



Year 12, 2025 - 2026 Assessment Handbook



*Learn with COURAGE
Walk with COMPASSION
Live with STEWARDSHIP*

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BEST SELF**
here



ST PAUL'S CATHOLIC COLLEGE

Learn with Courage, Walk with Compassion, Live with Stewardship

INTRODUCTION

This handbook contains important information about school-based assessment for students commencing their HSC year. Students are expected to be familiar with these policies and procedures.

For each HSC course, the College prepares and administers an assessment program in accordance with the requirements of the NSW Education Standards Authority (NESA). The specifications outlined in each HSC syllabus identify the outcomes and components of the course to be assessed. The timing and weighting of a task is determined by the College in keeping with NESA component weightings.

NESA requires that assessment is managed in an equitable, just and transparent way so that all students understand their responsibilities and are familiar with the policies and procedures of the College with regard to assessment. This handbook outlines policies and procedures that St Paul's Catholic College follows to ensure the school assessment program is administered fairly.

Patterns of Study

To qualify for the award of the Higher School Certificate, students must satisfactorily complete a Year 11 Course pattern of study comprising at least 12 units and an HSC Course 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
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses)
- at least four courses.

Completion of the Year 11 Course (or its equivalent) is a prerequisite for entry into an HSC course. This means that a student must satisfactorily complete the Year 11 Course in a subject before they may attempt the HSC course in that subject.

Change of HSC Program of Study

In some cases a student may find that a course they have chosen does not meet their interests or abilities. Provided they have sufficient units it may be possible to alter their HSC program of study. As stated previously, to be eligible for the award of the Higher School Certificate, students must satisfactorily complete 10 units of HSC courses. To satisfy achievement of the Course outcomes four full terms of study are required.

WARNING: Great care should be exercised when altering an HSC program of study. It is a student's responsibility to make informed decisions when changing courses.

Students who wish to have their marks for English Studies, Mathematics Standard 1 and VET HSC courses included in the calculation of an ATAR must nominate and sit for the NESAs HSC external examination in that course

Students studying an HSC course with an EXAM must complete the Final HSC exam in order to receive their HSC regardless of Pathway.

Satisfactory Completion of an HSC Course

NESA states: A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

At the College, such evidence is determined by:

- satisfactory attendance,
- participation in class and
- assessment completion

Attendance: Students are not to be absent from school more than 5 days in the HSC year. Any student exceeding this amount will need to demonstrate that they have satisfactorily met course outcomes. **ALL absences need to be explained.**

Participation: Students must make a genuine attempt to participate in and complete the learning activities of each course. This may include work placement, fieldwork, excursions, practicals, assignments, homework and set tasks.

Assessment: Students must make a genuine attempt to complete ALL assessment tasks.

Any student who fails to complete an assessment task will be issued with an official NESAs "N" (Non-completion) warning which may disqualify them from the particular course. This may in turn disqualify them from receiving the HSC and possibly an ATAR. (Please see page 14 for further information.)

Parents/Carers will be informed in writing if a student fails to complete assessment tasks and/or is warned of a potential "N" notification.

In addition, the following specifications apply for HSC courses:

- **Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course.**
- **In addition to any other set tasks and experiences, students must complete HSC assessment tasks that contribute in excess of 50 % of the available marks in courses where school-based assessment marks are submitted.**
- *Where students are studying a HSC Course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.*
- *Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of HSC courses that satisfy the NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.*

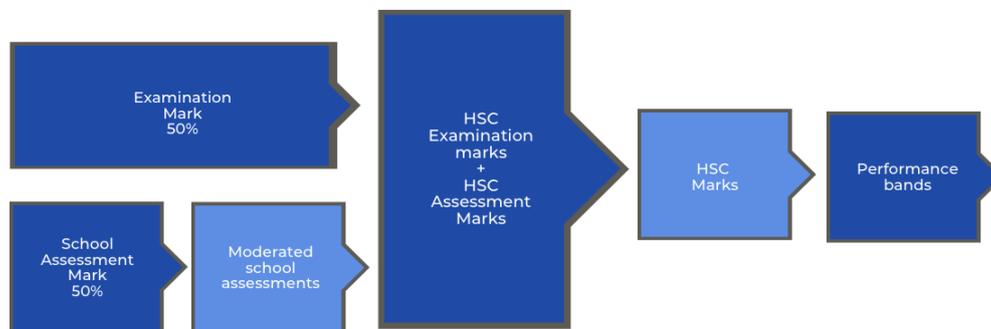
Purpose of Assessment

Assessment serves several purposes.

Generally:

- It enables achievement to be measured at points during the course.
- It enables the assessment of the course knowledge and skills Outcomes which require a specific setting, e.g. fieldwork, practical skills, research.
- It increases the accuracy of the final assessment of the student's achievement by using multiple measures.

How is the HSC calculated?



More specifically, school-based assessment in the HSC year:

- contributes 50% of the HSC final mark
- evaluates the extent to which students have met the stated outcomes of the course
- provides information to rank students' achievement for the purposes of the Higher School Certificate
- provides a basis for reporting to parents/carers
- provides students with honest and reliable information about their strengths and weaknesses and gives them direction for future learning
- affirms students and provides encouragement and incentive for further learning
- assists students to acquire self-discipline and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency
- provides information that will help students make educational and vocational choices.

HSC Specific Information

The formal assessment of students attempting Board Developed Higher School Certificate (HSC) Courses (except Life Skills & VET Industry Curriculum Framework courses), has two components each contributing 50% to a student's HSC result:

- the school assessment component
- the external HSC examination component

The student's school assessment marks that are reported to NESA will be adjusted against the school's performance in the external HSC examinations. Thus, when the assessment mark appears on the HSC, it will have been **moderated** by the examination performance of all students doing the course at the College.

For Content Endorsed Courses, the school assessment mark is the only mark awarded since an external examination is not held for these subjects.

Satisfactory Completion of a Life Skills Course

For some students with diverse learning needs, a personalised pattern of study may be appropriate. Teachers use the Life Skills outcomes as published on the NESA website, in order to keep a progressive record of student achievement. A student undertaking a Life Skills Course does not need to address or complete all of the Life Skills Syllabus outcomes. Life Skills outcomes are reported as either 'achieved' or 'achieved with support' and marks or grades are not recorded.

Satisfactory Completion of a VET/Competency-based Course

In the case of **VET** and **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.

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.

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 will indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination**.

ASSESSMENT POLICIES & PROCEDURES

The school-based Assessment Program will start during Term 4 2025 and conclude by the end of Term 3 2026.

The handbook contains **assessment schedules** which give general information on the nature, timing and weighting of assessment tasks in each course. NESAs require schools to provide an assessment mark for each student in each of the courses studied. The marks are derived from assessment tasks which are set in accordance with the College designed assessment program for each course.

Schools are required to:

- specify various assessment tasks and allocate marks to each task
- provide a schedule of tasks throughout the course
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks
- conduct appropriate reviews of the administration of assessment

Formal Assessment Notifications & Communication

Assessment schedules, handbooks and the College calendar serve as general notification for assessment.

Students will receive specific **notification of a formal assessment task** at least two weeks before the due date.

- Notification of tasks will be provided through **Compass as a pdf viewable by students and parents**.
- Teachers will explain the details of the notification in class.
- It is the responsibility of the student to obtain details from their teacher if absent when an assessment notification has been issued.
- Absence at the time of notification is not considered sufficient grounds for an extension of task dates or for an application of Illness/Misadventure.

Only in **exceptional circumstances will dates vary from the original calendar**, however students will be given notice in writing of any changes. Written notification may take the form of an email. Students will be made aware of changes by the Assistant Principal – Student Achievement and/or the relevant Leader of Learning.

Submission of Formal Assessment Tasks

- **Assessment tasks should be submitted as per the instructions on the assessment notification.** Tasks are to be submitted in person to the nominated teacher at the specified time on the specified date in the specified location or submitted as per instructions in the task notification.
- When **oral/ presentations** are to be assessed over an extended period, all students in a cohort are to hand in a hard/electronic copy of their transcript or presentation on the due date. Written sections of oral tasks or presentations are to be submitted on the due date for all students. No new material will be allowed to be introduced after the assessment date. **Failure to do so will result in a zero mark**
- Tasks are not to be submitted or left with any other person other than the subject teacher. If the nominated teacher is absent, the task is to be submitted to the relevant **Leader of Learning**. In the case where an oral or performance task is to be completed, another teacher may mark the task, or the task will be postponed for another day. Two weeks' notice is not required in this case.

Late Tasks, Illness & Misadventure

Students who do not hand in an assessment task on the due date are asked to **provide appropriate written documentation**. This is to be **submitted using the Years 7 - 12 Illness/Misadventure online form by the first day of the students return** to the College. In this case the task must still be submitted/completed.

Written documentation includes doctor's certificates for illness and appropriate documentation for misadventure e.g. a police report for an accident.

In the case of an assessment task not being submitted on time or an in-class task missed where there is no Illness and Misadventure form with acceptable supporting documentation, a zero mark is awarded. In this case the task must still be submitted/completed. This should be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that course.

All students who **arrive at school after Pastoral Care** on the day a task is due (except during an examination block where they are not expected to be at school except for the examination) will be penalised and receive a zero result as this would be considered an unfair advantage, unless an Illness and Misadventure Form with appropriate documentation is provided to explain the partial absence e.g. medical certificate.

All students who **leave school early** due to illness on the day of a scheduled task must submit hand-in tasks before leaving or, if missing an in-class task, notify the Assistant Principal Student Achievement or relevant Leader of Learning. Students must follow the same procedures for unforeseen absence as above, obtaining the required documentation and submitting an Illness and Misadventure form on return to school.

Missing an assessment because of **an appointment** is not acceptable for unless due to exceptional circumstances. If known in advance, the student must negotiate an alternative arrangement with the **Assistant Principal Student Achievement** prior to the scheduled assessment date.

If students **use technology** of any kind, including multimedia, electronic equipment or computer technology to present an assessment task, **the proper functioning of the software and/or associated equipment is the responsibility of the student**. Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason e.g. document lost or printer malfunctions, will result in the student receiving the same penalties as those of any late submission. This also applies to all electronic, digital or multimedia tasks that cannot be opened or properly accessed by teachers for marking purposes.

Students are advised to keep all rough notes and resource work in case of equipment failure. A backup copy of drafts and hard copies/photos of work should be made during the preparation of a task, as these may be required to ensure against penalties being incurred.

Failure to follow these steps may result in a penalty / zero mark being awarded for the task.

Year 12 students who are deemed to have a **valid reason** for not attending/submitting an assessment task on the due date, due to illness, misadventure or special circumstances may be given:

- *an alternate task of a similar nature;*
- *the same task at an alternate time;*
- *an extension of time to complete the task (this must be applied for before the due date);*
- *in exceptional circumstances, an estimate of performance which will be made at the completion of the course.*

The outcome of all Illness/Misadventure appeals is determined by the **Assistant Principal Student Achievement** in consultation with the relevant Leader of Learning.

Leave of Absence

A student requesting **extended leave (5 or more days)** or leave for exceptional circumstances **must submit a completed Exemption from Attendance at School Form at least four weeks (where possible) before the leave commencement date.** This is available to parents/carers through Reception. While leave from school may be approved, leave for assessments scheduled during the leave period will only be granted in exceptional circumstances and at the discretion of the Principal.

- **A student whose leave has been approved for assessment purposes must submit hand-in tasks by the due date, either before going on leave or by electronic submission.** In-class tasks will be rescheduled in consultation with the Leader of Learning.
- **A student whose leave has not been approved must submit hand-in tasks by the due date, either prior to going on leave or by electronic submission without penalty.** For any in-class assessment task or examination missed during the unapproved leave period, the student will receive a zero mark.

A student who takes planned leave for **under 5 days**, and has an assessment due during that time, must negotiate with the Leader of Learning a suitable alternative submission or completion date.

Assessment and Examination dates are advertised at the beginning of the school year. Parents and carers are required to consider these dates when making arrangements for holidays and appointments. Students may be awarded zero marks due to these absences. **The College does not reschedule exams or assessment tasks for students involved in holidays outside the published school holiday period.**

For SBAT, VET & EVET students, absence due to Work Placement, work experience and TAFE commitments are not considered as constituting sufficient grounds for an application for Illness/Misadventure. Students undertaking such commitments must make arrangements with the Leader of Learning for the preparation of, attendance at, and submission of scheduled assessment tasks at the time of the assessment notice and before leave is taken. Tasks may be emailed to the Leader of Learning on the due date or submitted early. If a student is on work placement or attending TAFE during exams they must speak with the Leader of Learning VET before attendance to make arrangements to undertake the task.

When an assessment task clashes with **other official College activities**, it is the responsibility of the student to negotiate alternative arrangements with the Leader of Learning prior to the due date. These activities could include VET work placement, excursions, or sporting competitions. In-class tasks will generally be rescheduled for the next day or an alternative task arranged. Hand-in tasks must still be submitted by the due date / time. Failure to follow these procedures results in the student receiving the same penalties as for non-submission or non-completion of tasks.

In cases of a zero penalty due to such leave, the student must still submit / complete the task, or a similar task, on return to school.

Malpractice

Malpractice refers to the expectation that all students within the St Paul's Catholic College community act with honesty, trust, fairness and respect when it comes to assessment. When a student acts without integrity they are committing malpractice. Malpractice is any activity that allows a student to gain an unfair advantage. It is a serious offence that distorts legitimate measures of students' achievements.

There are four types of malpractice as defined by NESAs:

- **Breach of assessment conditions** - occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. Examples include, but are not limited to:
 - A breach of assessment conditions includes any breach of:
 - HSC exam rules and procedures, and
 - HSC minimum standard test rules and procedures.
 - malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.
 - using non-approved aids during an assessment task
- **Misrepresentation** - when a student misleads or deceives others by presenting untrue information through fabrication, alteration or omission of information. Examples include, but are not limited to:
 - making up journal entries for a project
 - submitting falsified or altered documents
 - referencing incorrect or non-existent sources
 - providing false explanations to explain work not handed in by the due date
- **Collusion** - when a student inappropriately collaborates with another student, group of students, person, organisation or **entity** to produce work that was meant for individual assessment. Examples include, but are not limited to:
 - sharing answers to an assessment with other students
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
 - contract cheating by outsourcing work to a third party
 - unauthorised use of **artificial intelligence (AI)** technologies
 - assisting another student to engage in malpractice
- **Plagiarism** - when a student pretends to have written, created or developed work that has originated from another source. Examples include, but are 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, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source
 - building on the ideas or words of another person without appropriate acknowledgement
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

To mitigate instances of malpractice students are required to:

- o complete their work honestly and submit original work and ideas at all times
- o participate in malpractice Workshops at the start of the year
- o read the College Malpractice Policy in the Student Assessment Handbook
- o provide a declaration of originality and ideas for hand-in assessments
- o provide acknowledgment and referencing of resources for hand-in assessments
- o provide evidence of progress made towards hand-in assessments
- o know and comply with NESAs ACE Rules and policies regarding malpractice (Stage 6), including:
 - ♣ [All My Own Work](#) (or its equivalent)
 - ♣ [HSC Rules and Procedures Guide](#), and
 - ♣ [HSC minimum standard: malpractice and breaches of test rules](#),
 - ♣ [HSC practical exams](#).

If misrepresentation, plagiarism or collusion are suspected, the following procedures are followed:

- **suspicious of malpractice** should be brought to the attention of the Leader of Learning.
- **a student will be asked to prove that the work is their own by showing drafts, oral review, planning documents or revisions of their work**
- any work that has been identified as being the student's own is to be matched against the task specific criteria and a mark/grade can be awarded
- In the instance **where malpractice is proven**, it should be brought to the attention of the Assistant Principal. **Students will need to resubmit their work for feedback**. Failure to follow these procedures results in the student **receiving the same penalties as for non-submission or non-completion of tasks**.
- Documentation of the incident will be recorded on Compass and on the NESAs register of malpractice on Schools Online in accordance with NESAs requirements.
- Students will **complete an after-school plagiarism workshop**, and **an N-warning letter will be issued**. These workshops will be scheduled as required. In some circumstances the College may decide to administer a substitute task.

'N' Warning & 'N' Determination

A student will be considered to have not satisfactorily completed a course if there is sufficient evidence that the student has:

- **failed to make a genuine attempt at assessment tasks** which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.
- **failed to participate** in a course including:
 - o incomplete or unsatisfactory attempt in class tasks and/or homework,
 - o unsatisfactory participation in learning
 - o ongoing concerns related to classroom effort and/or academic progress
- **makes a "non-attempt" or a "non-serious attempt"** of an assessment task. In such a case a zero mark shall be awarded for the task and an 'N' warning letter will be issued. The task must be redone in order to demonstrate achievement of syllabus outcomes;
- **failed to meet the attendance requirements**

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the Assistant Principal will:

1. advise the student and parent/carer in writing of the tasks or actions to be undertaken ('N' Warning') in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
2. request from the student/parent/carer a written acknowledgement of the warning;
3. issue at least one follow-up warning letter if the first letter is not effective; and

If two written warnings have not been addressed appropriately, the student may be awarded an '**N' determination** for 'Non-completion of Course'. The Principal will then issue a non-completion determination and advise NESA via Schools Online. The award of 'Non-completion of Course' is serious and may result in a student not being eligible for the Higher School Certificate in that year.

A student who receives an '**N' determination** has the right of appeal. This will require the student to apply in writing to the Principal by the required date. In the event that a request for review is approved, an appeals committee, consisting of the Assistant Principals and Principal, will meet to consider the individual circumstance. Provision does occur for subsequent appeals to NESA if the student is not satisfied with the school's review process. NESA will NOT review marks awarded for individual assessment tasks. It will only consider that the school had adequate procedures in place to review checks on weightings and computation of marks and that the conduct of the review was proper in all respects.

Appeals concerning Assessment Marks

It is expected that all formal assessment tasks will be marked and returned to students within **2-3 school weeks**. Each task will be accompanied by appropriate feedback regarding individual performance. Students can seek additional feedback regarding assessment results.

If a student has concerns related to assessment marks, the student must approach their subject teacher immediately, following the return of results. The student should identify to the teacher that they wish to appeal and the assessment task must be given to the teacher at this time. A written appeal must then be lodged with the Assistant Principal as soon as possible.

The Appeals Committee (Assistant Principals & appropriate Leader of Learning) will make the final determination of the marks awarded. Only in exceptional cases will additional marks be awarded and students **MUST** be aware that marks can be deducted in this process. The Appeals Committee's decision will be forwarded to the Principal. The Principal's decision is final.

Reporting Results & Course Ranks

Students will receive a mark for each of their assessment tasks. Students will not receive individual task ranks at the time of task distribution as Illness and Misadventure appeals are not finalised. A final course rank will be provided for all courses studied on the Final Report. Students must be aware that course ranks displayed on reports may still continue to change following publication due to the nature of Illness and Misadventure appeals.

Student Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study.
- Be familiar with and fulfil the requirements of the College Assessment Policy & Procedures as set out in this handbook.
- Attend school, be aware of due dates for assessment tasks and complete tasks on time.
- Provide written evidence (e.g. medical certificate) of reason for absence from, or late submission of, formal assessment tasks.
- Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- Seek help and advice from the teaching staff.
- Be present to do all in-school assessment tasks or submit hand-in tasks. This means being present **all day** on the day a task is due to be completed or submitted.
- Be on time for all assessment tasks.
- Keep a personal record of the results of assessment tasks.
- Apply themselves to the best of their ability to all coursework whether an assessment task, classwork or homework

Principal's Discretion

All of the above procedures and policies may be altered in some way at the discretion of the Principal.

Please Note: In the following links to assessment schedules, dates are given as TERMS and WEEKS for Terms 4 2025 onwards.

Students will be notified of specific dates via the Assessment Task notification issued 2 weeks prior to the task due date.

It is possible that some tasks will move weeks due to timetable/ calendar restraints. Assessment details will be confirmed at least two weeks prior to the due date.

YEAR 12 COURSE ASSESSMENT SCHEDULES 2025 - 2026

ANCIENT HISTORY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Source Analysis	Submission Research Essay	Submission Historical Analysis	Examination	
Date Issued	Week 5 Term 4	Week 6 Term 1	Week 7 Term 2	Term 3 Week 1	
Date Due	Week 8 Term 4	Week 8 Term 1	Week 9 Term 2	Term 3, Week 3 - 5	
Outcomes assessed	AH12-4, AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-7, AH12-9	AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	All outcomes possible	
Components					%
Knowledge and understanding of course content		15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Weighting (%)	20	25	25	30	100

BIOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class – Depth Study	In Class Modelling Mutation	Data Analysis Test	Examination	
Date Issued	Term 4 Week 5	Term 1 Week 4	Term 2 Week 6	Term 3 Week 1	
Date Due	Week 8 Term 4	Week 6 Term 1	Term 2 Week 8	Term 3, Week 3 - 5	
Outcomes assessed	BIO 11/12-1, BIO 11/12-4, BIO 11/12-6, BIO 11/12-7, BIO 12-12, BIO 12-13	BIO 11/12 -2, BIO 11/12-3, BIO 11/12 -5, BIO 11/12 -7, BIO 12-13	BIO 11/12 -4, BIO 11/12 -5, BIO 11/12 -6, BIO 12-14	BIO 11/12 -1, BIO 11/12 -2, BIO 11/12 -4, BIO 11/12 -5, BIO 11/12 -6. BIO 11/12 -7, BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15	
Components					%
Working Scientifically	20	10	20	10	60
Knowledge & Understanding	10	5	5	20	40
Weighting (%)	30	15	25	30	100

BUSINESS STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Test Extended Response	In Class	Submission Business Report	Examination Trial HSC Exam	
Date Issued	Term 4, Week 7	Term 1, Week 6	Term 2, Week 4	Term 3 Week 1	
Date Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3 - 5	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	All Outcomes Possible	
Components					%
Knowledge and understanding of course content	5	10	5	20	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	5	5	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting (%)	20	25	25	30	100

CHEMISTRY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In class Task	Submission	Test	Examination	
Date Issued	Term 4 Week 7	Term 1 Week 3	Term 2 Week 6	Term 3 Week 1	
Date Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3, Week 3 - 5	
Outcomes assessed	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-12	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-13	CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-15	CH11/12-14 and all other outcomes possible	
Components					%
Skills in working scientifically	10	20	20	10	60
Knowledge and understanding of course content	10	5	5	20	40
Weighting (%)	20	25	25	30	100

DESIGN & TECHNOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission Presentation	Submission Project	Submission Report	Examination	
Date Issued	Week 4, Term 4	Week 1, Term 1	Week 2, Term 2	Term 3 Week 1	
Date Due	Week 7, Term 4	Week 5, Term 1	Week 10, Term 2	Term 3, Week 3 - 5	
Outcomes assessed	H1.1, H1.2, H2.1, H3.2, H4.1	H1.1, H2.1, H2.2, H5.2, H6.2	H4.2, H4.3, H5.1, H5.2, H6.1	All outcomes possible	
Components	20	20	30	30	%
Knowledge & understanding of course content		20		20	40
Knowledge & skills in designing, managing, producing & evaluating a Major Design Project	20		30	10	60
Weighting (%)	20	20	30	30	100

ECONOMICS ASSESSMENT SCHEDULE

		Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Globalisation Essay	Test Australia in the Global Economy	Submission Current Economic Issue	Examination		
Date Issued	Term 4, Week 3	Term 1, Week 3	Term 2, Week 7	Term 3 Week 1		
Date Due	Term 4, Week 7	Term 1, Week 5	Term 2, Week 9	Term 3, Week 3 - 5		
Outcomes assessed	H1, H2, H4, H5, H8, H9, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	H1, H2, H4, H5, H6, H8, H9, H10	All outcomes possible		
Components						%
Knowledge and understanding of course content	5	10	5	20		40
Stimulus-based skills		5		15		20
Inquiry and research	10		10			20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5		20
Weighting (%)	20	20	20	40		100

ENGLISH ADVANCED ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Common Module	In Class Module A	Submission Module C	Examination All Modules	
Date Issued	Term 4, Week 7	Term 1, Week 6	Term 2, Week 2	Term 3 Week 1	
Date Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3 - 5	
Outcomes assessed	EA12-1, EA12-2, EA12-5, EA12-7	EA12-1, EA12-3, EA12-6, EA12-8	EA12-1, EA12-4, EA12-6, EA12-9	All outcomes possible.	
Components					%
Knowledge and 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	10	15	15	50
Weighting (%)	20	20	20	40	100

ENGLISH STANDARD ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Common Module	In Class Module A	Submission Module C	Examination All Modules	
Date Issued	Term 4, Week 7	Term 1, Week 6	Term 2, Week 2	Term 3 Week 1	
Date Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3 - 5	
Outcomes assessed	EN12-1, EN12 2, EN12-5, EN12-6	EN12-1, EN12-3, EN12-4, EN12-7, EN12-8	EN12-1, EN12-4, EN12-6, EN12-9	All outcomes possible.	
Components					%
Knowledge and 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	10	15	15	50
Weighting (%)	20	20	30	30	100

ENGLISH STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission Common Module	In Class Elective: The Big Screen	In Class Elective: MiTune & Text	Submission Elective: Local Legends	
Date Issued	Term 4 Week 7	Term 1, Week 5	Term 2, Week 1	Term 2, Week 9	
Date Due	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Week 2	
Outcomes assessed	ES12-1, ES12-2, ES12-5, ES12-6 ES12-8	ES12-1, ES12-2, ES12-3, ES12-5, ES12-7	ES12-2, ES12-4, ES12-5, ES12-6, ES12-9	ES12-1, ES12-4, ES12-6, ES12-9, ES12-10	
Components					%
Knowledge and understanding of course content	10	15	10	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	10	15	15	50
Weighting (%)	20	25	25	30	100

FOOD TECHNOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission Nutritional Investigation	Submission Australian Food Case Study	Submission Food Manufacture Case Study	Examination	
Date Issued	Week 4, Term 4	Week 2, Term 1	Week 2, Term 2	Term 3 Week 1	
Date Due	Week 7, Term 4	Week 7, Term 1	Week 8, Term 2	Term 3, Week 3 - 5	
Outcomes assessed	H2.1, H3.2, H4.1 H5.1	H1.2, H1.4, H3.1	H1.1, H1.3, H4.2	All outcomes possible	
Components	15	25	30	25	%
Knowledge & Understanding of Course Content	10	5	5	20	40
Knowledge & Skills in Designing, Researching, Analysing & Evaluating	10	10	5	5	30
Skills in Experimenting with & Preparing Food by Applying Theoretical Concepts		10	20		30
Weighting (%)	20	25	30	25	100

GEOGRAPHY ASSESSMENT SCHEDULE

GEOGRAPHY ASSESSMENT SCHEDULE					
	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission Research Essay	Topic Test Content and Skills	Submission Fieldwork Report	Examination	
Date Issued	Term 4 Week 6	Term 1 Week 5	Term 2 Week 6	Term 3 Week 1	
Date Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3-5	
Outcomes assessed	GE-12-01, GE-12-02, GE-12-04, GE-12-05, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-07, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-09	All outcomes possible	
Components					%
Knowledge and understanding of Course content	10	10	5	15	40
Geographical skills and tools	5	5		10	20
Geographical inquiry and research, including fieldwork			20		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting (%)	20	20	30	30	100

HEALTH & MOVEMENT SCIENCE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Test Stimulus-based Response	Submission Investigation	In Class Depth Study	Examination	
Date Issued	Term 4 Week 6	Term 1 Week 4	Term 2 Week 2	Term 3 Week 1	
Date Due	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3-5	
Outcomes assessed	HM-12-04, HM-12-05, HM-12-06, HM-12-07	HM-12-01, HM-12-02, HM-12-08, HM-12-09	HM-12-03, HM-12-08, HM-12-09, HM-12-10	HM-12-01, HM-12-02, HM-12-03, HM-12-04, HM-12-05, HM-12-06, HM-12-07	
Components					%
Knowledge and understanding of course content	10	10	10	10	40
Skills in analysis, communication, creative thinking, problem-solving and research	10	10	20	20	60
Weighting (%)	20	20	30	30	100

INDUSTRIAL TECHNOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	
Type of Task	Submission Project Proposal Interview	Submission Research & Management Task	Examination	
Date Issued	Week 4, Term 4	Week 3, Term 1	Term 3 Week 1	
Date Due	Week 7, Term 4	Week 10, Term 1	Term 3, Week 3 - 5	
Outcomes assessed	H3.1, H3.2, H3.3, H4.1, H6.2	H1.1, H1.2, H2.1, H5.1, H6.1,	All outcomes possible	
Components	30	40	30	%
Knowledge & understanding of course content		20	20	40
Knowledge & skills in designing, managing, communicating and producing	30	20	10	60
Weighting (%)	30	40	30	100

LEGAL STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission Media Report	In-Class Task Presentation	Test Essay	Examination Trial HSC Exam	
Date Issued	Week 7, Term 4	Week 5, Term 1	Week 6, Term 2	Week 1, Term 3	
Date Due	Week 9, Term 4	Week 8, Term 1	Week 8, Term 2	Week 3 – 5, Term 3	
Outcomes assessed	H1, H2, H5, H6, H8	H3, H4, H6, H7, H8	H4, H6, H7, H8, H9, H10	All Outcomes Possible	
Components					%
Knowledge and understanding of course content	5	5	10	20	40
Analysis and evaluation		5	5	10	20
Inquiry and research	10	10			20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting (%)	20	25	20	35	100

MATHEMATICS ADVANCED ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In class task	Test	Test	Examination	
Date Issued	Term 4 Week 6	Term 1 Week 4	Term 2 Week 4	Term 3 Week 1	
Date Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3, Week 3 - 5	
Outcomes assessed	MA11-7; MA11-8; MA11-9; MA12.1; MA12.2; MA12.4; MA12.9; MA12-10	MA12.3; MA12.6; MA12.7; MA12.9; MA12-10	MA12.1; MA12.3; MA12.5; MA12.7; MA12-8; MA12.9; MA12-10	all outcomes	
Components					%
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	10	15	50
Weighting (%)	20	25	25	30	100

MATHEMATICS EXTENSION I ASSESSMENT SCHEDULE

Mathematics Standard 2					
	Task 1	Task 2	Task 3	Task 4	
Type of Task	In class task	Test	Test	Examination	
Date Issued	Term 4 Week 7	Term 1 Week 4	Term 2 Week 5	Term 3 Week 1	
Date Due	Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Term 3, Week 3 - 5	
Outcomes assessed	ME11.3; ME11.6; ME11.7; ME12.1; ME12.2; ME12.3; ME12.6; ME12.7	ME12.1; ME12.2; ME12.4; ME12.6; ME12.7	ME12.1; ME12.4; ME12.5; ME12.6; ME12.7	all outcomes	
Components					%
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Weighting (%)	20%	25%	25%	30%	100

MATHEMATICS STANDARD 1 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In class task	Test	Test	Examination	
Date Issued	Term 4 Week 6	Term 1 Week 4	Term 2 Week 4	Term 3 Week 1	
Date Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3, Week 3 - 5	
Outcomes assessed	MS11-2; MS11-7, MS11-9; MS11-10; MS1-12-3; MS1-12-8; MS1-12-9; MS1-12-10	MS1-12-3; MS1-12-5; MS1-12-9; MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-6; MS1-12-7; MS1-12-9; MS1-12-10	all outcomes	
Components					%
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Weighting (%)	20	25	25	30	100

MATHEMATICS STANDARD 2 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In class task	Test	Test	Examination	
Date Issued	Term 4 Week 6	Term 1 Week 4	Term 2 Week 4	Term 3 Week 1	
Date Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3, Week 3 - 5	
Outcomes assessed	MS11-2; MS11-7; MS11-9; MS11-10 MS2-12-3; MS2-12-4; MS2-12-8; MS2-12-9; MS2-12-10	MS2-12-5; MS2-12-9; MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6; MS2-12-7; MS2-12-9; MS2-12-10	All outcomes	
Components					%
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Weighting (%)	20%	25%	25%	30%	100

MODERN HISTORY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission	In Class Task Historical Analysis Presentation	In Class Task	Examination	
Date Issued	Term 4, Week 7	Term 1, Week 6	Term 2, Week 6	Term 3 Week 1	
Date Due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 3 - 5	
Outcomes assessed	MH12-2 MH12-3 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 Mh12-6 MH12-7 MH12-9	
Components					%
Knowledge & Understanding of Course Content	10	5	10	15	40
Historical Skills in the analysis & evaluation of sources & interpretations		5	5	10	20
Historical Inquiry & Research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Weighting (%)	20	25	25	30	100

MUSIC 1 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Task Viva Voce Musicology & Performance Core	Submission Composition & Aural Core	In class task/ Submission Electives 1 & 2	Examination & Submission Aural & Elective 3	
Date Issued	Term 4, Week 4	Term 1, Week 1	Term 2, Week 1	Term 3, Week 1	
Date Due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes assessed	H1, H2, H4, H5, H6, H7, H8, H9, H10	H3, H4, H5, H6, H8, H10	All outcomes possible based on elective options selected by student	All outcomes possible based on elective options selected by student	
Components					%
Students will develop knowledge of skills and understanding when performing	10				10
Students will develop knowledge of skills and understanding of musicology	10				10
Students will develop knowledge of skills and understanding in composition		10			10
Students will develop aural skills when recognising, analysing and commenting on the concepts of music and principles of composition		10		15	25
Students will develop knowledge of skills and understanding across performance, musicology and composition			30	15	45

Weighting (%)	20	20	30	30	100
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PHYSICS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Practical	In Class Depth Study	In Class Literature Review	Examination	
Date Issued	Term 4 Week 4	Term 1 Week 1	Term 2 Week 1	Term 3 Week 1	
Date Due	Term 4 Week 6	Term 1 Week 5 – 7	Term 2 Week 5	Term 3, Week 3 - 5	
Outcomes assessed	PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	All outcomes possible	
Components					%
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	10	5	5	20	40
Weighting (%)	25	25	20	30	100

SOCIETY & CULTURE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class Viva Voce PIP Proposal & Methodologies	Submission	Test	Examination	
Date Issued	Term 4, Week 4	Term 1, Week 3	Term 2, Week 2	Term 3 Week 1	
Date Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3 - 5	
Outcomes assessed	H1, H7, H8, H10	H2, H3, H5, H6, H7	H2, H3, H4	H1, H3, H5, H9	
Components					%
Knowledge and understanding of course content	5	5	10	30	50
Application and evaluation of social and cultural research methods	10	10	10		30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting (%)	20	20	25	35	100

SOFTWARE ENGINEERING ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	
Type of Task	Submission Web Development Project	Submission Software Engineering Project	Examination	
Date Issued	Week 4, Term 4	Week 8, Term 1	Term 3 Week 1	
Date Due	Week 8, Term 4	Week 9, Term 2	Term 3, Week 3 - 5	
Outcomes assessed	SE-12-01, SE-12-02, SE-12-05, SE-12-07, SE-12-09	SE-12-03, SE-12-04, SE-12-06, SE-12-08, SE-12-09	All outcomes possible	
Components	30	40	30	%
Knowledge & understanding of course content	20	10	20	50
Knowledge & skills in the practical application of content	10	30	10	50
Weighting (%)	30	40	30	100

STUDIES IN CATHOLIC THOUGHT I ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	
Type of Task	In Class	Submission	Test	
Date Issued	Term 4, Week 5	Term 2, Week 4	Term 3, Week 1	
Date Due	Term 4, Week 8	Term 2, Week 7	Term 3, Week 6	
Outcomes assessed	SCT12-4, SCT12-5, SCT12-7, SCT12-10	SCT12-4, SCT12-5, SCT12-8, SCT12-9	SCT12-1, SCT12-2, SCT12-3, CT12-4, SCT12-5, CT12-6, CT12-9, CT12-10	
Components				%
Knowledge and understanding of course content	15	10	15	40
Religious skills	10	5	5	20
Inquiry and research skills	5	10	5	20
Communication of religious ideas & understanding in appropriate forms	5	10	5	20
Weighting (%)	35	35	30	100

STUDIES OF RELIGION I ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	
Type of Task	In Class	Submission	Test	
Date Issued	Term 4, Week 7	Term 1, Week 8	Term 3, Week 1	
Date Due	Term 1, Week 2	Term 2, Week 1	Term 3, Week 3 - 5	
Outcomes assessed	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Components				%
Knowledge and understanding of course content	10	10	20	40
Source based skills		10	10	20
Investigation and research	20			20
Communication of information, ideas and issues in appropriate forms	10	10		20
Weighting (%)	40	30	30	100

STUDIES OF RELIGION II ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	In Class	Test	In Class	Examination	
Date Issued	Week 6, Term 4	Week 7, Term 1	Week 5, Term 2	Term 3 Week 1	
Date Due	Week 8, Term 4	Week 9, Term 1	Week 7, Term 2	Term 3, Week 3 - 5	
Outcomes assessed	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Components					%
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills	5	5	5	5	20
Investigation and research	5	10	5		20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting (%)	20	30	20	30	100

VET HOSPITALITY ASSESSMENT SCHEDULE

VET – Hospitality Kitchen Operations

Type of Task	Competency Assessment	Trial HSC Examination
Date Issued	Ongoing throughout Year 12	Term 3 Week 1
Date Due	Ongoing throughout Year 12	Term 3 Weeks 3-5
Task Description	Students will complete a variety of written, practical, and/or oral competency tasks relevant to the course content. Opportunities to repeat tasks may be provided throughout the year to support students in achieving competency	The task assessment notification specifies the content to be assessed in this examination. The full list of course units is provided below; however, assessment in the Trial HSC examination will be limited to those units marked with an asterisk (*)—the NESA mandatory and stream units.

	Unit Code	Unit of Competency
1	SITXFSA005 *	use hygienic practices for food safety
2	SITXWHS005 *	participate in safe work practices
3	SITXCCS011 *	interact with customers
4	SITHCCC023 *	use food preparation equipment
5	SITHCCC027 *	prepare dishes using basic methods of cookery
6	SITHKOP009 *	clean kitchen premises and equipment
7	SITXFSA006 *	participate in safe food handling practices
8	SITXINV006	receive, store and maintain stock
9	SITHCCC026	package prepared food stuffs
10	SITHCCC024	prepare and present simple dishes
11	SITHCCC028	prepare appetisers and salads
12	SITHCCC025	prepare and present sandwiches
13	SITHCCC034	work effectively in a commercial kitchen

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VISUAL ARTS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Type of Task	Submission	In Class	Submission	Examination	
Date Issued	Term 4, Week 4	Term 1, Week 2	Term 2, Week 1	Term 2 Week 10	
Date Due	Term 4, Week 9	Term 1, Week 6	Term 2, Week 9	Term 3, Week 4-5	
Outcomes assessed	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components					%
Students will make artworks with an understanding of conceptual strength, material choice and different techniques	20		30		50
Students will develop knowledge and understanding of the relationships between the artwork, artist, audience and world		20		30	50
Weighting (%)	20	20	30	30	100



Ms Gabie Stojanovski
Principal



Ms Jamie Lee Wood
Assistant Principal



Ms Samantha Marshall
Assistant Principal



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Walk with COMPASSION
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