



2025 – Preliminary HSC

School Assessment Procedures and Schedules

Collaborating to Empower Learners

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Deputy Principal Advice

Dear Year 11,

Welcome to the final Stage (Stage 6) of your schooling.

Year 11 is a stepping-stone towards your future goals. The success of your final two years relies on your attitude and responsibility towards your learning. You want your learning to be enduring, enabling you to make sense of complexity now and in the future. For this to occur, you need to push yourself beyond the learning of facts and skills to uncover concepts—transferable ideas that transcend time, place, and situation.

Learning knowledge and skills is like standing in the middle of a forest, surrounded by trees. It is easy to spot details but hard to see patterns. To do this you need to access opportunities to head up to the mountaintop, pause, take in each detail, and take in the entire forest. Search for big ideas- to generalise, summarise, and draw conclusions by looking at your learning in a holistic way.

Utilise your teacher expertise, advice and feedback – feed-forward to its fullest. Do not be afraid to take risks or ask questions such as:

- What is it like?
- So what?
- How might I need to change my original idea?
- What is the impact for now and for the future?
- How can I overcome the challenges?
- How does this learning connect concepts and ideas from other courses?

It is important you remain motivated, and you remain responsible towards your studies and have a realistic plan to achieve your goals. We are confident your HSC years will bring you joy and fulfilment. Keep working hard.

We are looking forward to guiding, supporting and working with you over the next two years of your journey.

Wishing you all the best in your studies,

Megan Bond

Deputy Principal

Introduction

This booklet is issued to all students of Callaghan College Jesmond Senior Campus (CCJSC) at the beginning of Term 1. It has been prepared to provide students and their parents/carers with information on internal (in- school) assessment for the NSW Higher School Certificate (HSC).

This document is to be read in conjunction with the NSW Educational Standards Authority (NESA) 2026 HSC Rules and Procedures -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Later in Term 1, when students sign their NSW Educational Standards Authority (NESA) Confirmation of Entry they certify that they have read the NESA 2026 HSC Rules and Procedures and agree to abide by these rules.

Every school is required by NESA to devise and publish their own school procedures and an assessment program for each course operating by the school, in accordance with NESA Rules and Procedures.

Students must sign an acknowledgement record when they receive each course assessment notification AND when they receive this booklet.

This booklet is to be read in conjunction the NESA NSW 2026 HSC Rules and Procedures. The online version can be read at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

For students studying a course with an education provider other than CCJSC, the assessment procedures, program and marks are provided by that education provider.

Detailed information about HSC courses and how they are assessed is available at -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

This booklet is also available on the school website -

<http://www.jesmondcc-h.schools.nsw.gov.au>

HSC: All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by NESA to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

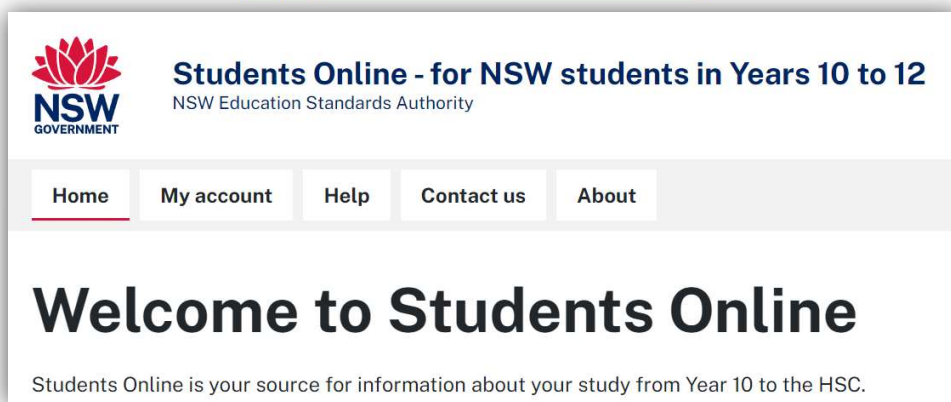
The programs modules are:

- What is all my own work?
- What is plagiarism?
- How do I acknowledge other people's work?
- How can I work honestly?

Students can review the modules anytime at [All My Own Work | NSW Government](#).

Students Online is your source for information about your study from Year 11 to the HSC. Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

To access the site - <https://studentsonline.nesa.nsw.edu.au/>



The screenshot shows the top section of the 'Students Online' website. On the left is the NSW Government logo. To its right is the text 'Students Online - for NSW students in Years 10 to 12' and 'NSW Education Standards Authority'. Below this is a navigation menu with buttons for 'Home', 'My account', 'Help', 'Contact us', and 'About'. The main heading reads 'Welcome to Students Online' in a large, bold font. Below the heading is a sub-heading: 'Students Online is your source for information about your study from Year 10 to the HSC.'

Activate Your Account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students, the email address recorded will be your school email address – YOUR.NAME@education.nsw.gov.au

To activate your account, go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then complete the following:

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6-digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You can change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

Your Account – My Details

My Details is where you will find your personal school details. Alert your school immediately if anything is incorrect.

- Check you are enrolled in the correct courses
- See your personal HSC exam timetable
- See your results including HSC results once they are released
- Change your PIN

You are also able to generate an eRecord PDF of your results to date. The NESA website will also help you with information regarding the following:

- HSC Rules and Processes
- HSC: All My Own Work Program
- Exam advice and resources
- HSC Key Dates and Exam Timetables
- Results and Certificates
- Record of School Achievement
- Disability Provisions

Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Record of School Achievement (RoSA) is the NESA credential for students who leave school **after Year 10** and **before they receive their Higher School Certificate (HSC)**. The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale for Stage 6 Courses

The Common Grade Scale shown below is used to report student achievement in Stage 6 in all NSW schools.

A - The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B - The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C - The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D - The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E - The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

***Note: Vocational (VET) courses do not receive RoSA grades.**

Minimum HSC Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

All students need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN
- pass the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN
- pass the online numeracy test or have achieved Band 8 or above in reading in Year 9 NAPLAN

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and math skills needed for everyday tasks and future learning after school.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study.

Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

Variation to Assessment Rules and Procedures

The Principal reserves the right to alter the Callaghan College Jesmond Campus Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

The Higher School Certificate Program

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level. **Satisfactory completion** of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level. At CCJSC, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

At the end of a course the principal certifies that there is enough evidence that a student has:

- a. followed the course,
- b. applied themselves with diligence and sustained effort to the set tasks and experiences that the school provided in the course, and
- c. achieved some or all the course outcomes.

Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to:

- be enrolled at an NSW government school, or a registered and accredited non- government school or a TAFE institute,
- study a permitted combination of courses,
- complete the requirements for each course, including any necessary practical or project work,
- complete tasks designed for the internal assessment program in each Preliminary course at your school,
- make a genuine attempt at all Year 11 assessment tasks,
- meet the minimum HSC standards in reading, writing and numeracy.

Pattern of Study

To qualify for the Higher School Certificate a student must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six (6) units of Board Developed courses
- at least two (2) units of a Board Developed course in English
- at least three (3) courses of two (2) unit value or greater (either Board Developed or Board Endorsed Courses)
- a maximum of six (6) Year 11 units and seven (7) HSC units from courses in Science
- at least four (4) subjects at both Year 11 and Year 12 HSC level

Attendance in relation to the satisfactory completion of a course

At CCJSC, attendance is considered when determining whether a student has applied themselves with diligence and sustained effort. For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g., medical operation). The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Acceleration

Students may undertake some Year 11 and/or Year 12 courses in advance of their cohort or in less than the NESAs stated indicative times. Decisions about the acceleration of HSC students will be made by the Principal in accordance with the principles contained in the NESAs *Guidelines for Accelerated Progression* (available on NESAs website).

The following courses have accelerated students at CCJSC:

- Hospitality (VET)
- Metal and Engineering (VET)
- Construction (VET)
- Sport Coaching

Accelerating students may count results obtained in advance of their cohort in their HSC. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

Accelerated and pathways students will be granted one day study leave in preparation for HSC Trial Examinations and two days study leave per HSC Examination.

Students must submit an extension form for any assessment which occurs on any of these days. The forms must be approved by the faculty Head Teacher. It is the responsibility of the student to ensure this process is in place.

Accumulation of the Higher School Certificate (Pathways)

Students may accumulate the HSC over a period of up to five years. The five-year period starts in the first year an HSC course is completed. Preliminary courses may, but need not, be accumulated within this period. Students will receive a cumulative RoSA for Preliminary and HSC courses completed each year. By the end of the period of accumulation, students must have met all Year 11 and Year 12 HSC pattern of study requirements. In subjects that include extension courses, students may accumulate by presenting the 2-unit course in one year and the extension course in a later year.

Courses Studied at another School or Institution

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own. These may include:

- Courses studied at the Open High School
- Distance Education, Camden Haven High School
- The Open Training and Education Network (OTEN)
- The Department of Education Saturday School of Community Languages
- Another secondary school
- TAFE

** These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

Preliminary HSC Internal Assessment

Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus and reflect the NESAs school-based assessment requirements as detailed in the Assessment and Reporting document.

NESA's grading system is intended to describe the student's achievement at the end of each Year 11 course.

Schools are required to award and submit A to E grades to NESA for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale for Preliminary courses and with reference to other material produced by NESA to support the consistent awarding of grades.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Schools are required to keep student work samples and the associated assessment activities for all Year 11 courses (except VET and Life Skills). If requested, these work samples and assessment activities are to be submitted to NESA for review to ensure there is consistency in the awarding of grades across the state.

A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be retained for each course in a format that can be uploaded electronically. Each work sample should demonstrate performance towards the end of the course that is typical of students awarded a particular grade (A to E) by the school. Work samples must be students' original work, not teachers' comments on a performance or submitted work. They should relate to assessment activities conducted in the latter half of the course and be labelled with the relevant grade.

Where a school assigns an 'N' for a student's achievement in a course, a Grade A to E will still need to be submitted. This is the grade that will be awarded to the student if they make a successful appeal to NESA against the 'N' determination.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. It is expected that all computer generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified.

A teacher may request the student to submit a task by email, or by uploading to CANVAS.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications. **Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances.**

No Assessment Task will be due within two (2) weeks of the commencement of the Preliminary HSC Examination period.

An exemption to this will be for courses that include a Major works submission, portfolio or a non-ATAR course that does not include a final examination.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion, and written advice.

A *Request for Assessment Review* can be submitted to the faculty Head Teacher if a student feels unfairly treated because of the process used in an assessment task. The form is included as an appendix to this document and is available from the administration office and the school website.

Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. Except for VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration based on Illness/Misadventure.

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **MUST** be submitted on the due date. All tasks are due for submission **BEFORE 8.30am on the due date** unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an 'Extension' of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days **BEFORE** the assessment due date.

A copy of the *Application for Assessment Task Extension* form is included as an appendix to this document and is available from the administration office and the school website. Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

When a student does not submit or completed a scheduled Preliminary HSC course assessment task on time due to illness, accident or misadventure, the student can apply for the misadventure or illness to be considered. Students whose performance in an assessment task they believe may have been significantly affected by illness or misadventure may also apply.

If a student is ill on the day of an assessment task being due or is unable to attend school through circumstances beyond their control, the student should attempt to have the assessment task delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school on the day of the illness or misadventure. Please phone the school on 49 523922 and speak to the relevant faculty Head Teacher or Deputy Principal. Illness/Misadventure Appeals must relate to illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance or submission. Appeals may be in respect of:

- Illness or accident – that is illness or physical injuries, suffered directly by the student which affects the student's performance in the task(s) (e.g., Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, an event beyond the student's control which affects the student's performance in the task(s) (e.g., death of a friend/family member or, car accident), supported by a police report, certificate, or funeral notification.

An Illness/Misadventure Application form, with attached documentary evidence, must be made to the faculty Head Teacher within five (5) days following the specified due date for the task. If an application is not lodged under these conditions, then the awarded mark will stand.

****Non-completion and/or submission of the application will result in a mark of zero for the task.**

A copy of the *Illness/Misadventure Application* form is available from the Deputy Principals, the administration office and the school website.

- There is no ground for appeal against the value of the mark awarded, however students can appeal their rank.
- Medical certificates and/or other supplementary evidence e.g., a medical certificate, must be provided to cover absences.

If a student's application for illness or misadventure is upheld, the Principal will decide to use one of the following options, depending on the circumstances:

- A substitute task.
- An extension of time granted.
- An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).

Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to the school CANVAS site and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Appeals

Students may appeal to the Appeals Committee established within the school. If they believe the outcome of an Illness or Misadventure Application is unfair, an N determination is unwarranted, or an assessment mark is incorrect.

Students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, the Student Adviser or the relevant Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect, they may request a review of their rank.
- NESAs guidelines on illness and misadventure and N determinations shall form the basis for any appeals.
- If a candidate becomes ill during an examination an Illness/ Misadventure Appeal must be lodged as per policy.

The appeals committee will be formed with 2 members of the senior executive team and the relevant HT of the KLA the application is applied to.

Policy for Non-completion of Assessment Tasks

Students studying a Stage 6 Preliminary HSC course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete Stage 6 course requirements.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may appeal to the faculty Head Teacher within 5 days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the HSC at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. 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 the course outcomes.

Students studying a Preliminary HSC course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

In the case of extension courses, students who fail to meet the assessment requirements for the corequisite 2-unit course will not receive a result in either course.

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non-completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected,
- advise the parent/carer in writing (if the student is under 18 years of age),
- request from the student/parent/carer a written acknowledgement of the warning,
- issue at least one follow-up warning letter if the problem has not been corrected,
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESAs.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Event Timetable*.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>
- If the school upholds the appeal, the school advises NESAs by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESAs. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.
- NESAs will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Disability Provisions (for students with additional support)

Disability Provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment situation. For example:

- students with diabetes may need to monitor blood glucose levels and eat during an assessment.
- students with a diagnosed anxiety disorder may need to be seated in a smaller group.
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator Mr Clinton as soon as they are aware that they may require a provision. Although the school is able to assess and approve disability provisions for in class HSC assessments, application must be made to NESAs for the final HSC Examinations.

It is essential that an application is made to NESAs in Term 4, 2025. For pre-existing conditions, NESAs requires applications to be made before the end of Term 1, 2026.

It is the responsibility of students who have approved disability provisions, at the time of receiving an assessment task notification, to ensure their teachers make the necessary adjustments and contact Mr Clinton to discuss their needs. This will allow time for the particular provision to be organised.

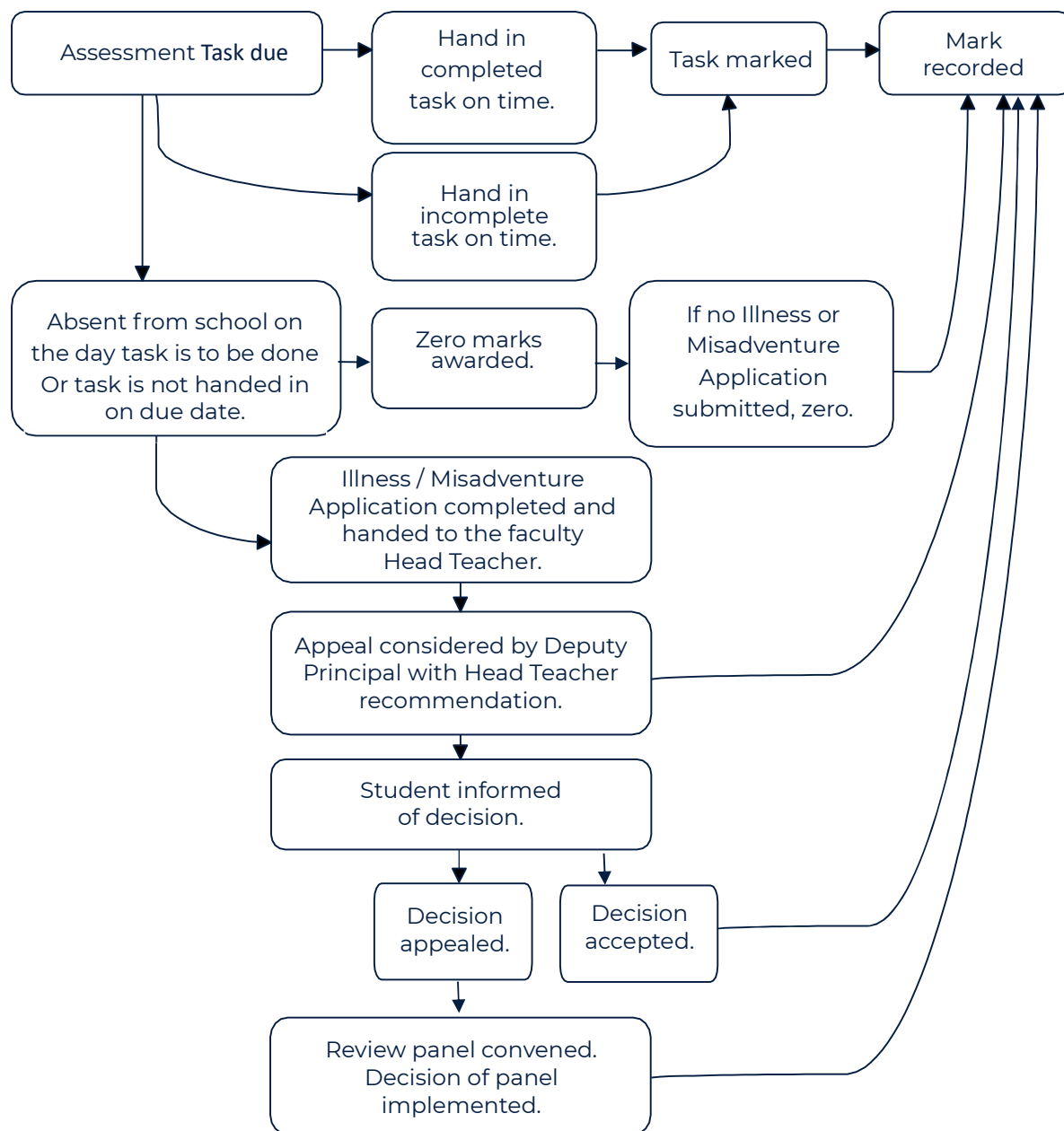
For further information go to:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Stage 6 Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



NOTE: If a student becomes ill during an assessment task an Illness/ Misadventure Application form must be lodged as per policy.

Assessment of Vocational Education & Training (VET) Courses

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

VET courses are NESA developed or content endorsed courses which allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive documents that report the competencies achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

- VET courses are competency based.
- No internal assessment mark is required, except for a Year 12 Trial examination mark.

Competency Assessment

NESA and the Australian Skills Quality Authority (ASQA) require that for each student a competency-based approach to assessment be used and that the Registered Training Organisation (RTO) record the competencies achieved by students.

A student's performance is judged against a prescribed standard, not against the performance of other students. Students are assessed as either 'competent' or 'not yet competent'.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

For written VET course assessments at CCJSC, students are required to submit a copy (either hard copy or electronic) to their teacher by 8.30am on the due date.

For practical tasks, your teacher will advise you about how documentary evidence will be recorded.

VET Industry Framework Courses

Work Placement is a compulsory part of the CCJSC VET courses listed below:

- Certificate III in Business - BSB30120
- Certificate II in Cookery - SIT20421
- Certificate I in Engineering - MEM10119
- Certificate II in Furniture Making Pathways - MSF20522
- Certificate II in Hospitality - SIT20322
- Certificate III in Information Technology - ICT30120
- Certificate III in Live Production and Technical Services - CUA30420
- Certificate III in Music – CUA30920
- Certificate III in Retail - SIR30216
- Certificate III in Sport Coaching – SIS30521

VET Industry Framework Courses

The following courses are delivered at TAFE and also require mandatory work placement:

- Certificate III in Allied Health - HLT33015
- Certificate II in Aeroskills – MEA20418
- Certificate II in Automotive Body Repair Technology – AUR20920
- Certificate II in Automotive Vocational Preparation - AUR20716
- Certificate III in Community Services – CHC32015
- Certificate II in Construction Pathways – CPC20220
- Certificate II in Drainage – CPC20720
- Certificate III in Early Childhood Education and Care – CHC30121
- Certificate II in Electrotechnology (Career Start) - UEE22011
- Certificate II in Engineering Pathways – MEM20422
- Certificate III in Events – SIT30522
- Certificate III in Fitness – SIS30321
- Certificate III in Health Service Assistance - HLT33115
- Certificate III in Individual Support (Ageing) – CHC33021
- Certificate I in Maritime Operations (General Purpose Hand Near Coastal) – MAR10220
- Certificate III in Tourism – SIT30122

Mandatory Work Placement

These courses, whether studied at school, at TAFE or through another RTO, **include a mandatory work placement**. Students are to complete 70 hours of Work Placement over the two years. If a student does not undertake the mandatory work placement it will be deemed that the student has not made a genuine attempt to complete course requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' Determination. It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request the 'N' Determination be withdrawn.

240-hr VET Industry Curriculum Framework courses have an optional HSC written examination. One of these written examinations can contribute to an Australian Tertiary Admissions Rank (ATAR). The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications. **Students studying a VET course will participate in a VET orientation.**

Non-Framework VET Courses

The following CCJSC courses are non-Framework courses:

- Furniture Making Pathways
- Metal and Engineering
- Music Industry
- Sports Coaching (**Students are required to complete mandatory work placement**)
- Skills for Work and Vocational Pathways (FSK)
- Many TVET courses are also non-framework courses.

Some non-framework VET courses have mandatory work placement requirements, but most do not. Non-framework courses do not include an optional HSC written examination and therefore cannot contribute to an ATAR.

School Assessments under Examination Conditions

In school assessments they are often carried out under examination conditions. CCJC uses examination procedures modelled on those used for NESAs external examinations. The majority of students' meet expectations.

Students need to be aware of the examination Procedures and Behaviour Code for Students. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Procedures and Behaviour Code for Students:

- **School uniform** is to be worn at all times. This assists the supervisor to identify you as a student of this campus.
- Bring all necessary **equipment** in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in millimetres (mm) and centimetres (cm) are allowed in ALL examinations.
- For examinations requiring a **calculator** use only a NESAs approved calculator. Make sure it is fully charged.
- You may bring a **clear bottle of water** into the examination. You cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the examination room 20 minutes before examination start time. It can take some time to find your seat. A seating map will be placed on the outside of the Bini to help you.
- **Organise your transport to be on time for your examinations** - If you arrive late, it is at the supervisors' discretion to admit you to the examination.
- Sit at your allocated desk. Do not swap name place tags.
- Remove your watch and place in clear view on the desk in front of you.
- When instructed, **thoroughly check your examination paper** – it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your name or NESAs number on every page of your answer booklet or where instructed.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to examiners instructions.
- **Do not remove examination papers** from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

You are not approved to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the exam. These devices must be left in your bag, in the examination room.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Smoke, eat, or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.
- Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero mark will be awarded, and an 'N' Warning letter issued. This could result in an 'N' determination for the course.

If a student breaches the Code of Conduct during the examination, the school will use a **Yellow/Red Card notification system**. Students will receive one official warning (a Yellow Card) placed on their desk. Should the behaviour continue, the student will be removed from the examination venue (**Red Card**) and sent to the Deputy Principal. This will result in disciplinary action.

Yellow Card: THIS IS A WARNING. You have been observed breaking the Code of Conduct. DO NOT ATTEMPT TO DISCUSS THIS NOW. The next step will be a Red Card and removal.

Red Card: You have been observed breaking the Code of Conduct. You are to leave the examination room IMMEDIATELY without disrupting others. Please report immediately to the Deputy Principal.

If you are ill or have a major problem on the morning of the examination:

Notify the Administration Office (4952 3922), the Deputy Principal or the Head Teacher Student Services as soon as possible, **and** complete and submit an Illness/Misadventure application as soon as you return to school.

Note: Illness/Misadventure applications require **documentary evidence**.

Missed examinations may be rescheduled DURING the examination period.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public school students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high- quality teaching and learning.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESAs. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are mandatorily notified to NESAs. Malpractice during the HSC Examinations may result in a course being withheld. This may impact HSC eligibility and ATAR eligibility.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own. Appeals will need to be submitted within 5 days of being notified of the original malpractice discussion.

Ethical Principles of Scholarship

At CCJSC all students are expected to present their own work. As senior students much of your work is research based. It is expected you will follow ethical principles of scholarship. Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things:

- Being honest and ethical
- Listing all your sources
- Using all your own work

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers.
- Clear information about what is required in your assessment task and assignments.
- Guidance about how to improve your work.

You have a responsibility to:

- Understand what is required of you.
- Fulfil school requirements for study.
- Be fair and honest in all your work.
- Respect the rights and integrity of your peers and teachers, and
- Make sure your work is your own.

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination.
- handing in someone else's work and saying it is your own.
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. making up journal entries for a project, and/or
 - b. submitting falsified or altered documents and/or
 - c. referencing incorrect or non-existent sources, and/or
 - d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

1. 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.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Breach of assessment conditions

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
 - a. HSC exam rules and procedures, and
 - b. HSC minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Acknowledging Sources

The Golden Rule: Make sure your assessments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas, or information from other sources in your assessment, you must cite and reference those sources.

Why Reference? Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assessments must contain references; an unreferenced assessment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assessment.

Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at CCJSC and is easily carried out using Microsoft Word. Library and HIVE staff are able to help you with this.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission.
- Books – up to 10% of the book or one chapter.
- Anthologies – One whole item/ up to 15 pages.
- Journal – One article.

As a student you should know copyright requirements and check copyright details of any material you wish to use.

Working with others

While you are studying for your HSC you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

NOTE: If All My Own Work is not complete you will not be entered into NESA for your Year 11 courses.

2025 Preliminary HSC School Assessment Calendar

Key to colours: → IN CLASS → AT HOME → BOTH IN CLASS AND AT HOME → PRELIMINARY EXAM

Week	Term 1 – 2025	Term 2 – 2025	Term 3 - 2025
1		<ul style="list-style-type: none"> → Enterprise Computing → Health & Movement Science 	<ul style="list-style-type: none"> → Business Studies → Music 1
2		<ul style="list-style-type: none"> → English Extension 1 → Music 1 	<ul style="list-style-type: none"> → Chemistry → English Extension 1 → Mathematics Ext 1 → Modern History → Software Engineering
3		<ul style="list-style-type: none"> → Software Engineering 	<ul style="list-style-type: none"> → Geography → Health & Movement Science → Work Studies
4			
5		<ul style="list-style-type: none"> → Industrial Technology 	
6		<ul style="list-style-type: none"> → Aboriginal Studies 	<ul style="list-style-type: none"> → Engineering Studies → Industrial Technology → Sport, Lifestyle & Recreation
7	<ul style="list-style-type: none"> → Aboriginal Studies → Biology → Physics 	<ul style="list-style-type: none"> → Earth & Environmental Science → Economics 	<ul style="list-style-type: none"> → Maths Numeracy CEC → Maths Standard 1 (MIT)
8	<ul style="list-style-type: none"> → Ancient History → Earth & Environmental Science → Economics → English Advanced → English Standard → English Studies → German Beginners → Geography → Investigating Science 	<ul style="list-style-type: none"> → Ancient History → Biology → CAFS → English Advanced → English Standard → English Studies → Food Technology → French Beginners → Investigating Science → Mathematics Advanced → Mathematics Standard → Maths Standard 1 (MIT) → Physics 	<ul style="list-style-type: none"> → Visual Design
8/9 Exams - Term 3			*See next page*
9	<ul style="list-style-type: none"> → Chemistry → CAFS → English EALD → Exploring Early Childhood → Food Technology → French Beginners → Mathematics Advanced → Maths Numeracy CEC → Mathematics Standard → Maths Standard 1 (MIT) → Society & Culture → Sport, Lifestyle & Recreation → Work Studies 	<ul style="list-style-type: none"> → English EALD → Exploring Early Childhood → German Beginners → Maths Numeracy CEC → Society & Culture → Sport, Lifestyle & Recreation → Drama 	
10	<ul style="list-style-type: none"> → Business Studies → Dance → Drama → Engineering Studies → Mathematics Ext 1 → Modern History → Studies of Religion → Visual Design 	<ul style="list-style-type: none"> → Dance → Enterprise Computing → Legal Studies → Photography, Video & Digital → Studies of Religion → Visual Arts → Visual Design 	<ul style="list-style-type: none"> → Photography, Video & Digital → Textiles & Design → Software Engineering
11	<ul style="list-style-type: none"> → Legal Studies → Photography, Video & Digital → Textiles & Design → Visual Arts 		

Week	Term 1 – 2025	Term 2 – 2025	Term 3 - 2025
8 & 9 Exams			<ul style="list-style-type: none"> ➔ Aboriginal Studies ➔ Ancient History ➔ Biology ➔ Business Studies ➔ Chemistry ➔ CAFS ➔ Dance ➔ Drama ➔ Earth & Environmental Science ➔ Economics ➔ Engineering Studies ➔ English Advanced ➔ English EALD ➔ English Extension 1 ➔ English Standard ➔ English Studies ➔ Enterprise Computing ➔ Exploring Early Childhood ➔ Food Technology ➔ French Beginners ➔ German Beginners ➔ Geography ➔ Health & Movement Science ➔ Industrial Technology ➔ Investigating Science ➔ Legal Studies ➔ Mathematics Advanced ➔ Mathematics Ext 1 ➔ Mathematics Standard ➔ Modern History ➔ Music 1 ➔ Physics ➔ Society & Culture ➔ Studies of Religion ➔ Textiles & Design ➔ Visual Arts ➔ Work Studies

Course Assessment Schedules

ABORIGINAL STUDIES

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Aboriginality and the Land	Heritage and Identity	All topics
Type of Task		Media Portfolio	Research Task	Preliminary Examination
Outcomes		P2.1, 2.2, 3.2, 3.3	P1.1, 1.2, 3.1, 4.1	All outcomes may be assessed
Submission Timing		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content	40%	10%	5%	25%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	25%	10%	10%	5%
Research and inquiry methods	20%	5%	10%	5%
Communication of information, ideas and issues in appropriate forms.	15%	5%	5%	5%
TOTAL	100%	30%	30%	40%

ANCIENT HISTORY

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Investigating Ancient History	Historical Investigation	All topics
Type of Task		In-class Essay	Historical Investigation	Preliminary Examination
Outcomes		AH11-4, AH11-6, AH11-7, AH11-9,	AH11-2, AH11-6, AH11-8, AH11-9	All outcomes may be assessed
Submission Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	40%	15%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations.	20%	5%	10%	5%
Historical inquiry and research.	20%	5%	15%	-
Communication of historical understanding in appropriate forms.	20%	5%	5%	10%
TOTAL	100%	30%	35%	35%

BIOLOGY

FACULTY: SCIENCE

Task number		Task 1	Task 2	Task 3
Module/s		Module 1	Module1-2	Modules1-4
Type of Task		Depth Study- Enterprising Enzymes	Data Analysis	Preliminary Examination
Outcomes		BIO 11-1, BIO 11-3, BIO 11-5, BIO 11-8	BIO 11-2, BIO 11-5, BIO 11-6, BIO 11-8, BIO 11-9	All outcomes may be assessed
Submission Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Skills in working scientifically.	60%	20%	20%	20%
Knowledge and understanding of course content.	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Nature of Business	Business Management and Planning	All
Type of Task		Research Task and Class Test	Business Plan	Preliminary Examination
Outcomes		P1, P2, P6, P8	P4, P5, P7, P9	All outcomes may be assessed
Submission Timing		Term 1 Week 10	Term 3 Week 1	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	40%	10%	10%	20%
Stimulus-based skills.	20%	5%	-	15%
Inquiry and research.	20%	5%	15%	-
Communication of business information, ideas and issues in appropriate forms.	20%	5%	10%	5%
TOTAL	100%	25%	35%	40%

Task number		Task 1	Task 2	Task 3
Module/s		1	4	1-4
Type of Task		Skills Task	Depth Study	Preliminary Examination
Outcomes		CHEM 11-4 CHEM 11-6 CHEM 11-8	CHEM 11-2 CHEM 11-5 CHME 11-6	All outcomes may be assessed
Submission Timing		Term 1 Week 9 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 2 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Skills in working scientifically.	60%	20%	20%	20%
Knowledge and understanding of course content.	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES (CAFS)

Task number		Task 1	Task 2	Task 3
Module/s		Resource Management	Individuals and Groups	All Cores Taught
Type of Task		Research and Class Quiz	Research and Class Quiz	Preliminary Examination
Outcomes		P1.2, P1.5, P1.6	P2.1, P2.3, P6.2	All outcomes may be assessed
Submission Timing		Term 1 Week 9 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 8 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Knowledge and Understanding of course content.	40%	5%	15%	20%
Skills in critical thinking, research methodology, analysing and communicating.	60%	25%	20%	15%
TOTAL	100%	30%	35%	35%

DANCE

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Core Performance: Dance Technique	Core Composition: Elements of Dance	Major Study Core Appreciation
Type of Task		Presentation of Dance and Report	Presentation of Dance, Process Diary and Interview	Preliminary Examination
Outcomes Assessed		P1.1, P1.2, P2.3, P2.4, P2.5, P2.6	P1.2, P3.1, P3.2, P3.4	P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, 3.2, P3.3, P3.5, P3.6, P4.1, P4.2, P4.4, P4.5
Submission Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Performance	40%	30%	-	10%
Composition	30%	-	20%	10%
Appreciation	30%	-	10%	20%
TOTAL	100%	30%	30%	40%

DRAMA

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Improvising, play building and acting	Elements of production	Theatrical Traditions and Performance Styles
Type of Task		Group Performance & Logbook Reflection	Individual Portfolio & Critical Response	Performance & Written Response
Outcomes		P1.1, P1.2, P2.5, P3.1	P1.4, P1.8, P2.2, P3.1	P1.5, P2.1, P2.6, P3.2
Submission Timing		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Making	40%	10%	20%	10%
Performing	30%	10%	5%	15%
Critically Studying	30%	10%	10%	10%
TOTAL	100%	30%	35%	35%

EARTH AND ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE

Task number		Task 1	Task 2	Task 3
Module/s		4	1	1-4
Type of Task		Depth Study: Introduced Species	Practical Examination: Earth's Resources	End of Course Examination
Outcomes Assessed		EES 11.1 / EES 11-2 EES 11-5 / EES 11-7 EES 11-11	EES 11-2 / EES 11-3 EES 11-5 / EES 11-8	All outcomes may be assessed
Submission Timing		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Skills in working scientifically.	60%	20%	20%	20%
Knowledge and understanding of course content.	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

ECONOMICS

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Introduction to Economics, Consumers and Business	Financial Markets	All Modules
Type of Task		Topic Test	Research Essay	Preliminary Examination
Outcomes		P1, P4, P7, P11	P3, P7, P9, P10	All outcomes may be assessed
Submission Timing		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	
Knowledge and understanding of course content.	40%	15%	5%	20%
Stimulus-based skills.	20%	10%	-	10%
Inquiry and research.	20%	-	20%	-
Communication of economic information, ideas and issues in appropriate forms.	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

ENGINEERING STUDIES

FACULTY: INDUSTRIAL ARTS

Task Number		Task 1	Task 2	Task 3
Module/s		Product Analysis	Bio Engineering	All modules, topic areas
Type of Task		Engineering Report	Engineering Research Paper	End of Course Examination
Outcomes Assessed		P1.2, P2.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	P1.1, P2.1, P3.1, P3.2, P4.1, P4.2, P5.1, P6.2	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.2, P6.1
Submission		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication and production of projects	40%	20%	20%	-
TOTAL	100%	30%	30%	40%

ENGLISH ADVANCED

FACULTY: ENGLISH

Task number		Task 1	Task 2	Task 3
Module/s		Reading To Write	Narratives that Shape Our World	Critical Study of Literature
Type of Task		Writing Portfolio	Multimodal Project	Yearly Examination Section 1: Common Module/ Reading to Write-Short Answer Questions Section 2: Module B/ Critical Study of Literature- Critical Essay
Outcomes		EA11-1, EA11-4, EA11-9	EA11-2, EA11-5, EA11-6	EA11-3, EA11-5, EA11-7, EA11-8
Submission Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH – EALD

FACULTY: ENGLISH

Task number		Task 1	Task 2	Task 3
Module/s		Language and Texts in Context	Close Study of Text	All Modules
Type of Task		Multimodal Presentation	Extended Critical Response	Yearly Examination
Outcomes		EAL11-1A, EAL11-2, EAL11-6	EAL11-3, EAL11-7, EAL11-9	EAL11-4, EAL11-5, EAL11-8
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH EXTENSION 1

FACULTY: ENGLISH

Task number		Task 1	Task 2	Task 3
Module/s		Texts, Cultures and Values <i>'The Other'</i>	Texts, Cultures and Values <i>'The Other'</i>	Texts, Cultures and Values <i>'The Other'</i>
Type of Task		Imaginative Response to Stimulus and Critical Reflection	Multimodal Presentation (Extensive Research Project)	Yearly Examination Section 1: Stimulus Writing Responses Section 2: Critical Essay
Outcomes		EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5
Submission Timing		Term 2 Week 2	Term 3 Week 2	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	
Knowledge and understanding of complex texts and of how and why they are valued.	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation.	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH STANDARD

FACULTY: ENGLISH

Task number		Task 1	Task 2	Task 3
Module/s		Reading to Write	Contemporary Possibilities	Close Study of Literature
Type of Task		Writing Portfolio	Multimodal Project	Preliminary Examination Section 1: <i>Short Answer Questions</i> Section 2: <i>Critical Essay</i>
Outcomes		EN11-1, EN11-4, EN11-9	EN11-2, EN11-8, EN11-9	EN11-3, EN11-5, EN11-6, EN11-7
Submission Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	50%	15%	15%	20%
Skills in responding to texts and Communication of ideas appropriate to audience, purpose and context across all modes.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH STUDIES

FACULTY: ENGLISH

Task number		Task 1	Task 2	Task 3
Module/s		Achieving Through English	Landscapes of the Mind	We Are Australian
Type of Task		Writing Portfolio	Multimodal Presentation	Yearly Examination
Outcomes		ES11-3, ES11-4, ES11-8	ES11-2, ES11-6, ES11-9	ES11-1, ES11-2, ES11-5, ES11-7
Submission Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENTERPRISE COMPUTING

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Interactive media and the user experience	Networking systems and social computing	Preliminary Examination
Type of Task		Project	Research	Preliminary Examination
Outcomes		EC-11-07, EC-11-08, EC-11-09, EC-11-11	EC-11-05, EC-11-06, EC-11-07, EC-11-10	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-10, EC-11-11
Submission Timing		Term 2 Week 1	Term 2 Week 10	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content	50%	10%	20%	20%
Knowledge and skills in the practical application of the content	50%	25%	10%	15%
TOTAL	100%	35%	30%	35%

EXPLORING EARLY CHILDHOOD

FACULTY: HOME ECONOMICS

Task number		Task 1	Task 2	Task 3
Module/s		Pregnancy and Childbirth	Child Growth and Development	All Core Modules
Type of Task		Creative Task	Parent Interview/Report	Preliminary Examination
Outcomes		P1.1, P2.1, P5.1	P1.3, P1.4, P4.1	All outcomes may be assessed
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	
Knowledge and understanding outcomes and course content.	50%	10%	10%	30%
Skills outcomes and content.	50%	25%	25%	-
TOTAL	100%	35%	35%	30%

FOOD TECHNOLOGY

FACULTY: HOME ECONOMICS

Task Number		Task 1	Task 2	Task 3
Module/s		Food Availability and Selection	Food Quality	All course modules
Type of Task		Research	Practical & In class test	Preliminary Examination
Outcomes Assessed		P1.1, P1.2	P2.2, P4.4	All outcomes may be assessed
Submission Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content	40%	10%	-	30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	20%	-
TOTAL	100%	30%	30%	40%

FRENCH BEGINNERS

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3
Module/s		Qui sommes-nous ? Who are we?	Lieux et Cultures - Places and cultures	All Topics
Type of Task		In class listening task and oral presentation	Case study of city and in class reading task	Preliminary Examination
Outcomes Assessed		1.1, 2.1	2.4, 3.2	1.3, 2.2, 2.5, 3.3
Submission		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Listening	30%	20%	-	10%
Reading	30%	-	20%	10%
Speaking	20%	10%	-	10%
Writing	20%	-	10%	10%
TOTAL	100%	30%	30%	40%

GERMAN BEGINNERS

FACULTY: CAPA

Task Number		Task 1	Task 2	Task 3
Module/s		Wer sind wir? Who are we?	Orte und Kulturen Places and cultures	All topics
Type of Task		In class listening task and oral presentation	Case study of city and in class reading task	Preliminary Examination
Outcomes Assessed		1.1, 2.1	2.4, 3.2	1.3, 2.2, 2.5, 3.3
Submission		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Listening	30%	20%	-	10%
Reading	30%	-	20%	10%
Speaking	20%	10%	-	10%
Writing	20%	-	10%	10%
TOTAL	100%	30%	30%	40%

GEOGRAPHY

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Earth's Natural Systems	Geographical Investigation	All Topics
Type of Task		Fieldwork Task	Report	Preliminary Examination
Outcomes		GE-11-01, GE-11-02, GE-11-08, GE-11-09	GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	All outcomes may be assessed
Submission Timing		Term 1 Week 8	Term 3 Week 2	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	40%	10%	5%	25%
Geographical tools and skills.	20%	5%	10%	5%
Geographical inquiry and research, including fieldwork.	20%	5%	15%	-
Communication of geographical information, ideas and issues in appropriate forms.	20%	5%	10%	5%
TOTAL	100%	25%	40%	35%

HEALTH & MOVEMENT SCIENCE

FACULTY: PDHPE

Task number		Task 1	Task 2	Task 3
Module/s		The body and mind in motion	Health for individuals and communities	All Cores Taught
Type of Task		Collaborative Investigation	Depth Study	Preliminary Examination
Outcomes		HM11-03, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10	HM11-01, HM11-06, HM-07, HM11-10	All outcomes may be assessed
Submission Timing		Term 2 Week 1	Term 3 Week 3	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and Understanding of course content.	40%	5%	10%	25%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research.	60%	20%	25%	15%
TOTAL	100%	25%	35%	40%

INDUSTRIAL TECHNOLOGY

FACULTY: INDUSTRIAL ARTS

Task Number		Task 1	Task 2	Task 3
Module/s		Industry Case Study	Preliminary Project	All modules, topic areas
Type of Task		Written Report	Practical & Folio	Final Exam
Outcomes Assessed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Submission Timing		Term 2 Week 5	Term 3 Week 6	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the design, management, communication and production of projects	60%	10%	30%	20%
TOTAL	100%	20%	40%	40%

INVESTIGATING SCIENCE

FACULTY: SCIENCE

Task Number		Task 1	Task 2	Task 3
Module/s		1-2	3-4	1-4
Type of Task		Practical Investigation Depth Study	Data Analysis	Preliminary Examination
Outcomes		INS 11-2 / INS 11-4 INS 11-7	INS 11-4 / INS 11-6 INS 11-9	All outcomes may be assessed
Submission Timing		Term 1 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 8 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Skills in working scientifically.	60%	25%	25%	10%
Knowledge and understanding of course content.	40%	5%	5%	30%
TOTAL	100%	30%	30%	40%

LEGAL STUDIES

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		The Legal System	The Individual and the Law	All Modules
Type of Task		Research Task and Scenario-based Response	Research Task and Class Test	Preliminary Examination
Outcomes		P1, P2, P5, P7, P8	P3, P4, P6, P8, P10	All outcomes may be assessed
Submission Timing		Term 1 Week 11 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	-
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

MATHEMATICS ADVANCED

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Basic Algebra techniques, Arithmetic, Equations & Surds, Functions & Graphs	Trigonometry & Real Functions: including Introduction to Calculus	All Year 11 Topics
Type of Task		Open Book/Class Test	Assignment/Presentation	End of Preliminary Course Examination
Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Submission Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Understanding, fluency and communication.	50%	15%	15%	20%
Problem-solving, reasoning and justification.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS EXTENSION 1

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Basic Algebra techniques, Arithmetic, Equations & Surds, Functions & Graphs	Further Trigonometry	All Year 11 Topics
Type of Task		Open Book/Class Test	Assignment/Presentation	End of Preliminary Course Examination
Outcomes		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-8, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME11-8, ME11-9
Submission Timing		Term 1 Week 10	Term 3 Week 2	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Understanding, fluency and communication.	50%	15%	15%	20%
Problem-solving, reasoning and justification.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS NUMERACY CEC

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Here's How Presentation	New Job, New Adventure - Research Task	Design an Aboriginal Garden - Research Task
Type of Task		Assignment	Assignment	Assignment
Outcomes		N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.1, N6-2.2, N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Understanding, fluency and communication.	50%	15%	20%	15%
Problem-solving, reasoning and justification.	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

MATHEMATICS STANDARD

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Formulae & Equations, Money Matters, Applications of Measurement	Uses of Statistics – an Internet Research Assignment	All Year 11 Topics
Type of Task		Open Book/Class Test	Assignment/Presentation	Preliminary Examination
Outcomes		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-8, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME11-8, ME11-9
Submission Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Understanding, fluency and communication.	50%	15%	15%	20%
Problem-solving, reasoning and justification.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MATHEMATICS STANDARD 1 (Maths in Trades)

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Formulae & Equations, Money Matters, Applications of Measurement	Uses of Statistics – an Internet Research Assignment	All Year 11 Topics
Type of Task		Open Book/Class Test	Assignment/Presentation	Open Book/Class Test
Outcomes		MST1-1, MST1-2, MST1-3, MST1-5, MST1-6,	MST1-2, MST1-7 MST1-8, MST1-9, MST1-10	MST1-1, MST1-2, MST1-3, MST1- 4, MST1-5, MST1-6, MST1-7, MST1-8, MST1-9, MST1-10
Submission Timing		Term 1 Week 9	Term 2 Week 8	Term 3 Week 7
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Understanding, fluency and communication.	50%	15%	15%	20%
Problem-solving, reasoning and justification.	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

MODERN HISTORY

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Case Study One: American Civil War	Historical Investigation	All
Type of Task		In Class Essay	Source Analysis and Essay	Preliminary Examination
Outcomes		MH11.2, MH11.3, MH11.9	MH11.2, MH11.6, MH11.8, MH11.9	All outcomes may be assessed
Submission Timing		Term 1 Week 10	Term 3 Week 2	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content.	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations.	20%	10%	5%	5%
Historical inquiry and research.	20%	10%	10%	-
Communication of historical understanding in appropriate forms.	20%	5%	10%	5%
TOTAL	100%	35%	35%	30%

MUSIC 1

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Music for TV film and Multimedia	Australian Music	Music for Small Ensemble
Type of Task		Performance/ Musicology	Composition/ Musicology	Performance/ Preliminary Examination
Outcomes		P1, P4, P5, P6, P11	P3, P4, P6, P11	P1, P9, P10
Submission Timing		Term 2 Week 2	Term 3 Week 1	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Performance	25%	10%	-	15%
Composition	25%	-	25%	-
Musicology	25%	10%	15%	-
Aural	25%	-	-	25%
TOTAL	100%	20%	40%	40%

PHOTOGRAPHY, VIDEO AND DIGITAL

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Creating Images	Moving Pictures	Photoshoot
Type of Task		Digital Diary & 3 x Best Images	Digital Diary & Student Films	Digital Diary & Final Portfolio
Outcomes		M3, M4, M5, M6, CH2 CH4	M1, M2, M3, M4, CH5	M1, M4, M5, CH1, CH5
Submission Timing		Term 1 Week 11	Term 2 Week 10	Term 3 Week 10
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Making.	70%	20%	18%	32%
Critical and historical studies.	30%	10%	12%	8%
TOTAL	100%	30%	30%	40%

PHYSICS

FACULTY: SCIENCE

Task number		Task 1	Task 2	Task 3
Module/s		1	2/3	1-4
Type of Task		Skills test	Depth Study	Preliminary Examination
Outcomes		Ph 11-3 Ph 11-5 Ph 11-8	Ph 11-2 / Ph 11-3 Ph 11- 5 / Ph 11-7	All outcomes may be assessed
Submission Timing		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Skills in working scientifically.	60%	25%	25%	10%
Knowledge and understanding of course content.	40%	10%	10%	20%
TOTAL	100%	35%	35%	30%

SOCIETY AND CULTURE

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		The Social and Cultural World	Personal and Social Identity	All Topics
Type of Task		In Class Essay	Mini PIP	Preliminary Examination
Outcomes		P1, P3, P8, P10	P2, P5, P8, P10	All outcomes may be assessed
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Knowledge and understanding of course content	50%	15%	10%	25%
Application and evaluation of social and cultural research methods	30%	5%	15%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	25%	35%	40%

SOFTWARE ENGINEERING

FACULTY: MATHEMATICS

Task number		Task 1	Task 2	Task 3
Module/s		Programming fundamentals	The object-oriented paradigm	Preliminary Exam
Type of Task		Project	Research	Exam
Outcomes		SE-11-02, SE-11-06 SE-11-08, SE-11-09	SE-11-01, SE-11-06 SE-11-07, SE-11-08	SE-11-01, SE-11-02 SE-11-03, SE-11-05
Submission Timing		Term 2 Week 3	Term 3 Week 2	Term 3 Week 10
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Knowledge and understanding of course content	50%	15%	15%	20%
Knowledge and skills in the practical application of the content	50%	25%	15%	10%
TOTAL	100%	40%	30%	30%

SPORT, LIFESTYLE AND RECREATION

FACULTY: PDHPE

Task number		Task 1	Task 2	Task 3
Module/s		Games and Sports Applications I	Healthy Lifestyles & Fitness	Resistance Training
Type of Task		Practical application and CANVAS Quiz	Practical application and CANVAS Quiz	Practical application and CANVAS Quiz
Outcomes		1.1, 3.1, 4.4, 5.2	1.5, 2.2, 3.5, 4.3, 5.2	2.3, 3.2, 5.2
Submission Timing		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6
Components	Weighting	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Knowledge and Understanding	50%	10%	20%	20%
Skills	50%	20%	15%	15%
TOTAL	100%	30%	35%	35%

STUDIES OF RELIGION II

FACULTY: HSIE

Task number		Task 1	Task 2	Task 3
Module/s		Religious Tradition Study 1	Religious Tradition Study 2	All Topics
Type of Task		Case Study Presentation	Research Task	Preliminary Examination
Outcomes		P1, P3, P5, P8	P2, P4, P6, P7	All outcomes may be assessed
Submission Timing		Term 1 Week 10 <input type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 2 Week 10 <input checked="" type="checkbox"/> At Home <input type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Knowledge and understanding of course content.	40%	10%	10%	20%
Source-based Skills.	20%	5%	10%	5%
Investigation and research.	20%	10%	10%	-
Communication of information, ideas and issues in appropriate forms.	20%	5%	5%	10%
TOTAL	100%	30%	35%	35%

TEXTILES AND DESIGN

FACULTY: HOME ECONOMICS

Task Number		Task 1	Task 2	Task 3
Module/s		Design – Project 1	Properties and Performance of Textiles – Project 2	All modules
Type of Task		Skills Portfolio & Quiz	Practical Project	Preliminary Examination
Outcomes Assessed		P1.1, P1.2, P2.1, P2.2	P2.1, P2.2, P3.2	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Submission		Term 1 Week 11 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 10 <input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	Term 3 Week 8/9
Components	Weighting			
Knowledge and understanding of course content	50%	20%	10%	20%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	20%	30%	-
TOTAL	100%	40%	40%	20%

VISUAL ARTS

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Minor Work 1 & Theoretical Booklet	MODERNISM Minor Work 2 & Artist Research	Preliminary Yearly Examination
Type of Task		Art Making, Art Criticism & Art History	Art Making, Art Criticism & Art History	Preliminary Examination Art Criticism & Art History
Outcomes		P1 P2 P6 P7	P3 P4 P5 P8 P10	P7 P8 P9 P10
Submission Timing		Term 1 Week 11	Term 2 Week 10	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Art making.	50%	25%	25%	-
Art criticism and art history.	50%	5%	15%	30%
TOTAL	100%	30%	40%	30%

VISUAL DESIGN

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		WD1 Wearable Design	IED2 Interior Design	WD2 Wearable Design
Type of Task		Clothing and Image	Stage set and Props	Jewellery and Accessories
Outcomes Assessed		DM 1, DM6, CH1	DM2, CH2	DM5, CH3
Submission Timing		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class
Designing and making.	70%	25%	25%	20%
Critical and Historical Studies.	30%	10%	10%	10%
TOTAL	100%	35%	35%	30%

WORK STUDIES

FACULTY: CAPA

Task number		Task 1	Task 2	Task 3
Module/s		Core: My Working Life	Module 1: In the Workplace Module 3: Workplace Communication	Module 4: Teamwork and Enterprise Skills
Type of Task		Artefact Portfolio	Project Portfolio	Preliminary Examination
Outcomes		2,7	5,9	3, 6, 8, 9
Submission Timing		Term 1 Week 9	Term 3 Week 2	Term 3 Week 8/9
Components	Weighting	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	<input checked="" type="checkbox"/> At Home <input checked="" type="checkbox"/> In Class	
Skills	70%	15%	30%	25%
Knowledge and Understanding	30%	15%	-	15%
TOTAL	100%	30%	30%	40%

Assessment Schedules for VET courses



Education

Business Services RTO - Department of Education - 90333, 90222, 90072, 90162

BUSINESS SERVICES

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

School Name: Callaghan College Jesmond Senior Campus

Assessment Schedule Year 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4	Task 5	Task 6	Task 7	HSC TRIAL EXAM
		Wellbeing	Mastering document design	Sharing is caring	Thinking critically	
		Week 4	Week 6	Week 4-5	Week 10	Week 4-5
		Term 4	Term 1	Term 3	Term 3	Term 3
Code	Unit of Competency	Date 08NOV24	Date 06MAR25	Date 04JUL25	Date 29SEP25	Date 11-22AUG25
BSBPEF201	Support personal wellbeing in the workplace	x				
BSBPEF301	Organise personal work priorities		x			
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC303	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



Tiling

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working It out	Task 4 Project planning
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X		
CPCCCM1011	Undertake basic estimation and costing				X	
CPCCOM1015	Carry out measurements and calculations	√			X	
CPCCOM2001	Read and interpret plans and specifications	√				X
CPCCOM1013	Plan and organise work	√				

Tiling (Cntd)

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5.2	Task 6	Task 7	HSC Trial
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



Assessment Schedule Year 11 – 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week TBA	Week 10	Week 5	Week 9
			Term TBA	Term 1	Term 3	Term 4
			Date TBA	Date TBA	Date 22/8/25	Date 12/12/25
Code	Unit of Competency	HSC Examinable				
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Assessment Schedule Year 11 – 2025**

Assessment Tasks for		Task 1	Task 2	Task 3
MSF20522 Certificate II in Furniture Making Pathways		Safety and measurement	Tools	Joining and the environment
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 10	Week 10
*Task 2 completion may be carried over to HSC year		Term 2	Term 3	Term 3
		Date 30/5/25	Date 26/9/25	Date 26/9/25
Code	Unit Name			
MSFGN2001	Make measurements and calculations	X		
MSMPC1103	Demonstrate care and apply safe practices at work	X		
MSFFM2013	Use furniture making sector hand and power tools		X	
MSMENV272	Participate in environmentally sustainable work practices		X	
MSFFP2012	Join furnishing materials			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MSF20522 Certificate II in Furniture Making Pathways.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Assessment Schedule Year 11 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency	Week 8/6 Term 2 Date	Week 5/6 Term 3 Date	Week Term Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Assessment Schedule Year 12 – 2026

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week 5/6 Term 3 Date
SITXFSA005	Use hygienic practices for food safety	X			
SITXWHS005	Participate in safe work practices		X		
SITXFSA006	Participate in safe food handling practices		X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers			X	
SITXCOM007	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Assessment Schedule Year 11 – 2025

Text Box Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Code	Unit of Competency	Week 8/9 Term 2 Date	Week 5/6 Term 3 Date	Week Term Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Assessment Schedule Year 12 – 2026

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 Plate it up	Task 6 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week 5/6 Term 3 Date
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using XXX (insert exam(s) and weighting % eg 40% Preliminary 60% HSC Trial.)

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Assessment Schedule Year 11 – 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safe digital work	Task 2 Team web	Task 3 Yearly Exam
Code	Unit Name	HSC Examinable	Week 8/9 Term 2 Date	Week 5/6 Term 3 Date	Week Term Date
BSBWHS311	Assist with maintaining workplace safety	x	X		
ICTWEB305	Produce digital images for the web		X		
BSBXTW301	Work in a team	X		X	
ICTWEB304	Build simple web pages			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422

Certificate II in Engineering Pathways

Cohort 2025 - 2026

Training Package MEM - Manufacturing and Engineering

School Name: Callaghan College Jesmond Senior Campus

Assessment Schedule Year 11 – 2025

Assessment Tasks for		Task 1	Task 2	Task 3
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year		Welcome to the industry	Right tool right job	Engineering in practice
		Week 10 Term 1	Week 10 Term 2	Week 10 Term 3
Code	Unit Name	Date 4 th April 2025	Date 4 th July 2025	Date 19 th Sept. 2025
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/handheld operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Assessment Schedule Year 11 – 2025**

Assessment Tasks for CUA30920 Certificate III in Music Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 – Plan a career Week 10 Term 1 Date 4/4/25	Task 2 – Work in music Week 5 Term 3 Date 22/8/25	Task 3 – Play music Week 9 Term 4 Date 12/12/25
Code	Unit Name			
CUAIND314	Plan a career in the creative arts industry	X		
CUACMP311	Implement copyright arrangements		X	
CUAIND313	Work effectively in the Music industry		X	
CUAMPF313	Contribute to backup accompaniment as part of a group			X
CUAMPF312	Prepare for musical performances			X
CUASOU331	Undertake live audio operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30920 Certificate III in Music.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Assessment Schedule Year 11 – 2025**

Assessment Tasks for			Task 1	Task 2	Task 3
SIR30216 Certificate III in Retail			Get ready for retail	Operation safety	Preliminary Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11	Week 10	Weeks 8-9
			Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 11/04/25	Date 04/07/25	Date TBC
SIRXIND001	Work Effectively in a Service Environment	✓.	X		X
SIRXCOM002	Work Effectively in a Team	✓.	X		X
SIRXWHS002	Contribute to Workplace Health and Safety	✓.		X	X
SIRRINV001	Receive and Handle Retail Stock			X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

**Assessment Schedule Year 11 – 2025**

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3b
		Tournament time	Coaching the individual	Inclusive coaching
		Week: 10	Week: 10	Week: 10
		Term: 1	Term: 2	Term: 3
Code	Unit of Competency	Date: 04/04/2025	Date: 01/07/2025	Date: 21/09/2025
HLTWHS001	Participate in workplace health and safety	✓		
SISXIND006	Conduct sport, fitness and recreation events	✓		
SISSSCO003	Meet participant coaching needs		✓	
BSBPOS403	Apply business risk management processes		✓	
SISXDIS001	Facilitate inclusion for people with a disability			✓

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30521 Certificate III in Sport Coaching.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Appendices

The following forms can be downloaded from our website or are available from the Deputy Principals' offices and the Administration Office.

- *Illness/Misadventure Application*
- *Extension for Assessment Task Application*
- *Review of Assessment Task Application*

Abbreviations used in this document:

- *CCJSC - Callaghan College Jesmond Senior Campus*
- *HSC - Higher School Certificate*
- *NESA - NSW Educational Standards Authority*
- *VET - Vocational Education and Training*
- *RoSA - Record of Student Achievement*
- *NAPLAN - The National Assessment Program – Literacy and Numeracy*
- *ASQA - Australian Skills Quality Authority*

This booklet provides students and their parents with information about internal assessment for the NSW Higher School Certificate and should be read in conjunction with the NSW Educational Standards Authority (NESA) 2022 HSC Rules and Procedures.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>