construction project CPCCCM2004 Handle construction materials CPCCOM1012 Work effectively and sustainably in the construction industry	Task 5: The Project	Observation Questioning Structured Activities	Friday 23 rd July 2027
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET CONSTRUCTION – Concreting option

CPC20220 Certificate II in Construction Pathways (R6)

+ Statement of Attainment towards CPC20120 Certificate II in Construction

NESA Code: 26211

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	CCWHS2001 Apply WHS requirements, policies and procedures in the construction industry CPCCOM1014 Conduct workplace communication	Task 1: Safe on site	Observation Questioning Structured Activities	
1	CPCCWHS1001 Prepare to work safely in the construction industry	Task 2: White Card	Observation Questioning Structured Activities	
2 & 3	CPCCOM2001 Read and interpret plans and specifications CPCCCA2011 Handle carpentry materials CPCCOM1015 Carry out measurements and calculations CPCCCA2002 Use carpentry tools and equipment	Task 3: Chipping Away	Observation Questioning Structured Activities	
4	CPCCCO2013 Carry out concreting to simple forms CPCCCM2006 – Apply basic levelling procedures	Task 4: Concreting	Observation Questioning Structured Activities	
5	CPCCOM1013 Plan and organise work CPCCVE1011 Undertake a basic Construction project CPCCCM2004 Handle construction materials CPCCOM1012 Work effectively and sustainably in the construction industry	Task 5: The Project	Observation Questioning Structured Activities	

VET ELECTROTECHNOLOGY

UEE22020 Certificate II in Electrotechnology (Career Start)

NESA Code: 26321

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	UEECD0046 Solve problems in single path circuits UEECD0038 Provide solutions and report on routine electrotechnology problems	Task 1: Safety	Observation Questioning Structured Activities	
1	CPCWHS1001 Prepare to work safely in the construction industry	Task 2: White card	External provider	
2	UEERL0001 Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply UEECD0021 Identify and select components, accessories and materials for energy sector work activities	Task 3: Cables	Observation Questioning Structured Activities	
2 & 3	UEECD0051 Use drawings, diagrams, schedules, standards, codes and specifications	Task 4: Drawing, Diagrams & Compliance	Observation Questioning Structured Activities	
3 & 4	UEECD0019 Fabricate, assemble and dismantle utilities industry components UEECD0020 Fix and secure electrotechnology equipment UEECD0052 Use routine equipment/plant/technologies in an energy sector environment	Task 5: Fabricate, Fix and Secure	Observation Questioning Structured Activities	
5 & 6	UEECD0046 Solve problems in single path circuits UEECD0038 Provide solutions and report on routine electrotechnology problems	Task 6: Circuits	Observation Questioning Structured Activities	
6 & 7	UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises UEERE001 Apply environmentally and sustainable procedures in the energy sector	Task 7: Sustainability	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET ENTERTAINMENT INDUSTRY

CUA30420 Certificate III in Live Production and Technical Services

NESA Code: 26401 + 26403 (1 unit specialisation entered in Year 12)

FACULTY: VET

TERM	Unit/s of Competency	Assessment Task	Task Components	Date Due
1	CUAWHS312 Apply work health and safety practices	Task 1: Safety	Observation Questioning Structured Activities	15 th April 2026
1	CPCCWHS1001 Prepare to work safely in the construction industry	Task 2: White Card	External provider	10 th February 2-26
1	HLTAID011 Provide First Aid	Task 3: First Aid	External provider	Term 1, Week 9 2026
2 & 3	BSBPEF301 Organise personal work priorities CUAIND311 Work effectively in the creative arts industry SITXCCS006 Provide service to customers CUAIND314 Plan a career in the creative arts industry	Task 4: Working in the Creative Arts Industry	Observation Questioning Structured Activities	15 th August 2027
4, 5, 6, & 7	CUASTA212 Assist with bump in and bump out of shows CUAPPR314 Participate in collaborative creative projects CUALGT311 Operate basic lighting CUALGT314 Install and operate follow spots CUAVSS312 Operate vision systems CUASOU331 Undertake live audio operations CUASTA311 Assist with production operations for live performances CUASMT311 Work effectively backstage during Performances	Task 5: Production	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET HOSPITALITY – Food and Beverage stream

SIT20322 Certificate II in Hospitality

NESA Code: 26521

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety	Task 1: Hygiene and food safety	Observation Questioning Structured Activities	
2	SITHKOP009 Clean kitchen premises and equipment SITHIND006 Source and use information in the hospitality industry SITHFAB024 Prepare and serve non-alcoholic beverages	Task 2: Working in the hospitality Industry	Observation Questioning Structured Activities	
3 & 4	SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity SITHFAB025 Prepare and serve espresso coffee	Task 3: Café Service	Observation Questioning Structured Activities	
5, 6 & 7	BSBTWK201 Work effectively with others (15) SITHFAB027 Serve food and beverage (40) SITXFSA006 Participate in safe food handling practices (20)	Task 4: Food and Beverage Service	Observation Questioning Structured Activities	
All	SITHIND007 Use hospitality skills effectively* (25)	Task 5: Service Periods	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET HOSPITALITY – Kitchen Operations and Cookery stream

SIT20421 Certificate II in Cookery

NESA Code: 26521

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1 & 2	SITXFSA005 Use hygienic practices for food safety SITHCCC023 Use food preparation equipment SITHKOP009 Clean kitchen premises and equipment	Task 1: Hygiene and food prep equipment	Observation Questioning Structured Activities	TASK 1 Term 2 Week 3A 9am Monday 4 th May 2026
2 & 3	SITXWHS005 Participate in safe work practices SITHCCC0025 Prepare and present sandwiches	Task 2: Sandwich brigade	Observation Questioning Structured Activities	TASK 2 Term 3 Week 7A 9am Monday 31 st August 2026
3 & 4	SITHCCC028 Prepare appetisers and salads SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity	Task 3: Café Catering	Observation Questioning Structured Activities	TASK 3 Term 1 9am Monday 15 th February 2027
5, 6 & 7	SITHCCC024 Prepare and present simple dishes SITHCCC027 Prepare dishes using basic methods of cookery SITXINV006 Receive, store, and maintain stock SITXFSA006 Participate in safe food handling practices	Task 4: Catering Events	Observation Questioning Structured Activities	TASK 4 Term 3 9am Monday 27 th July 2027
All	SITHCCC034 Work Effectively in a Commercial Kitchen	Task 5: Service Periods	Observation Questioning Structured Activities	TASK 5 Term 3 9am Monday 30 th August 2027
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET MANUFACTURING AND ENGINEERING

MEM10119 Certificate I in Engineering

+ Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

NESA Code: 59732

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1 & 2	MEM13015 Work Safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information MEM11011 Undertake manual handling	Task 1: Introductory project	Observation Questioning Structured Activities	
2 & 3	MEM18001 Use hand tools MEM18002 Use power tools/hand held operations	Task 2: On the tools	Observation Questioning Structured Activities	
4 & 5	MEMPE006 Undertake a basic Engineering project MEMPE004 Use Fabrication Equipment MEMPE002 Use Electric Welding Machines	Task 3: Fabrication project	Observation Questioning Structured Activities	
6 & 7	MEM16008 Interact with computer technology MEM07032 Use Workshop machines for basic operations MEM12024 Perform Computation MEMPE001 Use engineering workshop machines	Task 4: Machining	Observation Questioning Structured Activities	
	+ 35 hours mandatory work placement over 2 years			

VET PRIMARY INDUSTRIES

AHC20122 Certificate II in Agriculture

NESA Code: 26821

FACULTY: VET

TERM	Unit/s of Competency	Assessment Task	Task Components	Date Due
1	AHCWHS202 Participate in work health and safety processes (15)	Task 1: Safety	Observation Questioning Structured Activities	
1 & 2	AHCMOM202 Operate tractors (20) AHCMOM203 Operate basic machinery and equipment (15)	Task 2: Machinery and Equipment	Observation Questioning Structured Activities	
2 & 3	AHCLSK204 Carry out regular livestock observations. AHCLSK205 Handle livestock using basic techniques AHCLSK210 Muster and Move Livestock AHCLSK202 Care for health and welfare of livestock	Task 3: Handle and care for livestock	Observation Questioning Structured Activities	
4	AHCLSK316 Prepare livestock for competition AHCLSK211 Provide feed for livestock AHCLSK207 Load and unload livestock	Task 4: Show time	Observation Questioning Structured Activities	
5	AHCWRK213 Participate in workplace communications AHCWRK212 Work Effectively in Industry	Task 5: Work effectively in Primary Industries	Observation Questioning Structured Activities	
6	AHCCHM201 Apply chemicals under supervision AHCWRK210 Observe and report on weather AHCPMG201 Treat Weeds	Task 6: Chemicals, weeds and weather	Observation Questioning Structured Activities	
7	AHCWRK211 Participate in environmentally sustainable work practices AHCINF206 Install, maintain and repair farm fencing	Task 7: Environmentally sustainable work practices	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET RETAIL SERVICES

SIR30216 Certificate III in Retail

NESA Code: 26911

FACULTY: VET

TERM	Unit/s of Competency	Assessment Task	Task Components	Date Due
1	SIRXWHS002 Contribute to workplace health and safety SIRXIND002 Organise and maintain the store environment	Task 1: Safety	Observation Questioning Structured Activities	
1, 2 & 3	SIRXCEG001 Engage the customer SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships and loyalty	Task 2: Customer Service	Observation Questioning Structured Activities	
3 & 4	SIRXCOM002 Work effectively in a team SIRXIND001 Work effectively in a service environment	Task 3: Work in the Retail Industry	Observation Questioning Structured Activities	
4, 5 & 6	SIRRRTF001 Balance and secure point-of-sale terminal SIRXSLS002 Follow point of sale procedures SIRXSLS001 Sell to the retail customer SIRXPDK001 Advise on products and service	Task 4: Sales	Observation Questioning Structured Activities	
6 & 7	SIRRINV001 Receive and handle retail stock SIRRMER001 Produce visual merchandise displays SIRXRSK001 Identify and respond to security risks	Task 5: Stock control and display	Observation Questioning Structured Activities	
	+ 70 hours mandatory work placement over 2 years + HSC Trial examination			

VET SKILLS FOR WORK – 120 hours

Statement of Attainment towards FSK20119 Certificate II in Skills for Work and Vocational Pathways

NESA Code: 65248

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	FSKRDG009 Read and respond to routine standard operating procedures FSKLRG009 Use strategies to respond to routine workplace problems FSKRDG010 Read and respond to routine workplace information FSKRDG008 Read and respond to information in routine visual and graphic texts	Task 1: Communication in the workplace	Observation Questioning Structured Activities	
2	FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKDIG003 Use digital technology for non- routine workplace tasks	Task 2: Calculations in the workplace	Observation Questioning Structured Activities	
3	FSKLRG010 Use routine strategies for career planning FSKLRG011 Use routine strategies for work-related learning FSKWTG009 Write routine workplace texts FSKOCM004 Use oral communication skills to participate in workplace meetings FSKOCM007 Interact effectively with others at work	Task 3: Career planning & work-related learning	Observation Questioning Structured Activities	

VET SKILLS FOR WORK – 180 hours

FSK20119 Certificate II in Skills for work and Vocational Pathways

NESA Code: 65249

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	FSKLRG010 Use routine strategies for career planning FSKLRG011 Use routine strategies for work-related learning FSKWTG009 Write routine workplace texts FSKOCM004 Use oral communication skills to participate in workplace meetings FSKOCM007 Interact effectively with others at work	Task 1: Career planning & work-related learning	Observation Questioning Structured Activities	
2	FSKRDG009 Read and respond to routine standard operating procedures FSKLRG009 Use strategies to respond to routine workplace problems FSKRDG010 Read and respond to routine workplace information FSKRDG008 Read and respond to information in routine visual and graphic texts	Task 2: Communication in the workplace	Observation Questioning Structured Activities	
3	FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate with routine metric measurements for work FSKDIG003 Use digital technology for non- routine workplace tasks	Task 3: Calculations in the workplace	Observation Questioning Structured Activities	
4	FNSFLT212 Develop and use saving plans FNSFLT211 Develop and use personal budgets BSBOPS203 Deliver a service to customers	Task 4: Savings	Observation Questioning Structured Activities	

VET SPORT COACHING

SIS30521 Certificate III in Sport Coaching

NESA Code: 50418

FACULTY: VET

Term	Units of Competency	Assessment Task	Task Components	Due Date
1	BSBOPS403 Apply Business Risk Management Processes HLTWHS001 Participate in workplace health and safety	Task 1: Safety and Risk Management	Observation Questioning Structured Activities	20th March 2026
2, 3 & 4	SISSSCO002 Work in a community coaching role SISSSCO003 Meet participant coaching needs SISSSCO005 Continuously Improve coaching skills and knowledge	Task 2: Community Coaching	Observation Questioning Structured Activities	27th July 2026 First aid Course Week 9 Term 1
4 & 5	SISSSCO012 Coach sport participants up to an intermediate level SISXCAI009 Instruct strength and conditioning techniques	Task 3: Intermediate Coaching	Observation Questioning Structured Activities	Friday 27 th November 2026
6 & 7	SISSSOF002 Continuously improve officiating skills and knowledge SISXIND006 Conduct sport, fitness, or recreation events	Task 4: Sport, Fitness, Recreation Events	Observation Questioning Structured Activities	Friday 23 rd July 2027
	+ 35 hours mandatory work placement over 2 years			



Catherine McAuley
Catholic College

MEDOWIE