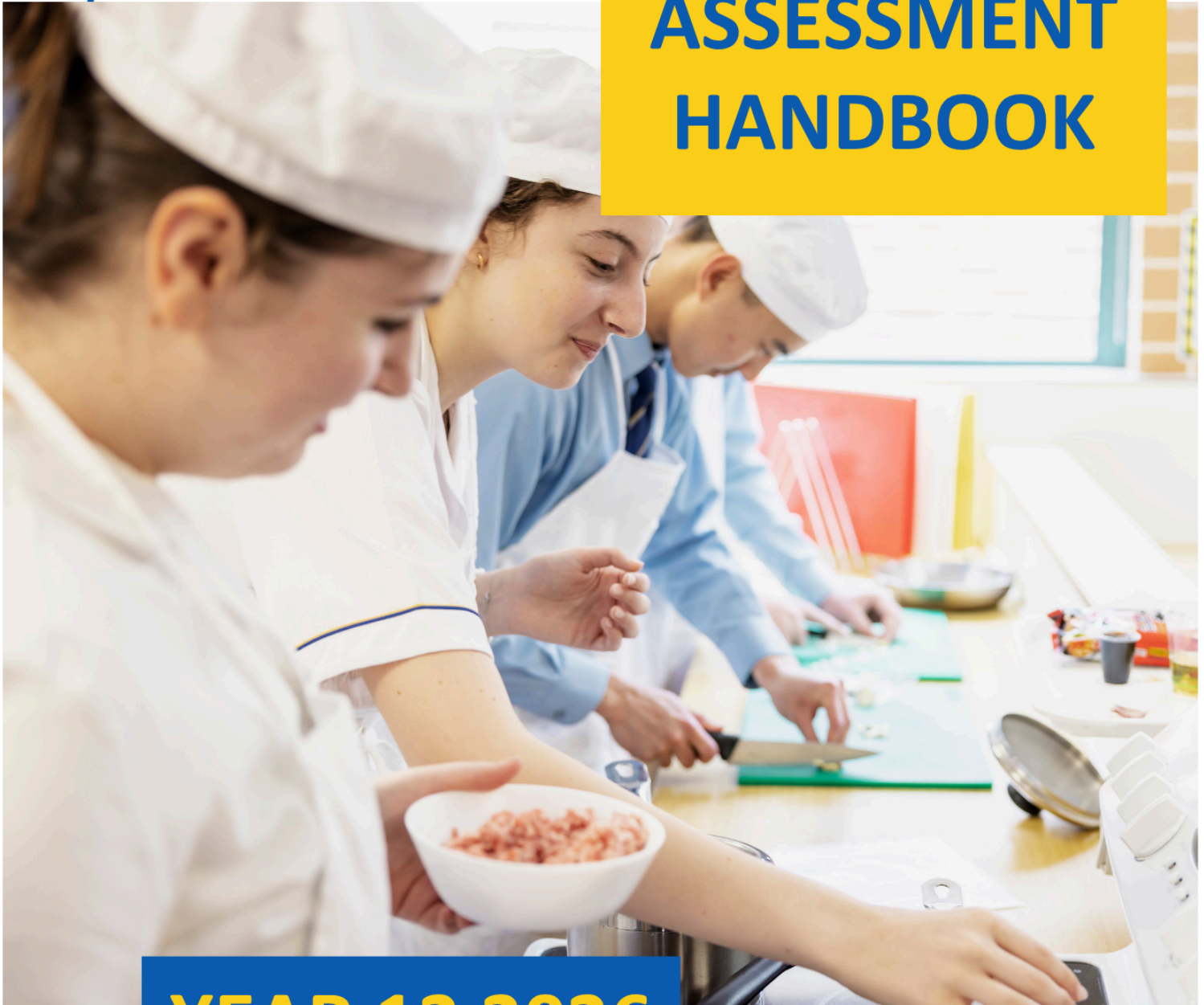




YEAR 12

HSC ASSESSMENT HANDBOOK



YEAR 12 2026



FAITH | SERVICE | COMMUNITY | RESPECT | JUSTICE | COMPASSION | FORGIVENESS

TEACHING STAFF RESPONSIBLE FOR SENIOR SCHOOL ASSESSMENTS

COLLEGE PRINCIPAL
ASSISTANT PRINCIPAL
LEADER OF TEACHING AND LEARNING

Cheryl Merryweather
Megan Rodriguez
Declan Horan

Religious Education

Studies of Religion 2 unit
Studies of Religion 1 unit
Learning for Mission

Pauline Chaccal
Alexandra Chahine

English

English Standard
English Advanced
English Studies
English Extension 1
English Extension 2

Ian Murphy
Caitlyn Tuckerman

Creative & Performing Arts

Dance
Drama
Music 1
Visual Arts
Photography, Video & Digital Imaging

Jason Smolen

HSIE

Ancient History
Modern History
Society & Culture
History Extension
Business Studies
Economics
Geography
Legal Studies

Natalie Wooldridge
Pinar Hirlakoglu

Languages

Japanese Continuers

Laura Combes

Mathematics

Mathematics Standard 2
Mathematics Standard 1
Numeracy
Mathematics Advanced
Mathematics Extension I
Mathematics Extension II

Veronica Verdi
Dianne Ley

Personal Development, Health and Physical Education

Community and Family Studies
PDHPE
Sport, Lifestyle and Recreation

Robert Brunt
Adam Babinski

Science

Biology
Chemistry
Physics

Zoe Bianchi
Virginia Cox

Technology

Food Technology
Software Engineering
Design and Technology
Industrial Technology Timber and Furniture Industries

Melanie Powell

VET

Construction
Hospitality
Fitness

Michael Murray

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GILROY CATHOLIC COLLEGE

Introduction

This Assessment Handbook contains the Assessment Schedules and procedures for the courses offered by Gilroy Catholic College for the 2026 Higher School Certificate. Its purpose is to ensure that students understand the importance of the assessment program and schedule in providing students with an essential organisational tool and to develop students to be assessment capable learners.

At Gilroy Catholic College, we are committed to working with families in the education of their children. Together, as a supportive learning community, we strive to understand our students individually and collaboratively foster each student's growth in skills, knowledge, and understanding, while supporting their progress in learning.

This Assessment Handbook is for Year 12 students to familiarise themselves with the expectations set by NESA (New South Wales Education Standards Authority) and the College regarding assessment and procedural requirements. Specific guidelines for assessment completion and associated procedures are detailed within this document. A core element of quality education is the implementation of a transparent program guided by explicit guidelines and consistent application of procedures. Initial enquiries regarding assessment should be directed to class teachers and, if necessary, referred to the relevant Leader of Learning. Assessment activities encompass a range of skills and formats, including research projects, collaborative activities, viva voce, practical work, portfolios, group projects, performances, essays, exams, and presentations. These assessments may be presented in various formats, such as written reports, video or audio submissions, completed works, or in-class tests and presentations. While some assessments are based on preparation completed during timetabled classes, senior students are also expected to work independently, dedicating significant time outside of school hours to achieve the highest standards in their assessments.

In Year 12, students will engage in both formative and summative assessments. Formative assessment, or assessment for learning, is typically informal and integrated into the daily classroom environment, encompassing activities like homework, quizzes, teacher-led questioning, and class assignments. Summative assessment, on the other hand, is designed to gauge the level of a student's demonstrated learning, and this Handbook outlines the summative assessments to be completed during the HSC course. Each summative assessment is compulsory, and students are encouraged to take active responsibility in completing their work to the highest possible standard, submitting it to their classroom teachers by the due date.

The teaching staff and I are committed to the nurturing of creativity, critical thinking and to foster the development of each student's knowledge and skills. Through this process, our objective is to cultivate a lifelong love of learning, inspire achievement, and promote the holistic growth of our students.

Cheryl Merryweather
College Principal

AN OUTLINE OF POLICIES AND PROCEDURES

Assessment Procedures for Students

Rights and Responsibilities

Students are entitled to:

- Be informed of College and NESAs policies relating to assessment and should familiarise themselves with the procedures outlined in this Handbook.
- Adequate written notice of upcoming assessment. All Assessment Notifications should be provided typically 14 calendar days prior to the due date.
- Be informed of the nature and purpose of the assessment.
- Receive clear guidelines and instructions on the requirements of each assessment including method of submission.
- Be informed of the syllabus outcomes being assessed.
- Receive clear marking criteria outlining how the assessment will be marked.
- Have work assessed and returned to them in a timely manner.
- Receive meaningful feedback that assists them to review their work and progress in their learning.
- Expect a consistent interpretation and application of the College's Assessment Policy.

Students are required to:

- Familiarise themselves with the procedures outlined in this Handbook.
- Be fair and honest when completing work and ensure that any work submitted is entirely their own work.
- Hand in all assessment work on time.
- Refer to their Assessment Handbooks and access communications from teachers, whether by email, Google Classroom or in the classroom, to ensure they are aware of assessments and assessment requirements.
- Plan assessment work to ensure they give themselves adequate time to prepare, ask questions and seek clarification.
- Consult with their teachers as soon as possible after receiving an Assessment Notification if clarification is needed.
- Complete assessment work to the best of their ability.
- Use feedback provided and reflect on the learning process.

The Student's Responsibilities

Students are expected to perform the tasks which are part of the assessment programme. Every school has a policy on missed assessment tasks. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. **It is the student's responsibility to make an illness/misadventure application before the due date for an extension of time on a task.** An alternative task or extension may be provided in **rare and exceptional circumstances ONLY**. Students are expected to hand in assessment tasks to their teacher or the Leader of Learning at the time designated by the Leader of Learning. If they are unable to hand the assessment to their teacher they should obtain a receipt from the person receiving the task, ie: the Leader of Learning,

Year Coordinator or School Office.

Use of technology to complete tasks

At school: Each student at Gilroy Catholic College is provided unlimited file storage with their CSPD Parrastu Google Drive account. This storage, accessible via both the web and local client, includes the hosting of both non-native Google files such as Microsoft Office documents, movie files, PDFs etc as well native Google files such as Docs, Sheets, Slides etc. These files can be accessed from any device both on school property or externally.

Should students choose to not utilise the Google Drive platform, it is their responsibility to ensure that all files are backed up regularly to removable storage media (eg USB flash drives) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment). USB or other external media that is damaged in transit will not be accepted as an excuse for not submitting work.

It is the responsibility of students to store files correctly in appropriate storage either in school designated spaces such as Google Drive, or on school notebook computers. Files should be backed up regularly to either external hard drives or flash drives in case of computer failure. Where students are using iPads, files should be backup to remote storage in the 'cloud' or computers at home. **Failure of a computer or iPad will not be accepted as a reason for failing to hand in work.**

At home: It is the student's responsibility that all files (relating to school assignments) kept on home computers should be backed up regularly to removable storage media (eg USB, zip disks etc) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment).

Generative AI at Gilroy Catholic College

GenAI should be used to **support learning, not to replace it**. GenAI must not be used to complete assignments or assessments without explicit permission and guidance from the teacher. Students must understand the ethical implications of using GenAI in academic work, acknowledging its use and attributing sources appropriately. All work submitted by students must reflect their own understanding and skills.

Each assessment task will detail the scope of use in that assessment task and/or learning activity. Whenever Generative AI is used, it must be referenced correctly. The teacher may ask you to detail how you have used the generative AI, including showing the prompt history.

GENERATIVE AI IN ASSESMENTS

All use of Generative AI must be referenced and your teacher may also ask you to show how you have used AI. This may be in the form of a prompt transcript or another way such as an AI diary. Some tasks will prohibit or restrict the use of AI.



GENAI CAN BE USED WITHOUT LIMITS

- There are no restrictions on how GenAI can be used in this assessment.
- You must reference your use of AI and your teacher may ask you to provide a prompt transcript or keep a diary of use.



GENAI CAN BE USED IN GUIDED WAYS

- GenAI can be used in ways allowed by the teacher. You must seek permission from the teacher before using AI
- You must reference your use of AI and your teacher may ask you to provide a prompt transcript or keep a diary of use.



GENAI CANNOT BE USED

- GenAI cannot be used in this assessment at all.
- Think of this as "don't use AI, you have to do it all yourself."

Further information about Generative AI is [found here](#)

Assessment Notification

All students are provided with an electronic copy of the Assessment Handbook via Google Classroom at the commencement of the school year. This Handbook can be accessed on Google Classroom and under the starred tab on Compass.

The Handbook may be updated from time to time throughout the school year and students should consult the electronic version of the Assessment Handbook for the most up to date information.

The Assessment Handbook contains Assessment Policy information, an Assessment Overview outlining the assessment program for HSC subjects and Assessment Schedules by course including the following details for each assessment task held throughout the year:

- Nature of task.
- Due date of task.
- Weighting of task (relative value).
- Syllabus Outcomes.

Students will receive a written notification of all upcoming assessments electronically via Google Classroom typically 14 calendar days prior to the due date. It is therefore a student's responsibility to ensure they regularly access their Google Classroom course pages and consult this Assessment Handbook, especially if absent from school, to ensure they are aware of assessment due dates.

Absence from school and subsequent failure to catch up on missed work and Assessment notifications will not be considered as reasonable grounds for a student to be granted an extension.

Absence from Assessment Tasks or Late Submission of an Assessment Task

It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take home task or assignment will be submitted by the due date. Failure to attend an in-class assessment or failure to hand in an assessment on the due date without an Illness/Misadventure Application supported by relevant documentation will result in a mark of zero.

Illness/Misadventure

The illness and misadventure process is available to support students who are unwell or encounter circumstances beyond their control at the time of a formal assessment or examination. An illness or misadventure is any circumstance which the student believes prevents them from attending, submitting or completing an assessment task, OR which diminishes their performance in a scheduled assessment task.

Illness/Misadventure applications received without appropriate supporting documentation will not be successful.

There are 4 types of applications that students can make when completing an illness/misadventure application:

1. **Extension of submission date:** made prior to the due date before students have completed the assessment task and applies to hand in submissions only.
2. **To sit the task at another time:** made prior to the due date before students have completed the assessment task and applies to in class tasks only. Students will be provided with a substitute assessment task if this application is approved
3. **Consideration:** made after an assessment task is completed. This is applied at the end of the course and takes into consideration the impact of an illness/misadventure at the time of the completion of an assessment. Consideration is applied based on the performance of the individual student throughout the year and uses actual performance in other formal/informal assessments and tasks of a similar nature. If performance sits within the usual performance range of the student then no consideration will be applied to their final result.
4. **Estimate:** This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Illness

Any unforeseen illness or a medical procedure that prevents a student from attending, completing, or submitting a scheduled assessment task may be considered reasonable grounds for application of Illness. If a student experiences illness with regard to attending, completing, or submitting an assessment task they must make an application for Illness using the Illness/Misadventure form available via Compass on, before, or within seven school days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning and, or the relevant Leaders of Learning to inform them that an illness or misadventure has occurred and an application will be pending. Concession for illness will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and a doctor's certificate will be required to support the Illness/Misadventure application.

Students must be prepared to attend, complete or submit the assessment task or a substitute assessment on the day of their return to the College and must submit their Illness/Misadventure application and accompanying documentation at the same time. Estimated marks will not be provided for missed assessment unless exceptional circumstances occur.

Misadventure

Unexpected circumstances beyond a student's control which impact a student's ability to attend, complete or submit an assessment may be considered as a misadventure and reasonable grounds for application for misadventure. Students are to make any application for misadventure using the Illness/Misadventure form available via Compass on, before, or within seven days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning, or the relevant Leaders of Learning and Wellbeing to inform them that an illness or misadventure has occurred and an application will be pending. Concession for misadventure will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and official supporting documentation will be required to support the Illness/Misadventure application. Official documentation may include a doctor's certificate.

Not Grounds for Illness/Misadventure

The following list indicates reasons that are not valid grounds when applying for Illness/Misadventure.

- Family holidays during term time.
- Unapproved leave or unjustified absence.
- Co-curricular activities.
- IT failures.
- Lack of planning/time management.
- Work and sporting commitments.

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late submission of assessment tasks

Students who have their illness/misadventure application for an extension (hand in task) or to sit the task at another time (in class task) will not have a penalty applied to a late submission.

Students who fail to submit an assessment task on time without an approved illness/misadventure application will receive a mark of zero for their assessment task. Parents/carers of students who submit late assessments or fail to submit or complete an assessment task will be notified.

Difficulties Completing Assessment or Meeting Assessment Due Dates

Students having difficulty meeting assessment deadlines should discuss the issue with their Year Leader of Learning or the Leader of Teaching and Learning at the earliest opportunity. Contact and communication regarding assessment concerns should take place well before the assessment due date.

Leave During Term Time

It is not an acceptable grounds for an illness/misadventure appeal if a student is absent for an in class assessment task due to a family holiday. A **zero** mark will be awarded for that task, if a student is able to submit a task before they leave or email the assessment through to their class teacher and appropriate Leader of Learning on the due date whilst away, no penalty will apply.

If students are required to take leave during term time for a rare and urgent case (such as an unavoidable overseas family emergency) this will be treated as being **EXCEPTIONAL CIRCUMSTANCES**. An application must be made by the family for their leave to be treated as exceptional circumstances. Exceptional Circumstances will be **adjudged by a committee** consisting of the Principal, Leader of Teaching and Learning, the Year Leader of Learning or KLA Leader of Learning, or representative for the subject concerned and each case will be **considered on its merits**.

If at all possible, students should perform the required task. Students who are absent due to exceptional circumstances must apply for exceptional circumstances by writing to the Leader of Teaching and Learning. If required, a substitute task will be provided to the student at an appropriate time decided by the committee.

An illness/misadventure form is available online and must be completed by the student within 7 days of the application for exceptional circumstances.

Non-attendance on due date of task

If a student is ill or not at school when an assessment task is due the **student should make every effort to submit the task on the due date**. Students must liaise with the relevant teacher or Leader of Learning to arrange submission.

The principal may authorise that an estimate be given for a task which has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Students who are absent the day preceding an assessment task must present Student Services with a Medical Certificate upon their return to school.

Process for a student absent on the day of an Assessment:

Late submission of assessment tasks

Students who have their illness/misadventure application for an extension (hand in task) or to sit the task at another time (in class task) will not have a penalty applied to a late submission.

Students who fail to submit an assessment task on time without an approved illness/misadventure application will receive a mark of zero for their assessment task.

Parents/carers of students who submit late assessments or fail to submit or complete an assessment task will be notified.

Illness/Misadventure

Students are expected to attempt all assessment tasks.

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
2. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The illness/misadventure form is a Google Form only accessible from a students' ParraStu Google account. The Google form requires students to provide details on their circumstances and attach relevant medical documentation to support their application.

Students are required to complete all assessment tasks and if there are circumstances that have impacted their health and performance students are encouraged to complete an illness/misadventure form and apply for consideration. This can only be applied for after a student has completed the assessment and with appropriate medical documentation. This kind of application is the most common application made by students.

In rare circumstances, students may need to make the following applications, but these are only when a student is unable to sit/hand in an assessment on the day it is due.

If a student has an assessment task due and has an illness/misadventure on the day the task is due but is absent for **less** than 7 days after the assessment is due there are several options depending on the task type:

If it is a **Hand In** task, students select that they have not completed the assessment and ask for an extension of time. The classroom teacher will then determine a due date that is within 7 days of the original assessment date, depending on their circumstance.

If it is an **In-Class** task, students select that they have not completed the assessment and ask to sit the task at another time. The student will then sit the task on their next day of attendance as directed by their classroom teacher.

Students completing assessment tasks at a different time to the rest of the cohort will be provided with a substitute assessment task. The substitute assessment task will be in accordance with the illness/misadventure provisions provided by the College.

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

1. The parent **MUST** contact Student Services in writing via email or SMS to inform the school of absence and missed assessment task.
2. The student **MUST** provide the school, on the first day back to school after an absence, of a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** Planned holidays are NOT suitable grounds for Illness Misadventure. Misadventure must be due to unforeseen circumstances, this does NOT include planned holidays. A mark of zero may be awarded in such circumstances.
3. The student **MUST** complete an Illness Misadventure application within 7 days of the missed assessment. (Applications for Illness Misadventure are made online, via Compass and is [linked here](#))
4. Students must complete assessment tasks on the first day of return to school, this includes in-class assessments and hand-in tasks.
5. **NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.**
6. The Leader of Learning & Teaching reviews all submissions and passes on documentation or recommendation to the relevant KLA Leader of Learning.
7. In most cases, students will re-sit/submit the task, as arranged by each KLA Leader of Learning. Estimates are only given in RARE circumstances.
8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Feedback

Principles of effective feedback

Feedback enables students to recognise strengths as well as areas for improvement, and to identify and plan with their teacher the next steps in their learning. Students should be provided with feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the outcomes of the task and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher-student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to outcomes and content, and/or processes applied to the task.

Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

Forms of Feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing,
- written feedback from the teacher and/or peers, based on the criteria for assessing learning,
- a completed marking rubric identifying areas of student achievement.

While it is not a requirement for teachers to provide feedback to students during the development of student work prior to the assessment due date for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to feedback. Learning faculties will make decisions regarding the provision of feedback ensuring equal opportunity for all students to receive feedback from teachers.

Assessment and Reporting of the HSC

- The HSC reports will provide you with more detailed descriptions of the knowledge skills and understanding you have attained in each subject.
- The syllabus for each course is on the NESA website. This includes the syllabus content, which teachers use to develop teaching programmes, examination specifications, sample examination papers and sample marking guidelines.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0-99.5. A mark of 50 will represent the minimum standard expected. There will be 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur – the official certificate confirming your achievement of all requirements for the award
 - The Record of Achievement – this document lists the courses you have studied and reports the marks and bands you have achieved
 - Course Reports – for every HSC Board-Developed course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

The Role of the School

- The school will determine the relative standing in comparison to all other students in each individual subject at this school. This achievement is **directly measured** by a student's performance on various **assessment tasks** as designed by the staff in each subject area to **achieve the syllabus objectives**.
- The **Final Assessment Mark**, in each subject, for each student is supplied by the school to NESA in the month before the Higher School Certificate.
- This mark will represent:
 - **the ranking of students with respect to each other** in each subject
and
 - the **relative differences** between students at this school for each student.
- Each subject department within the school will provide an assessment outline for every subject offered for the HSC.
- It should be a major responsibility for students (and parents) to acquaint themselves with the individual subject requirements provided by the school.
- Students will be adequately informed of their performance in assessment tasks and should take the time to discuss the worth of individual tasks with their teachers at the time these tasks are completed.

Students' Marks Throughout the Assessment Period

- Because of the external treatment of marks and many other factors, students cannot use any marks obtained during the HSC course to attempt to predict the likely final assessment mark. The relativity of marks within classes and subjects will still be there, but such things as variations between subjects, differences in weightings for different aspects of the course and with different emphases in subjects in the HSC course can produce a distorted idea for some students of their likely final mark.
- Information on relative position is conveyed in many ways (on reports or otherwise). It can be shown as a position in class, a grade, a decile, a percentile band or simply by providing a group mean (average) so that the relative standing of a student can be readily seen. These positions are likely to change over the two semesters of the HSC course.

Performance for Assessment

- **Assessment is based on actual performance not on potential performance.** The School assessment procedures are not meant to compensate for factors which detract from student performance, such as illness, misadventure or domestic problems which might occur throughout the assessment period.
- Rare and urgent cases will be treated as being **EXCEPTIONAL CIRCUMSTANCES** on application by the student. An illness/misadventure form is available online and must be completed by the student within 7 days of the assessment date. Supporting evidence in medical/illness applications **must** include a Doctor's certificate.
- Exceptional Circumstances will be **adjudged by a committee** consisting of the Leader of Learning and Teaching, the Year Leader of Learning or KLA Leader of Learning, or representative for the subject concerned and each case will be **considered on its merits**.
- **If at all possible, students should perform the required task and then submit evidence**, in writing, of factors which may have affected their performance. The emphasis is on exceptional, unusual conditions, not, for example, such things as a 'head cold', or 'missing the bus', etc. Students should notify teachers of the circumstances before attempting the task. Again, illness/misadventure applications must be lodged within 7 days of the assessment day.
- Students must be aware of the fact that **assessment tasks are important** and that they need to treat them as such.
- **Two weeks notice will typically be provided** outlining the timing of tasks.
- **Late Submission** of assessment tasks will be considered **only** in exceptional circumstances, following an application for Illness Misadventure.
- Students who **miss** any assessment task will generally **not** be able to repeat this activity.

Malpractice in HSC Assessment Tasks

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular task.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
- Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc.
- Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Students must complete at least 50% of assessment tasks set in every subject area. Failure to do so will see the Principal legally bound to inform NESAs that requirements have not been met.

The school maintains a Malpractice Register and this information is provided to NESAs at the conclusion of the HSC year.

If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification.

Procedures for Investigating Suspected Malpractice

Identification of Concern

A teacher who suspects malpractice will report the concern to the Leader of Learning and provide evidence (e.g., similarity reports, notes, observations).

Initial Review

The Leader of Learning reviews the evidence and may request additional information from the teacher or student.

If the concern appears legitimate, the LOL refers the matter to the Leader of Teaching and Learning.

Formal Investigation

The student will:

- Be notified that malpractice is suspected
- Be required to complete a student statement form to respond and provide their explanation

Decision Making

The Leader of Teaching and Learning, in consultation with the Leader of Learning, will determine whether malpractice has occurred.

- Decisions will be based on available evidence, intent, and the nature of the offence.
- The student and parents will be informed in writing of the outcome and any penalty applied.

Possible Penalties for Malpractice

Penalties may vary depending on the seriousness of the offence and whether it is a repeated behaviour. Penalties may include:

- A warning and counselling on academic integrity
- Requirement to complete the task again or complete an alternative task
- A mark penalty or reduced grade for the task
- A zero mark for the task where serious malpractice has occurred
- The penalty will be clearly explained to the student in writing.

Student Appeals Process

Students have the right to appeal decisions regarding malpractice.

Grounds for Appeal:

An appeal may be lodged if the student believes:

- The decision was not based on fair or sufficient evidence
- The procedures outlined in this policy were not followed correctly
- The penalty imposed was unreasonable given the circumstances

How to Appeal

The appeal must be submitted in writing to the Leader of Teaching and Learning within five school days of receiving the decision.

The appeal must clearly state the reasons for appealing and include any relevant evidence.

Appeal Decision Panel

Appeals will be reviewed by the Appeals Panel, consisting of:

- The Leader of Teaching and Learning
- A Leader of Learning not involved in the original decision
- The Assistant Principal and Principal

Outcome of Appeal

The Appeals Panel will review all evidence and may interview the student.

The Panel may uphold the original decision, modify the penalty, or overturn it.

The student and parents will be notified in writing of the final decision.

Appeal decisions are final.

Invalid Tasks

A task may be declared if it does not function as required. For example, it may not adequately

differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part) This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If for some reason a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- the weighting of the task may be reduced and an additional task may be added (with sufficient notice). The additional task would be weighted accordingly
- if a task is partially discarded (and an additional task is not added as mentioned above),
- consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from NESAs may also be taken. Students and parents will be notified in writing as to the outcome.

The Final Assessment Ranking

- Students may request information concerning their final ranking (not marks) in each subject after completion of the final HSC paper in November. If there are any discrepancies in this ranking there is an appeal mechanism which will operate at that time - (in the second half of November after the final HSC paper).
- If an appeal is lodged the initial review will be done at school level in accordance with standard procedures. It is expected that appeals will be a rather rare occurrence. More details will be available at examination time on request.
- At no time will the final school assessment mark be provided to the student (or parents) by the school.
- At all times the right to privacy of each student concerning results will be respected.

Parent/Teacher consultation

- Parents can contact their child's teacher regarding assessment at any point but teachers will not converse with external tutors or coaches.

Procedure for measuring student achievement on the A-E scale for Stage 6 HSC Courses

1. Students are required to complete a variety of class-based activities and the formal assessment schedule throughout each semester.
2. All formal assessment tasks include set criteria that are written to parallel the Common Grade Scale, measuring specific syllabus outcomes. The class teacher OR one teacher marks the task across the form. Teachers or the Leader of Learning (LOL) will revise the marking to ensure that the specific grades awarded are consistent with the standards set by NESAs. The group select a sample from each of the grade levels that reflect the stated criteria for the task. These are kept and referred to from year to year. The Common Grade Scale describes performance at each of five grade levels.

Common Grade Scale for HSC Courses

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 a sound knowledge of content and understanding of course concepts, and applies the 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 the 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.

Marking, Recording and Reporting student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 12 within each course. HSC Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Iris Markbooks; these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 12 students during Term 2 and at the conclusion of Term 3. Electronic copies of reports are maintained on the school network in Iris Academic Reports.

Student Performance

Students will be given meaningful feedback on their performance in assessment tasks. This information may be given in one or more of a variety of formats – including a mark and/or grade.

Considerable care is taken in marking assessment tasks. If a student believes, however, that their work has been incorrectly graded, they should follow the process outlined below.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning and Teaching.
3. The Leader of Learning and Teaching will discuss your concerns with you.
4. If you decide to appeal you need to complete and submit the Student Appeal sheet. (Available on the Student Homepage).
5. If needed, an Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Leader of Learning and Teaching, the teacher who marked the task and the relevant Leader of Learning.
6. The outcome of this meeting may be that the original result stands or a revised assessment mark (which could be lower than the original) will be issued to the student.

A copy of the Student Appeal Form appears on the following page.



Student Appeal Form

(Attach your task and the marking criteria to this appeal. This must be submitted no later than 7 days after the task was returned.)

Student's Name: _____ Year: _____

Subject: _____

Nature of Assessment Task: _____

Result received: _____

Feedback received:

Reason for appeal:

(Refer specifically to how you have met the criteria at a higher level)

It is very important that you understand that by submitting this appeal your task will be re-marked and that you may receive the same mark, a lower mark or a higher mark.

Decision

Mark: _____

Feedback: _____

Leader of Learning and Teaching

Leader of Learning

Marker

Grade Appeal Process:

Students:

May request a school review of their final grade allocated to them by their school in any Stage 5 or 6 course. Students cannot seek a review of results in a single or multiple individual assessment tasks when appealing a final grade. There is a separate assessment task appeal process.

Students appealing their final grade must:
submit their appeal, in writing, to the principal, and provide evidence that the grade allocated in the course was inconsistent with the progressive reporting from the school.

An Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Principal, Assistant Principal, Leader of Teaching and Learning and the relevant Leader of Learning.

The outcome of this meeting may be that the original result stands or a revised grade (which could be lower than the original) will be issued to the student and if required provided to NESA for credentialing.

The student will be notified of the decision in writing.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a new credential for all students, to recognise school achievement before receiving their Higher School Certificate (HSC).

A cumulative credential – recognising all your academic achievements

Instead of just showing a student's results at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If the student starts a course but leaves school before completing it, the RoSA will show evidence of enrolment.

The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10, he/she will not receive a formal RoSA credential at that time.
- To receive a RoSA a student will need to meet the school's attendance requirements.
- A student will be able to request a RoSA from the College when he/she talks to the Year Leader of Learning or Principal about leaving. This can also be requested on the Leaving School Clearance Form.
- If a student has completed any Life Skills courses, the Life Skills Profile of Student Achievement will be received at the same time as the RoSA.

Fair grades for everyone

RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Years 10 and 11 will be based on a student's results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in the school.
- The RoSA credential will report on achievements in Stage 5 courses, using A to E grades
- Teachers are already very experienced in determining grades based on assessments. As part of introducing the RoSA, NESAs will provide further support and resources to make sure grades are given fairly and consistently from College to College.

Confidentiality of Grades

RoSA grades cannot be disclosed to students until the date determined by the NSW Education Standards Authority (NESA).

Eligibility Requirements for the Record of Student Achievement (RoSA)

- To be eligible for the award of a Record of School Achievement, a student must have:
- attended a school recognised by NESA;
- satisfactorily completed the minimum pattern of courses required by NESA;
- undertaken the requisite examinations or other forms of assessment;
- completed Year 10;
- met all mandatory study requirements for Years 7 – 10 in each Key Learning area and
- met all mandatory requirements regarding attendance.

Literacy and Numeracy Tests

Students intending to leave school are able to take optional online literacy and numeracy tests. These tests will be scheduled at times advertised on the NESAs website.

Students who advise their schools that they intend to leave before completing the Higher School Certificate and who wish to sit for the tests are eligible to participate.

These tests are the same as the minimum standard literacy and numeracy tests.

Taking these tests will allow students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. Test results are reported separately from the RoSA and are not a requirement for its award.

REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

The NSW Education Standards Authority (NESA) is responsible for school curriculum, assessment, and teaching and regulatory standards in NSW schools. The following are excerpts from NESA.

Eligibility

To be eligible for the award of the Higher School Certificate students must:

- a. have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed HSC: All My Own Work (or its equivalent);
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- e. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites.

The All My Own Work Program is delivered to Year 10 students through the Pastoral Program at Gilroy Catholic College during Term 4.

Patterns of study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement);
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate students may count a maximum of six units from courses in Science in each study pattern.

Satisfactory Completion of a Course

Course Completion Criteria

The following course completion criteria refer to both Preliminary and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

HSC assessment

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of the available marks (see Section 8.4.6 and 8.13).

VET mandatory work placement

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student will be issued with an 'N' determination.

'N' Determinations

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Warnings

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination and advise NESAs via Schools Online.

HSC courses

Students studying the HSC course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria detailed in Section 8.4.1. It is only when both of these conditions are met that the course is listed on the Record of Achievement.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. Where students are studying the HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying VET Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

When the Principal issues an 'N' determination in a course where an internal assessment mark is required, this should be indicated via Schools Online. The school must also submit an assessment mark via Schools Online — this mark will be reported if the student appeals successfully to the school or to NESAs. (Assessment marks do not need to be submitted for competency-based courses.)

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs' pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Completion of course requirements in a VET course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. The course completion criteria listed in Section 8.4.1 form the basis for this decision.

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may 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 that the 'N' determination be withdrawn.

Course Documents

The details of all the examinable topics, and experiences necessary for completing each Board Developed course, are contained in the following documents:

- Board syllabuses and associated curriculum documentation
- Prescribed text and specifications documents
- Official Notices in the *Board Bulletin*

Credentialing

All students who meet the eligibility, pattern of study and assessment requirements are entitled to the award of a Higher School Certificate testamur and a Record of Achievement.

Where a student receives an 'N' determination in a course, that course will not appear on the student's Record of Achievement. In some cases the student will not then meet the pattern of study requirements and hence will be ineligible for the award of the Higher School Certificate in that year

NESA may withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s).

Credentialing courses in the VET Industry Curriculum Frameworks

If the student elects to sit for the examination in a 240-hour VET Industry Curriculum Framework course, the examination is reported as a separate entry on the Record of Achievement with an examination mark, HSC mark and performance band.

The student will also receive a Course Report. If the student elects not to sit for the examination, no additional entry is made. All courses within the VET Industry are available on the NESA website.

The Universities Admission Index

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT.

Eligibility

To be eligible for an ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed courses for which there are formal examinations conducted by NESA.

6 units of Board Developed Courses

2 units of a Board Developed Course in English

3 courses with 2 or more units, either Board Developed or Board Endorsed Courses

4 subjects.

Calculation

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units.

The ATAR may include units accumulated by a candidate over a total time span of five years.

If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

Notes:

1. Some of these courses are Board Developed courses delivered by TAFE.
2. These are 240-hour Vocational Education and Training (VET) courses. An optional written examination is offered for the HSC. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR Rules).

For more detailed information on the ATAR and the Limited ATAR, refer to current Universities Admissions Centre (UAC) publications or the UAC website (www.uac.edu.au).

Granting Leave

Granting of leave is a matter for the individual school principal to determine. The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Leave is NOT granted during the HSC course for planned holidays. A result of zero may be awarded for missed assessment tasks.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including tuition or private study.

Any student who is granted leave and has an assessment task due during that period must either hand it in prior to leaving or through electronic means on the due date. If a student has an exam during granted leave they will not be able to sit the exam prior to the rest of the cohort and may receive a mark of zero if they miss the task.

Internal Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements at the end of the HSC course. The assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

Measuring achievement at several points during the course provides a better indication of student achievement than a single final assessment.

Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings (eg. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes.

Commencement of HSC internal assessments

With the exception of Mathematics Extension 1, assessments for the HSC course must not commence until after the completion of the Preliminary course. Students who have been allowed to enter the HSC course on probation will need to complete outstanding Preliminary assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC course can be based on the whole of Mathematics Extension 1 (both Preliminary and HSC courses). Assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).

Development of HSC internal assessment programs

1. NESA's syllabus packages indicate the mandatory components for HSC assessment and the weightings to be attached to those components. Each school will determine:
 - the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based; and
 - the weightings to be allocated to each task.
2. Schools are required to develop an assessment program for each of their courses. This involves the following responsibilities:
 - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three or four tasks of various types (eg formal examinations, practical tests, oral tests) are generally sufficient to assess the components of a course. Capped at four per course in Year 12 (including the HSC trial examination).
 - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task, capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course.
 - Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.
 - Providing students with written advice about the school's requirements for assessment in each course. The advice given to students must include:
 - the components and their weightings as specified in the syllabus package;
 - the general nature of each assessment task;
 - a schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task;
 - the weight value of each task in relation to the total weighted mark for the course;

Completion of HSC internal assessment tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed courses (except VET courses and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

A student who does not comply with the assessment requirements in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment of VET courses

VET courses are competency-based. No internal assessment mark is required for these courses. NESA and the Australian Quality Training Framework (AQTF) require that a competency-based approach to assessment is used and that a record is held by the Registered Training Organisation (RTO) of the competencies achieved by each student.

In a competency-based course, assessment of competencies is criterion-referenced. Thus a student's performance is judged against a prescribed standard, not against the performance of other students.

Non-completion of internal assessment tasks

Failure to submit internal assessment tasks

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (eg illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate) the principal should authorise the use of an estimate based on other appropriate evidence.

Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

'N' determination

If a student is to be given an 'N' determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal must:

- submit the 'N' determination via Schools Online;
- advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESA using the form supplied by NESA.

The Principal should calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted. This information will be required in the case of an appeal to NESA (see also Section 11).

Review of 'N' determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments 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 Events Timetable*.
- If the school upholds the appeal, the school advises NESA by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school reviewed properly and correctly considered the matters before it.
- Appeals must reach the Office of NESA by the date stipulated in the *Higher School Certificate Events Timetable*. NESA will advise students and principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Higher School Certificate Credentials

- The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.

- The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course.
For Board Developed HSC courses, except Life Skills courses and VET courses, the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.
[Note: The student's examination mark and assessment mark (prior to rounding) are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that is shown on the performance scale and that determines the performance band to which the student's result is allocated].

For students who elect not to sit for the optional examination in a 240-hour VET Curriculum Framework course, the course is reported without a mark and with the notation.

For students who do elect to sit for the optional examination in a 240-hour VET Curriculum Framework course, the examination is reported with a mark in the columns headed Examination Mark and HSC Mark. A performance band is also reported.

The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of Achievement listing any Board Developed and Board Endorsed courses satisfactorily completed, including Life Skills courses. The Life Skills courses are reported without a mark and with the notation Refer to the Profile of Student Achievement.

Preliminary and HSC units of study for which credit transfer has been granted are reported as Credit Transfer.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

- Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they complete in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.
Note: For VET courses, only those students who sit for the optional examination will receive a Course Report.
- The Profile of Student Achievement is used by schools to report on the achievement of syllabus outcomes by students undertaking Stage 6 Life Skills courses. As the student demonstrates achievement of a learning outcome, the relevant section of the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student during Stage 6. The school issues the Profile of Student Achievement to the student prior to leaving school.
- Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESA. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record that lists the courses satisfactorily completed and the results achieved.
- A Certificate is awarded to students in VET courses who successfully complete all requirements of an Australian Qualifications Framework (AQF) VET Certificate. A Statement of Competencies Achieved listing all units of competency satisfactorily achieved accompanies the Certificate. These documents are issued by NESA jointly with the Vocational Education and Training Accreditation Board (VETAB) on behalf of the school systems Registered Training Organisations (RTOs). In the case of TAFE delivered courses or courses delivered by a private provider (a non-systems RTO), the statement is issued by the TAFE or the RTO. The qualification is recognised within the AQF.
- A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses or courses delivered by a private provider (a non-systems RTO), the statement is issued by TAFE or the RTO. The Statement of Attainment is recognised within the AQF.

BREACHES OF PROCEDURE

Submitted Works and Practical Examinations Requirements

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Dance; Design and Technology; Drama; English Extension 2; Industrial Technology; all modern languages (except Background Speakers); Music; Society and Culture; Textiles and Design; and Visual Arts. In Agriculture, students may opt to prepare and submit a practical research project. No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course.

Note: See Section 8.3.1 and 8.3.2 for current exclusions.

Advice to schools regarding content of performances and submitted works

For guidance to schools to assist in ensuring that teachers and students give considered thought to the content of works submitted to a public examination that is expected to take into account broad community standards, refer to 'HSC Performance and Submitted Works - Advice to Schools Regarding Content' on the NESA website.

Certification of submitted works and practical performances

For submitted works and practical performances in all courses, forms will be provided on which the students must certify that the submitted item or performance is their own work.

The class teacher and principal are both required to certify that the work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the principal is unable to certify any work or performance, a non-certification report form is to be provided to NESA with the certification forms. The non-certification report should indicate:

- the extent to which the work was completed away from the school;
- whether such an arrangement was authorised, and why;
- what arrangements were envisaged, and implemented, for supervision of work executed away from the school;
- if the work was executed at the school, why the work cannot be certified;
- if the student has acknowledged in his or her folio that any part of the work is not the student's own;
- if the work was submitted after the due date, when it was submitted;
- what warnings were given to the student of the consequences of failing to meet the school's requirements for supervision;
- what effect, if any, the circumstances described in the report had on the student's assessment mark for the course;
- any other relevant information.

The student is required to sign this report. The student is also required to provide comments on the report. NESA will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

Malpractice and breaches of examination rules

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Students who do not comply with NESA's examination rules for a course may have their paper cancelled for that course. This may render the student ineligible for the award of a Record of Achievement and/or a Higher School Certificate.

All students attending an examination session at a school are subject to the rules of the school. They are under the principal's control except when assembling for, undertaking and leaving the examinations. During these times the presiding officer is responsible for supervising the students.

A Malpractice Register is maintained at the College and Stage 6 students that have engaged in any form of malpractice are entered into the Register.

If any student has engaged in any form of Malpractice the relevant portion of their work may be awarded a zero mark.

Non-serious attempts

HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate. Non-serious attempts include frivolous or objectionable material.

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Students identified as providing non-serious attempts will be asked by NESA to justify why they should receive a result in the course concerned.

NESA will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results.

EXTERNAL PROVIDERS (See definition of External Providers, 5.2.3 p 38 Registration Manual) An external provider is any organisation that the school has entered into an arrangement with to deliver courses of study from NESA Syllabuses. The delivery of such a course may take place on or off school premises.

Students of Gilroy Catholic College may apply to study courses that are offered by external providers in the absence of the courses being offered by the College or a suitably qualified teacher being available in the school to deliver that course or the student having a subject clash in their subject choices.

These organisations will be limited to:

- another registered school or a government school including
- the Open High School Distance Education Centres Open Training and Education Network (OTEN)
- Saturday School of Community Languages
- TAFE Colleges
- Registered Training Organisations (RTOs)
- other external providers with appropriate scope of registration, qualifications and expertise.

At the commencement of each Academic Year the Leader of Learning and Teaching will identify students enrolled at the College who are applying to undertake courses of study through an external provider. These students will be entered on the College's Register of External Providers.

Rights and Responsibilities

Gilroy Catholic College students may only study one subject externally. External study requires substantial and ongoing resourcing for supervision and assistance outside the classroom, therefore numbers in these subjects are limited.

When a course is studied externally the College will provide support for students who miss classes by communicating to students the work that has been missed via a platform such as Google classroom. The College will also provide timetabled study periods for students to catch up on the work missed. It is the responsibility of the student to ensure that they apply themselves with diligence and sustained effort to meet all course requirements and catch up on the work missed due to attending an external course.

The College will maintain a register of external providers.

Gilroy Catholic College does not provide delivery of curriculum through an Outside Tutor.

Mobile Phone Policy - Preliminary and HSC Assessments and Examinations

Rationale

Gilroy Catholic College acknowledges that mobile phones can be used in an engaging classroom setting as a technological tool that may contribute to student learning. During assessment tasks and examinations however, it is inappropriate for mobile phones or electronic devices (as defined below) to enter the assessment/examination room at Gilroy Catholic College.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. The use of a mobile phone during an assessment or examination is a form of malpractice as it may lead to breaching school examination rules, cheating in an HSC examination, the use of non-approved aids during an assessment task and/or used to assist another student to engage in malpractice. These behaviours of malpractice have associated consequences that may jeopardise a students' Preliminary result or Higher School Certificate and will be logged on the Malpractice Register.

HSC Assessments and Examinations

Mobile phones may ring causing a disruption to students' concentration levels, therefore impacting on their ability to perform at their optimum in an assessment or examination. The presence of a mobile phone or other electronic devices in an assessment or examination may also tempt students to use the device to cheat, which constitutes malpractice.

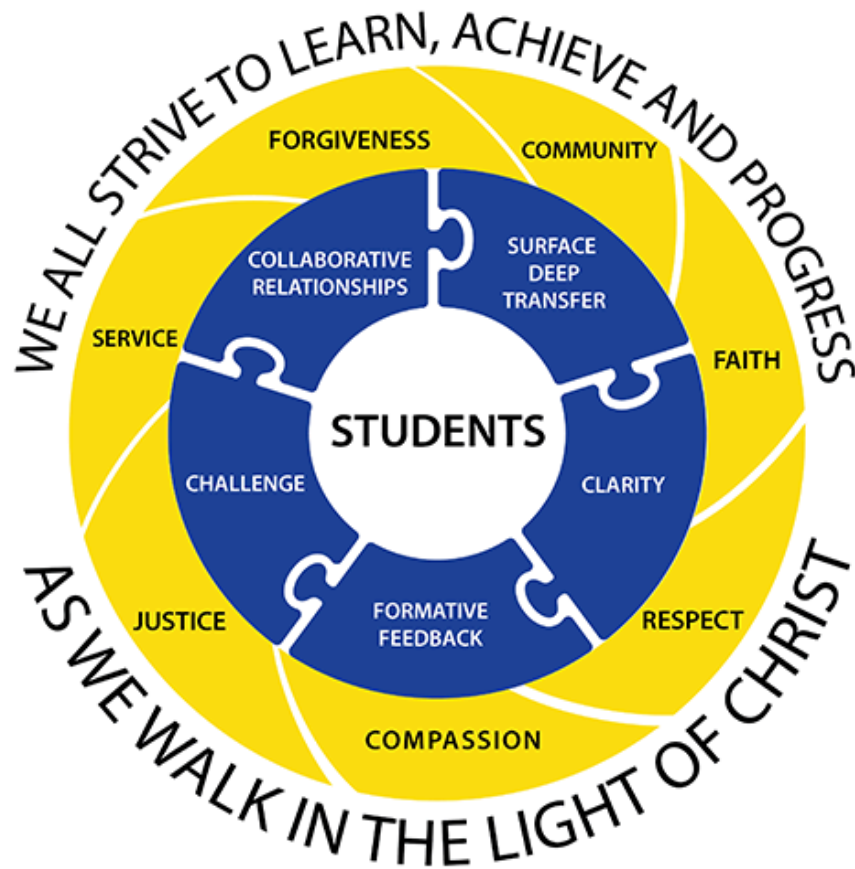
Students are not permitted to take mobile phones including a programmable watch or device, smart watches or any electronic device, such as an iPod, digital media player or electronic tablet (eg. iPad) into the assessment or examination room (unless approved by the relevant Leader of Learning or NESA). This is inclusive of in class assessment tasks, tests and examinations. It is also a breach of NESA rules to bring a mobile phone into an HSC Examination.

Mobile phones are brought to school at the students' own risk. Gilroy Catholic College accept no responsibility for any loss, theft or damage of a mobile phone when it is stored for the duration of an assessment task or examination. Mobile phones are not to be brought into the room/exam location for formal examination blocks.

Consequences for the Breach of the College Mobile Phone Policy

Students who are found in possession of a mobile phone or electronic device (as defined above) during a formal assessment task or examination, will have breached the College policy for assessment and examination rules. Penalties for this may include a zero mark, loss of examination marks or cancellation of the course. The penalty issued will be at the discretion of the Leader of Teaching and Learning in consultation with the relevant Leader of Learning and witnessing staff member/s. For further information on the use of mobile phones in the Higher School Certificate please visit <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

ASSESSMENT SCHEDULES





	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Response <i>Traditions Depth Studies Buddhism</i> <i>Similar to Section II*</i>	Research Response <i>Traditions Depth Studies Judaism or Christianity</i> <i>Similar to Section III*</i>	Stimulus Response Religion and Peace <i>Similar to Section IV*</i>	Trial HSC All course content Sections I, II, III, IV	
Timing	Term 4 2024 Week 8 1/12/2025	Term 1 Week 10 30/03/2026	Term 2 Week 7 04/06/2026	Term 3 Weeks 3 & 4 Exam block	
Outcomes Assessed	H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Source-based skills	5	5	5	5	20
Investigation and research		10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Studies of Religion - 1 unit



	Task 1	Task 2	Task 3	
Nature of Task	Stimulus Response Topic: Christianity Depth Study <i>Similar to Section II</i>	Research In-class Response Topic: <i>Judaism Depth Study</i> <i>Similar to Section III*</i>	Trial HSC All course content Sections I, II, III	
Timing	Term 4 Week 8 1/12/2025	Term 2 Week 3 07/05/2026	Term 3 Weeks 3 & 4 Exam block	
Outcomes Assessed	H1, H2, H4, H5, H6, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Source-based skills	10	5	5	20
Investigation and research	5	15		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total Task Weighting %	25	35	40	100

GILROY CATHOLIC COLLEGE

HSC Course

**ENGLISH
2025 - 2026**

English Standard - 2 unit



	Task 1	Task 2	Task 3	Task4	
Nature of Task	Reading & Writing Task with Related Text <i>Texts and Human Experiences</i>	Multimodal Presentation <i>Language, Identity & Culture</i>	Craft of Writing In-class task	Trial HSC <i>Paper 1: Common Paper 2: Module A, B & C</i>	
Timing	Term 4 2025 Week 8 04/12/2025	Term 1 Week 8 17/3/2026	Term 2 Week 6 25/05/2026	Term 3, Weeks 3 & 4 Exam Block	
Outcomes Assessed	EN12 -1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12 -1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EN12 -1, EN12-2, EN12-5, EN12-9	EN12 -1, EN12-3, EN12-5, EN12-6, EN12-7	
Components					Weighting %
Knowledge & understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE

HSC Course

2025 - 2026

English Advanced - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Reading & Writing Task with Related Text <i>Texts and Human Experiences</i>	Multimodal Presentation <i>Textual Conversations</i>	Craft of Writing In-Class Essay	Trial HSC <i>Paper 1 Common Module Paper 2 Module A, B & C</i>	
Timing	Term 4 2025 Week 8 04/12/2025	Term 1 Week 8 17/3/2026	Term 2 Week 6 25/05/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	EA12 -1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-7	EA12 -1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12 -1, EA12-2, EA12-5, EA12-9	EA12 -1, EA12-3, EA12-5, EA12-6, EA12-7	
Components					Weighting %
Knowledge & understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

English Studies - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reading & Writing Task with Related Text <i>Mandatory module: Texts and Human Experiences</i>	Multimodal/Visual representation <i>Elective module: In the Marketplace</i>	Collection of classwork <i>All modules</i>	Trial HSC <i>Mandatory module and Elective – Texts and Human Experience</i>	
Timing	Term 4 2025 Week 8 04/12/2025	Term 1 2026 Week 8 17/03/2026	Term 2 2026 Week 9 17/06/2026	Term 3 2026 Weeks 3 & 4 Exam Block	
Outcomes Assessed	ES12-1, ES12-2, ES12-3, ES12-6, ES12-7	ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-5, ES12-7, ES12-8, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	50
Total Task Weighting %	20	20	30	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

English Extension 1 - 1 unit



	Task 1	Task 2	Task 3	
Nature of Task	Critical Response, Creative Writing and Reflection	Critical response with related text Multimodal Presentation	Trial HSC	
Timing	Term 1 2026 Week 3 09/02/2026	Term 2 2026 Week 9 18/06/2026	Term 3 2026 Exam Block	
Outcomes Assessed	EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total Task Weighting %	30	40	30	100

N.B: These weightings are out of a mark of 50

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

English Extension 2 - 1 unit



	Task 1	Task 2	Task 3	
Nature of Task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Timing	Term 1 2026 Week 2	Term 2 2026 Week 5	Term 3 2026 Week 1	
Outcomes Assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total Task Weighting %	30	40	30	100

N.B: These weightings are out of a mark of 50



Task 1	Task 2
Term 1 2026	Term 3 2026
Week 3	Week 1
Writing Task	Collection of classwork All modules
<p>ENLS6-6 - composes texts for a variety of purposes and audiences in a range of modes</p> <p>ENLS6-8 - uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes</p> <p>ENLS6-9 - represents own ideas and personal experiences in interpretive and imaginative texts</p>	<p>ENLS6-1 communicates in a range of everyday contexts for familiar audiences and purposes</p> <p>ENLS6-2 reads, views and responds to texts in familiar contexts</p> <p>ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts</p> <p>ENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and context</p> <p>ENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes</p> <p>ENLS6-12 reflects on own learning processes and goals</p>

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance

GILROY CATHOLIC COLLEGE
HSC Course

CREATIVE AND PERFORMING ARTS
2025 - 2026

Visual Arts - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Development Body of Work VAPD & Viva Voce	In class Test	Trial HSC	Resolving of the Body of Work (+ ongoing formative assessment over Terms:1, 2 & 3)	
Timing	Term 4 Week 6 19/11/2025	Term 2 Week 4 15/05/2026	Term 3 Weeks 3 & 4 Exam Block	Term 3 Week 7 31/08/2026	
Outcomes Assessed	H1, H2, H3, H4	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Components					Weighting %
Art Criticism and Art History		20	30		50
Artmaking	20			30	50
Total Task Weighting %	20	20	30	30	100



Task 1	Task: 2	Task 3
Term 4 2025 Week 6 19/11/2025	Term 2 2026 Week:3 15/05/2026	Term 3 2026 Week 7 31/08/2026
(Aligning with Task:1) Task: Development Body of Work VAPD & Viva Voce	(Aligning with Task:2) Task: In class Response	(Aligning with Task:4) Task: Resolving of the Body of Work (+ ongoing formative assessment over Terms:1, 2 & 3)
Outcomes to be assessed: VALS1, VALS 5	Outcomes to be assessed: VALS3, VALS 7	Outcomes to be assessed: VALS 8, VALS 9

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Music for RFTM <i>Core Composition</i> <i>Core Musicology (Viva Voce)</i>	Music of the 20th and 21st Centuries <i>Core Performance</i> Elective 1 (Performance/ Composition/ Musicology) with a <i>Core Aural Analysis</i> Portfolio of Core Performance	An Instrument and Its Repertoire Elective 2 Elective 3 with a <i>Core Aural Analysis</i> Portfolio of two Elective Focus Areas (Performance/ Composition/ Musicology)	HSC Trial Examinations Trial HSC Aural Exam Performance Submission of Core Performance, Elective 1, 2 and 3	
Timing	Term 4 Week 9 09/12/2025	Term 1 Week 10 01/04/2026	Term 2 Week 8 09/06/2026	Term 3 HSC Trials Weeks 3 & 4	
Outcomes Assessed	Composition: H3, H7 Viva Voce: H2, H4, H5, H6	Core Performance: H1 Elective 1: (P) H1/ (C) H3, H7/ (M) H2, H4, H5, H6 Core Aural Analysis Portfolio: H4, H6, H8	Elective 2 & 3: (P) H1/ (C) H3, H7/ (M) H2, H4, H5, H6 Aural Analysis of 2 focus pieces: H4, H6, H8	Aural Exam: H4, H6, H8 Core Performance: H1 Elective 1, 2 & 3: (P) H1 / (C) H3, H7 / (M) H2, H4, H5, H6	
Components					Weighting %
Performance (P)		5		5	10
Composition (C)	10				10
Musicology (M)	10				10
Aural		5	10	10	25
Elective 1		10		5	15
Elective 2			10	5	15
Elective 3			10	5	15

Total Task Weighting %	20	20	30	30	100
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GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Music (Life Skills) - 2 unit



Task 1	Task 2	Task 3	Task 4
Term 4 Week 9 09/12/2025	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3-4 Exam Period
Music for RFTM Composition & Musicology (Viva Voce)	Music of the 20th & 21st Centuries Elective 1: (Performance or Composition)	An Instrument and its repertoire Performance	Aural/Listening Test & Elective 2 (Performance or Composition or Musicology)
Outcomes to be assessed (C) MLS 3, MLS 4 (A) MLS 5, MLS 6	Outcomes to be assessed (M) MLS 7, MLS 8 (P) MLS 1, MLS 2 or (C) MLS 3, MLS 4 or	Outcomes to be assessed (P) MLS 1, MLS 2	Outcomes to be assessed (A) MLS 5, MLS 6 (P) MLS 1, MLS 2 or (C) MLS 3, MLS 4 or (M) MLS 7, MLS 8

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Drama - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Individual Essay <i>Dramatic Traditions in Australia</i>	Individual Project/ Viva Voce	Approaches to Acting - Performance Essay	Trial HSC Exam Written & Performance	
Timing	Term 4 Week 5 10/11/2025	Term 1 Week 8 20/03/2026	Term 2 Week 4 15/05/2026	Term 3 Weeks 3 & 4 Exam Period	
Outcomes Assessed	H3.1, H3.2, H3.3	H1.2, H1.3, H1.5, H1.7, H3.2, H3.3	H1.1, H1.2, H1.3, H1.5, H3.1, H3.3	H1.4, H1.6, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Components					Weighting %
Making		20	20		40
Performing			10	20	30
Critical Studying	10	10		10	30
Total Task Weighting %	10	30	30	30	100



Task 1	Task 2	Task 3
Term 4 Week 5 2025 10/11/2025	Term 1 Week 10	Term 2 Week 4
Task: Individual PowerPoint - Dramatic Traditions in Australia	Task: Individual Project/ Viva Voce	Task: Approaches to Acting Performance Writing Task
Outcomes to be assessed DRLS7, DRLS6	Outcomes to be assessed DRLS5, DRLS3	Outcomes to be assessed DRLS2, DRLS4

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sources Skills <i>Cities of Vesuvius: Pompeii & Vesuvius</i>	In-class Essay Response <i>Historical Period: New Kingdom Egypt</i>	Historical Analysis/Viva Voce <i>Personality: Hatshepsut</i>	Trial HSC	
Timing	Term 4 2025 Week 9 11/12/2025	Term 1 Week 9 24/03/2026	Term 2 Week 11 30/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	AH12-1, AH12-6, AH12-7, AH12-9	AH12-2, AH12-4, AH12-9	AH12-3, AH12-1, AH12-8	AH12- 1, AH12-2, AH12-5, AH12-10, AH12-9,	
Components					Weighting %
Knowledge and understanding of course content		5	20	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		10	5	20
Historical inquiry and research	5	15			20
Communication of historical understanding in appropriate forms	5	5		10	20
Total Task Weighting %	15	25	30	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Modern History - 2 unit



GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Society & Culture - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Interpretation Power and Authority	Essay Russia and the Soviet Union	Historical Analysis - Conflict in Indochina	Trial HSC	
Timing	Term 4 2025 Week 8 08/12/2025	Term 1 Week 8 20/03/2026	Term 2 Week 10 25/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	MH12-1, MH12-9, M12-3, MH-12-2, MH12-6	MH12-1, MH12-9, M12-3, MH-12-2, MH12-6, MH12-7	MH12-2, MH12-8, MH12-7, MH12-9	MH12-5, MH12-6, MH12-9, MH12-2	
Components					Weighting %
Knowledge and understanding of course content		5	20	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	5		10	20
Total Task Weighting %	15	25	30	30	100

	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	Viva Voce	In-class Extended Response	Trial HSC	

	<i>Core: Social and cultural continuity and change</i>	<i>Major Work: Personal Interest Project</i>	<i>Depth Study: Popular Culture & Social Inclusion and Exclusion</i>	<i>All topics</i>	
Timing	Term 4 2025 Week 8 02/12/2025	Term 1 Week 5 27/02/2026	Term 2 Week 9 19/06/2026	Term 3 Weeks 3 & 4	
Outcomes assessed	H1, H2, H5, H7, H8	H1, H4, H6, H8, H10	H1, H3, H4, H7, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Application and evaluation of social and cultural research methods	5	10	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total Task Weightings %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

History Extension - 1 unit



	Task 1	Task 2	Task 3	
Nature of task	Historical Process (proposal, process log, annotated sources)	History Project Essay	Trial HSC	
Timing	Term 1 Week 9 25/03/2026	Term 2 Week 10 23/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	HE12-1, HE12-2, HE12-3, H12-4	HE12-1, HE12-2, HE12-3, H12-4	HE12-1, HE12-3, HE12-4	
Components				Weighting %
Knowledge and understanding of significant historical ideas and processes	15	10	15	40
Skills in designing, undertaking and communicating historical inquiry – the History project	15	30	15	60
Total Task Weighting %	30	40	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Business Studies - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Response (with case examples) – Marketing (In-class)	Finance In-class Test	Operations and Human Resources Business Report (in-class)	Trial HSC	
Timing	Term 4 2025 Week 8 04/12/2025	Term 1 Week 8 19/03/2026	Term 2 Week 9 18/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	H3, H5, H6, H7, H8, H9	H1, H4, H6, H7, H8, H9, H10	H3, H4, H8, H9	H2, H3, H4, H5, H6, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	5	15	15	5	40
Stimulus based skills		5	5	10	20
Inquiry and Research	10			10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Economics - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research and Extended Response <i>Economic Issues</i>	Topic Test <i>Global Economy and Australia's Place in the Global Economy</i>	Unseen In-Class Extended Response <i>Economic Policies and Management</i>	Trial HSC <i>All Topics</i>	
Timing	Term 4 2025 Week 9 10/12/2025	Term 1 Week 9 26/03/2026	Term 2 Week 9 19/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	H1, H2, H5, H8, H10	H1, H3, H4, H8, H10, H11	H2, H4, H5, H7, H8, H9, H10	H1, H2, H4, H5, H6, H9, H10, H11	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE

HSC Course

2025 - 2026

Geography - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Short Answer + Geographical Skills <i>Global Sustainability</i>	Short Answer Skills + Extended Response <i>Ecosystems and Global Biodiversity</i>	Short Answer + Extended Response <i>Rural & Urban Places</i>	Trial HSC <i>All topics</i>	
Timing	Term 4 2025 Week 9 10/12/2025	Term 1 Week 9 25/03/2026	Term 2 Week 10 23/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	12-01 12-04 12-05 12-06 12-07	12-02 12-03 12-04 12-07 12-08	12-02 12-03 12-04 12-06 12-09	All outcomes	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills	5	10		5	20
Geographical inquiry and research, including fieldwork	5		10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Legal Studies - 2 unit

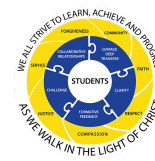


	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test <i>Human Rights</i>	Multiple Choice/Essay <i>Crime</i>	Investigative Essay/s <i>Option Topic</i>	Trial HSC	
Timing	Term 4 2025 Week 8 01/12/2025	Term 1 Week 8 16/03/2026	Term 2 Week 10 22/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	H2, H5, H6, H7, H8	H1, H3, H4, H6	H6, H8, H9, H10	H1 - H10	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Inquiry and research	10		10		20
Analysis and evaluation		10		10	20
Communication of legal information, issues and ideas in appropriate forms			10	10	20
Total Task Weighting %	20	20	30	30	100

GILROY CATHOLIC COLLEGE
HSC Course

MATHEMATICS
2025 - 2026

Mathematics Standard 1 - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Test/ Formative Assessment <i>Financial Mathematics</i>	Test	Assignment / Test	HSC Trial	
Timing	Term 1 Week 5 23/02/2026	Term 1 Week 10 02/04/2026	Term 2 Week 9 15/6/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Components					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total Task Weighting %	20	25	25	30	100



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Test/ Formative Assessment <i>Financial Mathematics</i>	Test	Assignment / Test	HSC Trial Exam	
Timing	Term 4 2025 Week 8 05/12/2025	Term 1 Week 9 23/03/2026	Term 2 Week 9 15/6/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Components					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Mathematics Advanced - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment/ investigation <i>M1</i>	Class test <i>F2, C3, M1, C4</i>	Class test <i>M1, F2, C2, C3, C4, T3</i>	Trial HSC <i>F2, T3, C2, C3, C4, M1, S2, S3</i>	
Timing	Term 4 2025 Week 8 05/12/2025	Term 1 Week 9 23/03/2026	Term 2 Week 9 15/6/2026	Term 3 2026 Weeks 3 & 4	
Outcomes Assessed	MA12-4 MA12-9 MA12-10 MA11-7	MA12-1 MA12-2 MA12-3 MA12-4 MA12-6 MA12-7 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Components					Weighting %
Understanding, Fluency and Communicating	8	14	13	15	50
Problem Solving, Reasoning and Justification	12	11	12	15	50
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Mathematics Extension - 1 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class test <i>ME - A1, ME - P1</i>	Assignment/ Investigation <i>ME V1</i>	Extended modelling and problem-solving task <i>P1, V1, T3, C2,C3</i>	Trial HSC <i>F1, F2, T1, T2, C1, A1, P1, V1, T3, C2, C3, S1</i>	
Timing	Term 4 2025 Week 9 11/12/2025	Term 1 Week 10 31/03/2026	Term 2 Week 10 23/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	ME11-1,2,3,4 5,6,7 ME12-1 ME12-6 ME12-7	ME12-2 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7	ME11-1,2,3,4 5,6,7 ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Components					Weighting %
Understanding, Fluency and Communicating	10	12	13	15	50
Problem Solving, Reasoning and Justification	10	13	12	15	50
Total Task Weighting %	20	25	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Mathematics Extension 2 - 1 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class test <i>N1</i>	Assignment/ Investigation <i>P1, P2, V1</i>	Class test <i>P1, P2, V1 N1,N2, V1,C1</i>	Trial HSC <i>P1, P2, V1, N1, N2, C1, M1</i>	
Timing	Term 4 2025 Week 9 8/12/2025	Term 1 Week 10 30/03/2026	Term 2 Week 10 26/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Components					Weighting %
Understanding, Fluency and Communicating	10	12	13	15	50
Problem Solving, Reasoning and Justification	10	13	12	15	50
Total Task Weighting %	20	25	25	30	100



Task 1	Task 2
Term 2 2026 Weeks 4 - 5	Term 3 2026 Weeks 4 - 5
Task: Formative Assessment/Assignment Topic – Money	Task: Formative Assessment Topic – Measurement/Algebra/Probability
<p>Outcomes to be assessed:</p> <p>demonstrates understanding of money Financial Mathematics MLS-F1 Decimals, Percentages and Money MLS-F2 Earning Money MLS-F3 Spending Money</p>	<p>Outcomes to be assessed:</p> <p>explores mathematical concepts, reasoning and language to solve problems Measurement MLS-M1 Everyday Measurement MLS-M2 Measuring Two-Dimensional and Three-Dimensional Shapes Algebra - MLS-N1 Review of Number Properties - MLS-N2 Mathematical Modelling Probability - MLS-S2 Probability - MLS-P1 Using Plans, Maps and Networks</p>

All outcomes will be measured in two levels

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance



Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment/Test <i>Metric relationships Length, mass and capacity Chance Percentages</i>	Assignment/Test <i>Fractions/Decimals Whole Numbers Distance/Area/ Volume Percentages Operations with numbers Finance</i>	Assignment/Test <i>Time Data/Graphs/ Tables Metris Relationships Length/Mass/ Capacity Chance Location/Time/ Temperature Space and Design Rates and Ratios</i>	Assignment	
Timing	Term 4 2025 Week 9 05/12/2025	Term 1 Week 9 23/03/2026	Term 2 Week 9 15/6/2026	Term 3 Week 3-4	
Outcomes Assessed	N6-2.3 N6-2.4 N6-2.5 N6-3.1	N6-1.1-1.3 N6-2.1-2.2 N6-3.1-3.3	N6-1.4-1.5 N6-2.3-2.5 N6-3.4-3.5 N6- 4.1	N6-1.1-1.6 N6-2.1-2.5 N6-3.1-3.5 N6-4.1-4.3	
Components					Weighting %
Knowledge and understanding	10	10	15	15	50
Skills	15	10	10	15	50
Total Task Weighting %	25	20	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
2025 - 2026

Community and Family Studies - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Category Test of Limited Scope <i>Core 2: Groups in Context</i>	Written Task <i>Core 1: Research Methodology</i>	Category Test of Limited Scope <i>Core 3: Parenting and Caring</i>	Trial HSC	
Timing	Term 4 2025 Week 7 24/12/2025	Term 1 Week 9 24/03/2026	Term 2 Week 7 05/06/2026	Term 3 Weeks 3 & 4 Trial Exam Block	
Outcomes Assessed	H3.1, H3.3, H5.1, H6.2	H4.1, H4.2, 7.1, 7.2	H1.1, H3.4	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Components					Weighting %
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total Task Weighting %	25	20	25	30	100



Task 1	Task 2	Task 3
Term 4, 2025 Week 8	Term 2 2026 Week 2	Term 3, 2026 Week 6
Module 4: Specific groups in Society - Advocacy study	Module 1: Wellbeing of Individuals - Research Project	Module 6: Participating in Work and Community Environments - Work Management Plan
4.1 recognises specific groups in society 4.2 explores the characteristics and needs of one or more specific groups 4.3 investigates the issues and challenges facing one or more specific groups and the ways they are supported by society 7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest	1.1 Identifies factors that affect well being 7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest	6.1 recognises the nature and value of work 6.4 develops knowledge, understanding and skills in being a productive member of the community

All outcomes will be measured as follows:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support.



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Limited Scope Test <i>Focus Area 1: Health in an Australian and Global Context</i>	Limited Scope Test <i>Focus Area 1: Health in an Australian and Global Context and Focus Area 2: Training for Improved Performance</i>	Limited Scope Test <i>Focus Area 2: Training for Improved Performance</i>	Trial HSC	
Timing	Term 4 2025 Week 8 05/12/2025	Term 1 2026 Week 10 31/03/2026	Term 2 2026 Week 9 16/06/2026	Term 3 2026 Weeks 3 & 4 Trial Exam Block	
Outcomes Assessed	HM-12-01, HM-12-06, HM-12-07	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05 HM-12-06, HM-12-07	HM-12-04, HM-12-05 HM-12-06, HM-12-07	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05 HM-12-06, HM-12-07	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research and analysis	15	15	15	15	60
Total Task Weighting %	20	25	25	30	100



Task 1	Task 2	Task 3
Term 4 2025 Week 8 05/12/2025	Term 1 2026 Week 10	Term 3 2026 Week 9
<i>Focus Area 1: Health in an Australian and Global Context - Report</i>	<i>Focus Area 2: Training for Improved Performance - Case Study</i>	<i>Focus Area 2: Training for Improved Performance - Research Task</i>
HM-LS-08 explores influences on health nationally and/or internationally HM-LS-10 investigates health services and strategies in the community that support the health of young Australians HM-LS-11 explores strategies to support the health of a community	HM-LS-13 identifies ways to improve movement and performance HM-LS-15 demonstrates skills and strategies for developing movement and performance	HM-LS-13 identifies ways to improve movement and performance HM-LS-17 identifies the relationship between health and movement concepts HM-LS-18 communicates health or movement concepts

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Sport, Lifestyle and Recreation - 2 unit



	Task 1	Task 2	Task 3	
Nature of task	Multi-modal Presentation <i>Social Perspectives of Games and Sports</i>	Coaching session, Planning, Demonstration and Evaluation <i>Sports Coaching and Training</i>	Designing a resistance training programme <i>Resistance Training</i>	
Timing	Term 1 Week 2	Term 2 Week 5	Term 3 Week 7	
Outcomes Assessed	1.4, 2.4, 4.5	1.3, 3.1, 4.2	1.3, 2.3, 3.2	
Components				Weighting %
Knowledge and understanding	5	25	20	50
Skills	25	5	20	50
Total Task Weighting %	30	30	40	100

GILROY CATHOLIC COLLEGE
HSC Course

SCIENCE
2025 - 2026

Biology - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Theory/Skills Test: <i>Heredity</i> <i>Module 5</i>	Depth Study and Report <i>Genetic Change</i> <i>Module 6</i>	Practical/ Skills <i>Module 5, 6 and 7</i>	Trial HSC <i>Modules 5, 6, 7, & 8</i>	
Timing	Term 1 Week 5 27/02/2026	Term 1 Week 9 27/03/2026	Term 2 Week 7 5/06/2026	Term 3 Weeks 3 & 4 Exam Block	
Outcomes Assessed	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12 BIO12-13	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-12 BIO12-13 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Components					Weighting %
Knowledge and understanding	15	10	5	15	40
Skills in working scientifically	10	10	20	15	60
Total Task Weighting %	25	20	25	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Chemistry - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Test <i>Module 5</i>	Depth Study <i>Module 6</i>	Working Scientifically <i>Modules 5,6,7 and 8</i>	Trial HSC <i>Modules 5, 6, 7 and 8</i>	
Timing	Term 4 2025 Week 8 3/12/2025	Term 1 Week 10 01/04/2026	Term 2 Week 10 24/06/2026	Term 3 2025 Weeks 3 & 4 Exam Block	
Outcomes Assessed	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Components					Weighting %
Knowledge and Understanding	10	5	10	15	40
Skills in Working Scientifically	10	15	20	15	60
Total Task Weighting %	20	20	30	30	100

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Physics - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class test <i>Module 5</i>	Data processing and analysis and Problem solving <i>Module 6</i>	Depth Study Research and data analysis <i>Modules 5-8</i>	Trial HSC <i>All modules</i>	
Timing	Term 4 Week 7 26/11/2025	Term 1 Week 9 25/03/2026	Term 2 Week 8 12/06/2026	Term 3 Weeks 3 & 4	
Outcomes Assessed	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14 PH12-15	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Components					Weighting %
Knowledge and understanding	10	10	10	10	40
Skills in Working Scientifically	10	10	20	20	60
Total Task Weighting %	20	20	30	30	100

GILROY CATHOLIC COLLEGE

HSC Course

2025 - 2026

Extension Science - 1 unit



	Task 1	Task 2	Task 3	
Nature of task	Research Proposal	Trial Exam	Final Report and portfolio	
Timing	Term 1 Week 5 26/02/2026	Term 3 Weeks 3 & 4	Term 3 Week 6 27/08/2026	
Outcomes Assessed	SE1 SE3 SE7	SE1 SE2 SE3 SE4 SE5 SE6 SE7	SE1 SE2 SE3 SE4 SE5 SE6 SE7	
Components				Weighting %
Communicating Scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Total Task Weighting %	30	30	40	100



Task 1	Task 2
Term 1 2026	Term 2 2026
Week 9	Week 9
Task: Scientific Research	Task: Working Scientifically
<p>SCLS6-1: poses questions and hypotheses for scientific investigation</p> <p>SCLS6-2: plans an investigation individually or collaboratively to obtain primary or secondary data and information</p> <p>SCLS6-3: participates in investigations individually or collaboratively to collect primary or secondary data and information</p> <p>SCLS6-4: collects and represents qualitative or quantitative data and information using media as appropriate</p> <p>SCLS6-5: develops conclusions from primary or secondary data and information</p> <p>SCLS6-7: communicates information about an investigation using scientific language and terminology</p>	<p>SCLS6-3: participates in investigations individually or collaboratively to collect primary or secondary data and information</p> <p>SCLS6-4: collects and represents qualitative or quantitative data and information using media as appropriate</p> <p>SCLS6-5: develops conclusions from primary or secondary data and information</p> <p>SCLS6-7: communicates information about an investigation using scientific language and terminology</p> <p>SCLS6-9: uses patterns and trends in data to make observations and draw conclusions</p> <p>SCLS6-11: recognises processes involved in a range of scientific investigations</p>

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE

HSC Course

TECHNOLOGICAL AND APPLIED STUDIES

2025 - 2026

Software Engineering - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Programming for the Web In class test of limited scope	Secure Software Architecture In class test of limited scope	Software Engineering Project	Trial HSC	
Timing	Term 4 2025 Week 9 10/12/25	Term 1 Week 8 20/3/2026	Term 3 Week 1 23/7/2026	Term 3 Weeks 3 & 4 Exam Block	
Outcomes Assessed	SE-12-01 SE-12-02 SE-12-03 SE-12-05 SE-12-07 SE-12-08	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	20	50
Design and development of software solutions	10	10	20	10	50
Total Task Weighting %	20	20	30	30	

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Food Technology - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Research and Practical <i>Contemporary Nutrition Issues Nutrition Issue</i>	Research and in class test of limited scope <i>Food Manufacture</i>	Theory and Practical <i>Food Product Development Develop a Food Product</i>	Trial Exam	
Timing	Term 4 2025 Week 8 03/12/2025	Term 1 Week 10 01/4/2026	Term 2 Week 8 10/6/2026	Term 3 Weeks 3 & 4 Exam Block	
Outcomes Assessed	H1.2, H3.2, H5.1	H1.1 H4.2	H1.3, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
Components					Weighting %
Knowledge and understanding of Course Content		10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15		15		30
Total Task Weighting %	20	20	30	30	100



Task 1	Task 2	
Term 4	Term 1	Term 2
Contemporary Nutrition Issue Research and Practical	Food Manufacture Research	Development of a New Food Product
<p>Outcomes to be assessed</p> <p>FTLS9 applies knowledge of the nutritional value of foods to meet a range of dietary and lifestyle needs</p> <p>FTLS 10 recognises the impact of food in health and makes informed food choices.</p> <p>FTLS14 – Identifies and explores factors that contribute to the quality and role of food in society</p>	<p>Outcomes to be assessed</p> <p>FTLS2 – Explores factors that influence the development of food design solutions</p> <p>FTLS3 – Demonstrates an awareness that technology can be used for a variety of purposes in a food design process</p>	<p>Outcomes to be assessed</p> <p>FTLS1 – Recognises that a process is used to develop food design solutions</p> <p>FTLS4 - demonstrates skills and techniques in the context of a food project</p> <p>FTLS5 - uses a design process in the production of a food product.</p>

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
HSC Course

2025 - 2026

Design and Technology - 2 unit



Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of task	MDP <i>Identification and Exploration of Needs</i>	MDP <i>Research Design Ideas Experimentation, Testing & Evaluation</i>	Case Study In class test of limited scope	Trial HSC	
Timing	Term 4 Week 9 9/12/25	Term 1 Week 10 01/4/2026	Term 2 Week 9 16/6/2026	Term 3 Weeks 3 & 4 Exam Block	
Outcomes Assessed	H1.2, H4.1, H5.1, H5.2	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1	H2.2, H3.1, H4.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	
Components					Weighting %
Knowledge and understanding of course content			20	20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	30	30			60
Total Task Weighting %	30	30	20	20	100

GILROY CATHOLIC COLLEGE

HSC Course

2025 - 2026

Industrial Technology - Timber Products & Furniture Industries - 2 unit



	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Management	Project Development and Testing	Industry Study Test	Trial HSC Exam	
Timing	Term 4 2025 Week 8 9/12/2025	Term 1 Week 10 01/4/2026	Term 2 Week 10 24/6/2026	Term 3 Weeks 3 & 4 Trial Exam Block	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1, H5.2	H2.1, H4.1, H4.2, H4.3, H6.1	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Components					Weighting %
Knowledge and understanding of course content			20	20	40
Knowledge and skills in the design, management, communication and production of a major project	30	30			60
Total Task Weighting %	30	30	20	20	100



Board Developed and Board Endorsed VET Courses offered at Gilroy for the 2025 Preliminary Year and HSC 2026 are listed below:

Board Developed Courses

Course Name	NESA Units x Yr	Qualification	Work Placement
Construction	2 units x 2 years	CPC20220 Certificate II in Construction Pathways SOA CPC20120 Certificate II in Construction	Yes 70 hrs over 2 years
Hospitality	2 units x 2 year	SIT20322 Certificate II in Hospitality	Yes 70 hrs over 2 years

VET Board Developed Courses deliver dual qualifications with dual assessment systems:

1. Higher School Certificate (HSC) - standards-referenced assessment
2. Australian Qualifications Framework (AQF) - competency-based assessment

Standards-referenced assessment refers to the Preliminary Exam in Term 3 2024. Students studying a VET Board Developed course can choose to sit the HSC examination and may have one VET course mark count towards their ATAR if they are on an ATAR pattern of study. The External HSC examination for VET is optional. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

Board Endorsed Courses

Course Name	NESA Units x Yr	Qualification	Work Placement
Fitness	2 units x 2 years	Statement of Attainment towards SIS30321 Certificate II in Fitness	Yes 30 hrs over 2 years

VET Board Endorsed Courses also contribute to the HSC, however there is no HSC exam for these courses, hence they do not contribute to the ATAR.

Competency Based Assessment

VET courses are **competency-based**. This means that a student's **performance** is **judged against a prescribed standard** contained in each unit of competency. In competency-based assessments students are either competent or not yet competent.

Teachers will gather information and make judgments about a student's achievement on a continuous basis.

Most competency-based assessment tasks in VET have three components:

- **questions**
- **observation** during practical and simulated work environments; and
- **structured activities.**

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that several units of competency are assessed together in a module.

To achieve an AQF VET Certificate, students must achieve all of the units of competency assessed. Students undertaking an AQF VET Certificate who do not achieve all of the units of competency, receive a Statement of Attainment listing the units of competency achieved.

Students undertaking a Statement of Attainment will have the units of competency they achieve listed on their transcript.

Any student that is deemed not yet competent in a task needs to re-submit the task. Students are given an opportunity to **re-submit twice to demonstrate competence, however in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of competency. A student studying a full qualification, will receive a Statement of Attainment listing the units of competency achieved if all units of competency are not achieved.**

A schedule of assessment tasks is provided for each course. The tasks, outcomes, and the timing of the assessment schedules may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence throughout the module. As a result, this assessment schedule should only be used as a guide. Please also note that the competency assessment schedule may change subject to changes to the training package.

Work Placement

- **Work placement is a mandatory component of some VET courses** and allows students to apply the theory and practical skills learnt in class. Your VET teacher will confirm with you your scheduled work placement date.
- Students who **wish to source their own employer** must provide their teacher with the **required completed documentation 6 weeks prior to the scheduled placement**, otherwise they must select from the list provided by their Work Placement Service Provider. Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their place and avoid losing the placement to another student or school.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete mandatory work placement hours over the two years, otherwise they will not receive their HSC.
- Wherever possible the VET teacher will visit students and speak with their employer at some stage during their placement.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students can use their current casual employment for work placement if it is directly related to the subject. An **'Application for Recognition of Prior Learning'** must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET (LOLVET) will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness, a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their **Work Placement Employer Report** on their **first day of return to school**. The report is copied and retained by the school. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

Work Placement Schedule

Course	Term	Date
Construction	Term 3 &4 2025	
Hospitality	Term 4 2025 Term 1 2026	
Fitness	Term 2 2026	

Appeals in VET

The following process is followed for students wishing to make a complaint or appeal about their training or assessment:

1. Students must talk to their teacher about their complaint or appeal.
2. If the student is not satisfied after the discussion with their teacher, they must complete this form and submit it to the Leader of Learning VET (LOLVET).
3. A joint meeting will be arranged between the student, the teacher and the Leader of Learning VET so that the concerns raised can be addressed.
- 4.

Section I	Student Details		
Student's name			
Email address			
School			
Year			
VET course			
Qualification			
Teacher			
Section II	Details of the Complaint / Appeal		
Student's signature		Date	
Section III	School/RTO Use Only Outcome of the Complaint / Appeal		
Teacher's name			
Teacher's signature		Date	
LOLVET's name			
LOLVET's signature		Date	



Competency Assessment Schedule for Preliminary and HSC 2
Qualification: CPC20220 Certificate II in Construction Pathways
SOA CPC20120 Certificate II in Construction
 (Brick and Block)

Task	Module	Unit		Task Type	Task Due
1	Safe on Site	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Term 1 2025. All components of this task must be completed by the end of Week 10, Term 1 2025.
		CPCCOM1014	Conduct workplace communication		
2	CIC	CPCCWHS1001	Prepare to work safely in the construction industry	<ul style="list-style-type: none"> • Questions • Observation 	Students will be informed in Term 1 when the CIC Whitecard is delivered. (Term 2)
3	Chipping Away	CPCCCA2002	Use carpentry tools and equipment <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Terms 2 and 3 2025. All components of this task must be submitted by Week 8 of Term 3 2025. (exam block weeks 9 & 10)
		CPCCCA2011	Handle carpentry materials <i>(CPCCWHS2001)</i>		
		CPCCOM1015	Carry out measurements and calculations		
		CPCCOM2001	Read and interpret plans and specifications <i>(CPCCWHS2001)</i>		

Task	Module	Unit		Task Type	Task Due
4	Bricks & Blocks	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Term 4 2025. All components of this task must be completed by 5th April, week 10, Term 1 2026.
		CPCCBL2002	Use bricklaying and blocklaying tools and equipment <i>(CPCCWHS2001)</i>		
5	The Project	CPCCVE1011	Undertake a basic Construction project <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Terms 1, 2 and 3 2026. All components of this task must be submitted by 6th September, Week 7, Term 3 2026.
		CPCCOM1013	Plan and organise work		
		CPCCCM2004	Handle construction materials <i>(CPCCWHS2001)</i>		
		CPCCCM2005	Use construction tools and equipment <i>(CPCCWHS2001)</i>		
		CPCCOM1012	Work effectively and sustainably in the construction industry		

Please note: Students who are absent from the CIC Whitecard, or are deemed not achieved, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Construction teacher.

- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry is a prerequisite for many other units of competency in the course. Students must achieve this unit in Task 1 in order to progress with the course.
- Students must participate in a minimum of 70 hours of work placement over the two-year course.



Competency Assessment Schedule for Preliminary and HSC 2025-2026
Qualification: Statement of Attainment towards
SIS30321 Certificate III in Fitness

Task	Module	Unit		Task Type	Task Due
1	Safety in the Fitness Industry	HLTWHS001	Participate in workplace health and safety	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Term 1 2025. All components of this task must be completed by Week 10, Term 1 2025.
		SISXFAC002	Maintain sport, fitness and recreation facilities		
		SISXFAC001	Maintain equipment for activities		
External Provider	First Aid	HLTAID011	Provide First Aid	<ul style="list-style-type: none"> • Questions • Observation 	Term 3, 2025
2	Service Orientation	SISFFIT032	Complete pre-exercise screening and service orientation	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Terms 2 and 3 2025. All components of this task must be submitted by Week 9, Term 3 2025.
		SISFFIT033	Complete client fitness assessments		
		BSBPEF301	Organise personal work priorities		
3	Work with Clients	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Term 4 2025 and Terms 1, 2, and 3 2026. All components of this task must be submitted by Week 7, Term 3 2026.
		SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		
		SISFFIT052	Provide healthy eating information		
		BSBOPS304	Deliver and monitor a service to customers		
		SISXIND011	Maintain sport, fitness and recreation industry knowledge		

Please note:

- Students who are absent from the First Aid course, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Fitness teacher.
- Students must participate in a minimum of 35 hours of work placement over the two-year course.



Competency Assessment Schedule for Preliminary and HSC 2025-2026

Qualification: SIT20322 Certificate II in Hospitality

(Food and Beverage)

Task	Module	Unit		Task Type	Task Due
1	Safety	SITXWHS005	Participate in safe work practices	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	<p>Components of the task will be due throughout Term 1 2025.</p> <p>All components of this task must be completed by Week 10, Term 1 2025.</p>
2	Hygiene & Food Safety	SITXFSA005	Use hygienic practices for food safety	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	<p>Components of the task will be due throughout Term 2 2025.</p> <p>All components of this task must be completed by Term 2 Week 9 2025.</p>
		SITXFSA006	Participate in safe food handling practices		
3	The Hospitality Industry	SITHIND006	Source and use information on the hospitality industry	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	<p>Components of the task will be due throughout Term 3 2025.</p> <p>All components of this task must be completed by Week 9, Term 3 2025.</p>
		BSBTWK201	Work effectively with others		
		SITXCOM007	Show social and cultural sensitivity		
		BSBSUS211	Participate in sustainable work practices		
		SITXCOM006	Source and present information		

Please note:

- Students must participate in a minimum of **70 hours** of work placement over the two-year course.
- **SITXFSA005 Use hygienic practices for food safety is a prerequisite** for particular units of competency in the course. Units of Competency this relates to are marked with an asterisk.

Hospitality

Examinable Units

Mandatory units of competency assessed in the Hospitality course for the Trial and HSC Examinations are (units in **bold** will be assessed in the Preliminary Exam in Term 3, all units are assessed in the Trial Exam):

SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage