



# HSC 2026

- A) Policy & Procedures
- B) Assessment Schedule & Calendar

Review Schedule	
Version Number	1.0
Approval Date	October 2025
Next Review Date	October 2026
Author	Curriculum Lead K-12
Approved By	College Principal

## Contents

1.	General Information .....	4
2.	College Contact Information .....	4
3.	Senior School Curriculum Team .....	5
4.	Lines of Communication .....	6
5.	Overview of Assessment .....	7
6.	Achieving the RoSA / HSC (ACE Rule 1) .....	8
6.1	Record of School Achievement (RoSA) .....	8
6.2	Eligibility for HSC .....	8
7.	Assessment Results & Appeals (ACE Rule 2) .....	9
7.1	School Based Assessment .....	9
7.2	Course Assessment Schedules .....	10
7.3	Changes to Course Assessment Schedules .....	10
7.4	Assessment Notification .....	10
7.5	Submission of Assessment Tasks .....	11
7.6	Attendance .....	12
7.7	Absence on the Date of an In-Class Test or Examination .....	12
7.8	Absence on the Due Date of Submission of an Assessment Task .....	13
7.9	Non-Submission .....	13
7.10	Absence from Assessment due to VET Workplacement .....	13
7.11	Absence from Assessment due to Representative or Elite Sport .....	13
7.12	Suspension .....	14
7.13	Invalid or Unreliable Tasks .....	14
7.14	Reporting Student Achievement .....	14
7.15	Request for School Review: Assessment Task Result .....	15
7.16	HSC Assessment Rank or Grade .....	15
7.17	Request for School Review: HSC Assessment Rank or Grade .....	16
7.18	Appeals to NESAs: HSC Assessment Rank .....	17
7.19	Certification of HSC Major Works .....	18
8.	Course Commencement, Entries & Eligibility (ACE Rule 3) .....	19
8.1	Transferring Courses .....	19
8.2	New Students .....	19
9.	Course Completion, Non-Completion & Appeals (ACE Rule 4) .....	20
9.1	Satisfactory Completion of Higher School Certificate Courses .....	20
9.2	Non Completion "N" Warning Letters .....	20
9.3	Non- Completion Determination (N Determination) .....	21
9.4	Non-Completion Determination Appeals .....	22

10.	Disability Provisions & Appeals (ACE Rule 6).....	23
11.	Examinations (ACE Rule 7).....	23
11.1	School Examination Rules & Procedures.....	23
12.	HSC Minimum Standard (ACE Rule 8).....	25
13.	Illness/Misadventure and Appeals (ACE Rule 9).....	25
13.1	Illness/Misadventure Application.....	25
13.2	Substituting Assessment Tasks.....	26
13.3	Student Illness/Misadventure process.....	27
13.4	Illness/Misadventure Application NESA – HSC Exams.....	28
13.5	Extensions.....	28
13.6	Granting Approved Leave.....	29
13.7	Approved Leave Process.....	29
14.	Integrity of HSC School-based Assessment & Exams (ACE Rule 10).....	31
14.1	All My Own Work.....	31
14.2	Malpractice.....	31
14.3	Non-Attempt or Non-Serious Attempt.....	32
15.	Pattern of Study (ACE Rule 12).....	33
15.1	NESA Requirements.....	33
15.2	School Based Requirements.....	33
15.3	Extension Courses.....	34
15.4	Accumulating Courses.....	34
15.5	Repeating Courses.....	35
16.	Students with Atypical Circumstances (ACE Rule 13).....	35
16.1	External Providers.....	35
17.	Australian Tertiary Admission Rank (ATAR).....	36
18.	Summary of Student Responsibilities.....	37
19.	Forms.....	38

## 1. General Information

This booklet contains essential information for students in Higher School Certificate Courses 2025-2026 with regards to assessment requirements, assessment policies and procedures. This handbook should be read in conjunction with the Mackillop Catholic College Preliminary Assessment Schedule and Calendar Handbook 2025.

The NSW Education Standards Authority (NESA) assessment requirements for the Higher School Certificate are implemented by Mackillop Catholic College. A full copy of NESA's Rules and Procedures for 2025 Higher School Certificate Candidates can be downloaded from <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>.

It is important to note that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet.

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results.

NSW Education Standards Authority (NESA)  
GPO Box 530  
SYDNEY NSW 2001  
Telephone: 1300 13 83 23  
Website: <https://studentsonline.nesa.nsw.edu.au/>

## 2. College Contact Information

Phone	7256 2116
Email	<a href="mailto:smccw@dbb.catholic.edu.au">smccw@dbb.catholic.edu.au</a> <a href="mailto:shayne.winkler@dbb.catholic.edu.au">shayne.winkler@dbb.catholic.edu.au</a>
Address	91 Sparks Road, Woongarah NSW 2259
Website	<a href="http://www.mccwdbb.catholic.edu.au/">www.mccwdbb.catholic.edu.au/</a>



### 3. Senior School Curriculum Team

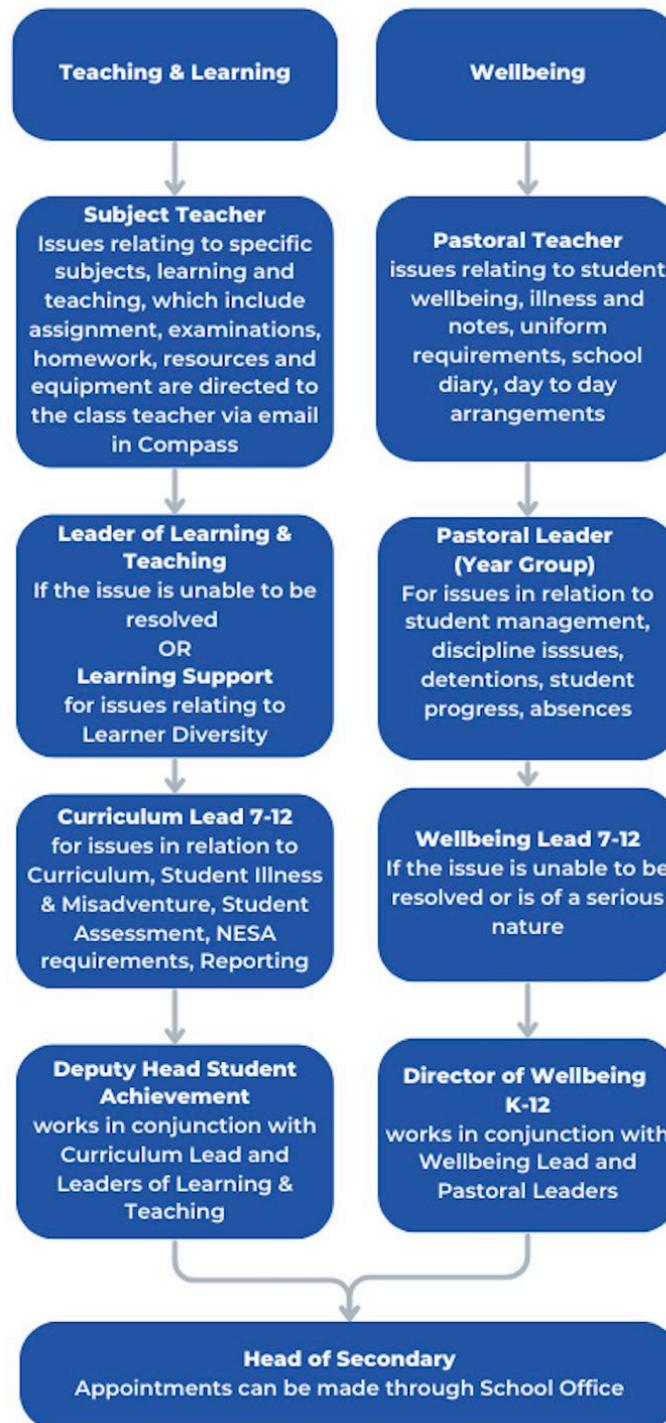
College Principal	Mrs T Appleby
Head of Senior School	Mr P Lynch
Deputy Head: Student Achievement	Mrs A Walters
Deputy Head: Evangelisation and Catechesis	Mrs C Price
Director of Wellbeing	Mr L Barry-Donellan
Director of Learner Diversity	Mrs S Mayall
Curriculum Lead	Mrs S Winkler
Wellbeing Lead 9-12	Mr J Legge
Leader of Pastoral Care Year 12	Ms J Higgins

#### Leaders of Learning and Teaching

Religious Education	Mrs M Baxter
English	Ms A Goodwin
Human Society & Its Environment & Languages	Ms E Sullivan
Science	Mrs C Less
Mathematics	Mr G Taylor
Creative & Performing Arts (Music/Dance/Drama)	Mrs S Baird
Personal Development/Health/Physical Education	Mrs N Abel
Technological and Applied Studies	Mr D Clair
Vocational Education Training	Mr D Gasparotto
Careers Adviser	Mr D Gasparotto

## 4. Lines of Communication

Most issues at MacKillop Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your student, the flow chart below details the lines for effective communication within the College.



## 5. Overview of Assessment

Assessment is a broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation.

In HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Years 10-12 teachers are required by NESA (NSW Education Standards Authority) to formalise the assessment of students' progress. To do this, teachers administer 'Assessment tasks'. Performance on these assessment tasks is one of the factors that determine whether a student satisfactorily completes the requirements for the ROSA or HSC courses. The results of the assessment tasks administered during the HSC course are reported on the Higher School Certificate with the HSC exam mark.

Assessment tasks assist teachers in measuring student achievement in a course. Many tasks assess aspects of the course that cannot be measured in a formal examination, for example, practical skills oral skills, and performance on fieldwork. The use of both internal assessment and external examinations allows measurements and observations of student achievement to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, a HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the state-wide distribution of HSC marks of all students in the course. The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The Mackillop Catholic College Stage 6 Assessment Policy and Procedures have been developed from NESA - *A Guide to HSC Assessment: HSC Assessment in a Standards Reference Framework*.

## 6. Achieving the RoSA / HSC

## (ACE Rule 1)

### 6.1 Record of School Achievement (RoSA)

Students who leave school before they complete the HSC may be eligible for a RoSA; this credential will:

- be a record of achievement for students who leave school prior to receiving their HSC.
- report results of moderated, school-based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10.
- be cumulative and recognise a student's achievements until the point they leave school.
- show a result for all courses completed in Year 10 and Year 11.
- be able to reliably compare students across NSW.
- give students the option to take online literacy and numeracy tests.
- be comprehensive and offer the ability to record a student's extracurricular activities.

To qualify for the award of a Record of School Achievement, a student must have:

- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

### 6.2 Eligibility for HSC

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams.

## 7. Assessment Results & Appeals

## (ACE Rule 2)

### 7.1 School Based Assessment

Course Type	Marks & Records
Board Developed Courses	Students complete school-based assessments, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.
Board Developed Courses (with optional HSC Examination)	Students receive a grade (A to E) for school-based assessment. Students who complete the optional HSC examination for the course will receive an examination mark For VET courses students will receive an examination mark for any VET examination completed. The HSC mark and performance band are based on the examination mark only. Students will also receive an AQF VET Certificate or a Statement of Attainment.
VET Board Endorsed Course	Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit.
Life Skills Course	Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.
Course Studied with an Outside Tutor / External Provider	Student results will be reported as an examination mark and an HSC mark. The assessment mark will only be listed if an Illness/Misadventure Application was lodged and it was upheld.

HSC course Assessment begins during Term Four of Year 11 and ends towards the end of Term 3 of Year 12. HSC course Assessment will only commence if the Preliminary course has been completed.

Assessment tasks undertaken during the Preliminary component of a course do not contribute directly to the Higher School Certificate.

## 7.2 Course Assessment Schedules

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students must receive a copy of the Assessment Schedule for each Stage 6 HSC Course. These schedules indicate:

- The date (Term/Week) for the task
- The weighting for the task
- The nature of the task
- Outcomes to be assessed for the task

There will be an assessment free period of one week prior to formal exam weeks.

A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period].

## 7.3 Changes to Course Assessment Schedules

Under certain circumstances, Leaders of Learning & Teaching (LoLT) may find it necessary to vary their assessment schedules. Wherever feasible the LoLT will endeavour to consult with the classes affected. Every consideration will be given to ensure that students do not suffer disadvantage.

Students and parent/carers will be informed in writing with at least two weeks' notice of the variation for any task being brought forward or any change to the type of task. The notice may be less than two weeks if the task is being moved to a later date. The weighting of the task in the overall Assessment program will not be varied.

Other variations from the published student assessment schedule, including assessable outcomes for a specific task, may be altered at the discretion of the LoLT and will be included on a revised Assessment Notification.

## 7.4 Assessment Notification

Course teachers will advise in writing the precise timing and nature of the task, at least two weeks before the task commences.

The task notification must include the:

- Date of Issue
- Components and weightings, and
- Syllabus outcomes assessed, and
- Nature of the assessment task, and
- Scheduled date and time for attempting or submitting the task, and
- Marking criteria that will be applied (where appropriate)

All Stage 6 HSC course Assessment Notifications will be posted in an electronic format onto the course learning platform. Upon receiving the notification of an assessment task, all students in the class must digitally acknowledge that they have received a copy of the assessment notification and are aware of requirements of the task using the Assessment Acknowledgement form. If uncertain about a task, students should communicate directly with the course teacher or LoLT.

An examination notification will be given out at least 2 weeks prior to the commencement of the exam period.

It is the student's responsibility to ensure that students know what work has been missed and to catch up on that work. The same conditions apply if students are absent when an Assessment Task is notified. Students are not entitled to any automatic extension of time for the task.

### 7.5 Submission of Assessment Tasks

The expectation by the College is that all students will submit assessment tasks for all enrolled courses on the due date.

Electronic-based assessments are to be finalised and submitted via the platform indicated on the notification, no later than **9:00 am** on the due date. Other forms of assessment such as (but not limited to) class tests/oral presentations/folios/3D models must be submitted by the student on the nominated due date and time as per the submission instructions set out in the Assessment Notification.

Any tasks submitted after 9.00am, or the arranged time, will be deemed LATE. If a student has not applied for, and been granted, an extension of time for the submission of an assessment task from the Curriculum Lead 7-12, a **zero mark** will be awarded.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. No responsibility is taken for a misplaced assessment task.

Where a student completes an assessment task, either at home or in school, but feels they have been disadvantaged by illness or misadventure the student must complete an Illness/Misadventure Application with the appropriate documentation.

Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

## 7.6 Attendance

Students are required to attend all timetabled lessons and College events prior to the submission/ completion of an assessment task. It is not acceptable for a student to be absent from lessons to prepare for an assessment task. This will be considered malpractice as such actions provide students with an unfair advantage. It is considered a form of cheating and students may receive a zero mark for the task.

If a student is absent the day before an assessment task is due, they are to submit an Illness/Misadventure Application with external evidence for the absence. If the absence is due to illness, an independent medical certificate must be supplied. Without an upheld appeal the students will receive a zero.

## 7.7 Absence on the Date of an In-Class Test or Examination

Students with a planned absence must complete the Illness/Misadventure Application and include relevant documentation prior to the in class assessment task. If upheld the LoLT will organise a rescheduled assessment date which will be advised by a Compass chronicle entry.

If a student has an unplanned or unforeseen absence (suddenly ill or is subject to misadventure), they should telephone the College (72562116) by 8.30am on the morning that the task is due and ask that the Curriculum Lead 7-12 be notified.

The Curriculum Lead 7-12 will notify the relevant teacher and LoLT that the student will be absent from the task. The student must complete an Illness/Misadventure application and present evidence for the absence e.g. independent medical certificate.

Students who arrive late for an **in-class assessment task**, must report directly to the class and attempt the assessment task. No extra time will be provided for students that arrive late for any assessment task. At the conclusion of the assessment, if a student believes that circumstances beyond their control have occasioned the lateness, they should complete an Illness/Misadventure application. Being late without an acceptable reason may result in a zero mark being recorded.

Students who arrive late for an examination must report directly to the exam centre and wait at the doorway to the exam room. Entry will be allowed at a time when it does not interrupt instructions and other students. No extra time is given. At the conclusion of the examination, if a student believes that circumstances beyond their control have occasioned the lateness, they should report to the Curriculum Lead 7-12 and complete an Illness/Misadventure application.

## 7.8 Absence on the Due Date of Submission of an Assessment Task

Students are still responsible for ensuring that the work is submitted on time. Electronic submission of assessment tasks will be made using the platform stated on the notification.

- It is the student's responsibility to finish the assessment task by the due date and time;
- It is recommended that students submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and marks may be awarded.
- If a student requires an extension of time, they must complete an Illness/Misadventure application, with the relevant evidence. This must be submitted at least 4 days prior to the due date. The decision for extension of time will be determined by the Curriculum Lead 7-12 in consultation with LoLT and class teacher.

## 7.9 Non-Submission

It is a requirement of NESA that all assessment tasks are completed. Failure to complete any assessment task may result in a student receiving an N-determination (Not Achieved or Not Demonstrated).

Parent/Carers will be notified by email about a non-submission of a task within 24 hours of the assessment task's due date.

If the student does not submit a task within **4 days** parents/carers and students will be notified formally with an "N" Warning letter.

The student will receive a zero mark for that task. As part of redeeming themselves from the warning, the students will be required to satisfactorily complete the outstanding task as determined by the LoLT. Even if a student will receive zero for an assessment task, failure to submit the task may cause them to receive an "N-determination" for the subject.

## 7.10 Absence from Assessment due to VET Workplacement

All students studying VET courses are to ensure that submit an Illness/Misadventure application to cover in class assessments that are due when they are on work placement. Extensions will not be granted for hand in tasks that are due during a work placement period. It is also the responsibility of VET students to ensure that they find out any information about an assessment task that may have been set while the student is on work placement.

## 7.11 Absence from Assessment due to Representative or Elite Sport

Students who will miss a task due to representative sport organised by Broken Bay are expected to submit the task on the day it is due as per the Assessment Notification. Any in

class tasks that require completion will require a Leave Application and students will sit the task prior to the due date.

For absence due to Elite sport (state level or above), students will be required to complete a Leave Application. These will be approved as per the College Leave Policy by the Principal only.

### 7.12 Suspension

Students who are on in school, or at home, suspension are expected to attend any in class assessment tasks on the date and lesson advised on the notification. It is the responsibility of the student to be present for the task. Non-attendance will result in a zero mark for the task. Suspended students are also expected to submit any hand-in tasks on the due date and time as per the assessment notification.

### 7.13 Invalid or Unreliable Tasks

If on the rare occasion an assessment task and its results, are deemed to be invalid, unreliable, incurred an administrative problem, failure to discriminate between students or assess the desired outcomes the teacher and/or student must approach the LoLT. If the issue cannot be resolved at the faculty level, it may be referred to the Deputy Head of Student Achievement and Curriculum Lead 7-12 for further review.

In the case that an assessment task fails to discriminate between students, the Deputy Head of Student Achievement reserves the right to either reduce the weight of the assessment task or initiate a substitute task with weightings adjusted accordingly.

Both students and parent/carers will be notified in writing of this decision. An alternate task may be set, marked and the results recorded on COMPASS. The original tasks and results will be held by the Curriculum Lead 7-12 in case of appeal. A minimum of two weeks' notice would be given for the substitute task.

### 7.14 Reporting Student Achievement

Assessment tasks and examinations will generally be returned to students within two weeks of the due date. Students will receive meaningful feedback on each task to assist them in improving their level of achievement.

Results of assessment tasks will be given to students as a mark. The rank in the class for that task will also be given to the student. At formal report times parent/carers and students will be given their current cumulative rank based on performance in assessment tasks in each course.

In accordance with NESAs regulations, the final HSC Assessment Mark is not reported to students. Students will be able to access their final rank in each course through Students Online at the conclusion of the HSC Examinations.

In VET courses, students will be informed of their progress in achieving units of competency by the system, 'competent' or 'not yet competent'. The student's logbook will be completed when competencies are achieved. An estimated mark will be submitted to NESAs at the completion of the VET course. This mark will be obtained from students' performance in the Trial HSC examination.

All Stage 6 student assessments will be recorded, stored, and archived on Compass.

### 7.15 Request for School Review: Assessment Task Result

If a student is dissatisfied with a mark/grade and/or assessment task, they must discuss this with their class teacher within **two (2) days** of the mark/grade and/or assessment task, being released to the whole class.

If they are still not satisfied, they should submit a 'Student Appeal of School Assessment Task Result' form, through Compass within **two (2) days** of speaking with their class teacher.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes. Teacher judgement in the awarding of marks cannot be appealed.

Appeals may be referred to the Assessment Review panel for determination. The panel will include members of the LoLT team and College executive. The panel will consider the grounds for the appeal and will inform the students and parent/carers of the decision.

### 7.16 HSC Assessment Rank or Grade

The School derives the *HSC Assessment Mark* for each student by adding the weighted marks from all formal assessment tasks for the HSC component of that course (to a maximum mark of 50 for a 1 Unit course, 100 for a 2 Unit course), then submits the student's assessment mark for each course to NESAs.

For **Board-determined courses**, where the syllabi are determined and distributed by NESAs, NESAs moderates this assessment mark against performance in the HSC examination for that course and reports the moderated mark alongside the HSC examination mark on the Record of Achievement.

When the Australian Tertiary Admissions Rank (ATAR) is computed, the HSC assessment and examination marks contribute equally to the total mark for each course. In cases of successful appeal on the grounds of Illness/Misadventure during the HSC examinations, however, the assessment mark may solely be used to count towards the ATAR.

For **Board-endorsed courses** there is no external HSC examination. If these courses are one-year courses undertaken in Year 11, (eg Exploring Early Childhood) their satisfactory completion, or otherwise, is recorded on the Year 11 Record of School Achievement. When studied as Year 11/12 courses, (eg Studies in Catholic Thought) the school assessment marks are reported on the HSC Record of School Achievement but are not moderated or scaled and do not contribute to the ATAR.

Assessment task marks are recorded and stored using the Compass. Student academic performance is reported to parents twice during the HSC year.

### 7.17 Request for School Review: HSC Assessment Rank or Grade

During the year, Higher School Certificate students are ranked in each assessment task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course.

Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students can seek a school review of their grade for English Studies, Mathematics Standard 1 and Numeracy only.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with the NESA's requirements as detailed in the syllabus packages.
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program. In particular, the weightings for the assessment tasks should be consistent with those specified in the assessment program.
- there are no computational errors in the determination of the assessment mark.

Provided the College is satisfied that these conditions have been met, no change to the assessment rank or grade will be made.

Requests for School Review of the final Higher School Certificate assessment rank or grade must be made on a NESA form “Application for School Review of Assessment Rank or Grade”. This is available via Schools Online on the last day of the HSC examinations. The completed form should be received by the College by the date specified by NESA on the form. This date will be only a couple of days after the last HSC examination so students must act promptly.

The College will plan to ensure that the request proceeds without delay. The College will advise the student and parent/carer of the outcome of its review and will advise NESA of any changes to assessment marks.

The College must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

### 7.18 Appeals to NESA: HSC Assessment Rank

If the rank is reviewed by the College, and the student is not satisfied with the result, they can appeal to NESA.

Students should contact the Deputy Head Student Achievement without delay, by email or telephone, who will advise the student how to proceed with an appeal.

There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- the school review process was adequate for determining items
- the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reviews and appeals relate to the assessment process are designed to correct any errors affecting the assessments for the entire school group.

Students’ evidence and reasons supporting appeals might include information about:

- the school’s stated assessment program.
- the assessment program as actually implemented.
- feedback given to the student about his or her performance in assessment tasks.
- the adequacy of the procedures used in the school review.
- the propriety with which it was conducted.

## 7.19 Certification of HSC Major Works

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; Music; Science Extension, Society and Culture; Textiles and Design; and Visual Arts.

In respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should “recognise and reflect relevant State and National legislation, regulations and standards including those relating to Work Health Safety, animal welfare, dangerous goods, hazardous substances and weapons”.

*Any HSC project that might be considered dangerous to health or safety may not be marked.* Students should discuss with their class teacher with regard to the suitability of their major work. If they have any questions or uncertainties about their major work, they should consult their teacher.

Students are not permitted to commence the Major Work until the following requirements have been satisfied:

- Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- Been informed of the WHS guidelines regarding major works
- Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work
- Received written consent for the project to commence from the classroom teacher

During the development phase for the major works, teachers will regularly monitor and assess the student’s progress. Students will need to ensure that process diaries, logbooks, body of work, folios, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in major work documentation.

The submission dates for completion and hand-in to school for major work projects are determined by NESA and are published in the *Higher School Certificate Practical Examination Important Dates Schedule*.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major 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 major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. 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.

## 8. Course Commencement, Entries & Eligibility (ACE Rule 3)

### 8.1 Transferring Courses

Students studying an HSC course may not change subjects or courses unless the Secondary Principal is satisfied that they:

- will be able to complete all HSC course requirements, including assessment requirements.
- no changes in HSC entries may occur after 30th June in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments.
- In Mathematics, students changing from Extension 2 to Extension 1 must also complete the Mathematics (2 unit) course. This is permitted only if the school can provide a valid assessment for the 2-unit course. Such changes are permitted up until the due date for submission of assessments (see Higher School Certificate Events Timetable).
- will be able to complete all HSC Course requirements, and ATAR requirements.

Students wishing to change subjects, or drop a subject, **must** have completed the Change of Subject Form in Compass with a note providing parent/carer approval.

### 8.2 New Students

Students who transfer into the College after the commencement of the HSC Assessment program will

- sit for the remaining assessment tasks with the school group,
- have their position in the group determined by comparison with the school group on these common tasks,
- be given a mark in the assessment task(s) that they missed consistent with their ranking for the completed common tasks.

Decisions regarding changes will be left to the discretion of the Principal.

## 9. Course Completion, Non-Completion & Appeals (ACE Rule 4)

### 9.1 Satisfactory Completion of Higher School Certificate Courses

NESA requires that a student must complete satisfactorily a Preliminary and an HSC Course before a result in that course can be obtained at the HSC. Students are required to meet course completion criteria as well as assessment completion criteria.

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.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- achieved some or all of the course outcomes.

Students are expected to complete all tasks which are part of the assessment program in each course of study.

School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement. Students must make a genuine attempt at assessment tasks that 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**.

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

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

### 9.2 Non Completion "N" Warning Letters

Where a student fails to comply with NESA or College requirements for the satisfactory completion of the Higher School Certificate course, the student will receive an official warning letter outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task. Failure by

the student to respond to the requests made in official warning letters may lead to the issue of an 'N' Determination in that course, indicating non-completion of course requirements. An 'N' Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

- First N Warning - In the event of the need to issue a warning letter informing the student and parent/carers that the student is in danger of receiving an N (Non-Completion) award, the following will occur:
  - An interview will be conducted by the LoLT, class teacher and the student to communicate the importance of the notice.
  - A copy of the warning letter will be provided for the student through Compass.
  - The parent/carers will be contacted by the LoLT and receive the letter through Compass.
- Second N Warning - In the event that a second warning letter needs to be issued:
  - The parent/carers and student will be asked to attend an interview at the College, with the Curriculum Lead 7-12.
  - A copy of the warning letter will be provided for the student and parent/carers via Compass.
  - A written record of this interview will be kept, and the details of this interview will be recorded on Compass.
- N Award- at risk Interview - In the event of the student failing to improve their performance as indicated in the first two warning letters the following will occur:
  - An interview will be conducted with the student and parents/carers by the Deputy Head Student Achievement and Curriculum Lead 7-12.
  - The Principal will be informed and may also be involved in the interview.
  - A written record of this interview will be kept.
  - NESAs 'N' Award paperwork will be issued to the student and the appeals process explained.

The Principal, or their delegate, must:

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

### 9.3 Non- Completion Determination (N Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Students may put themselves at risk if they do not regularly attend school.** In special circumstances, the Principal can allow sick students to proceed, but they must attain the outcomes and satisfy the assessment requirements.

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 the Principal 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.

In cases of non-completion of course requirements, an 'N' determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not contribute to the HSC or RoSA after the official warning process detailed above.

If a student fails to undertake any mandatory work placement component of a VET course 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.

Extension course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2-unit course in the subject.

#### 9.4 Non-Completion Determination Appeals

Where the Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the N Determination Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parent/carers in writing of their right to appeal against the Principal's determination.

NESA will review appeals only on the information submitted with the Principal's Determination form, the N Determination Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included.

If a student appeals to the College and the student's appeal is successful, both the Principal's Determination form and the N Determination Student Appeal form should be retained at the

College. NESAs must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the College level, the Principal's Determination form, the N Determination Student Appeal form, the School Review – Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs in which case all forms and copies of warning letters must be sent to NESAs for review of the appeal.

## **10. Disability Provisions & Appeals (ACE Rule 6)**

Class teachers may apply disability provisions for the completion of an assessment task if the student has been granted such provisions by NESAs or the College's Diversity Team in accordance with the adjustments and accommodations agreed upon in the student's current Personalised Learning and Support Plan.

Approved NESAs provisions will be applied to examinations.

## **11. Examinations (ACE Rule 7)**

### 11.1 School Examination Rules & Procedures

Mackillop Stage 6 examinations are held under conditions that model the HSC examination conditions.

Students must assemble at least 20 minutes before the advertised starting time of the exam and be ready to enter the Examination room.

If a student is absent for an examination, they must follow the Illness/Misadventure process.

#### Behaviour during the exam

- Students will enter the exam room in silence and sit in the allocated place.
- Students will not be allowed to leave the exam room and go to the toilet during the first and last 30 minutes of any scheduled examination.
- Students will not be allowed to leave any examination early.
- Students making reference to notes whilst in the exam room will be considered as having an unfair advantage and will be awarded a zero.
- Students turning around or communicating with others will be considered as engaging in inappropriate behaviour & gaining an unfair advantage; this will be considered malpractice.
- Students deliberately disturbing or distracting other students during any part of the exam will jeopardize their paper being marked.

- Graffiti of any description on exam papers will not be tolerated. Exam papers defaced, or containing any form of graffiti will not be marked.
- Students may not leave the exam room until the exam is finished and are dismissed by the exam convenor. For a range of reasons, exams may run late, and students must not commit to leave for work or other activities.

Breaches of examination conditions will be treated as malpractice and penalties will apply.

#### Equipment for school examinations

Students should write in black pen and make sure they have spare pens in each exam. Students may also bring a ruler, highlighters, pencils (should be at least 2B) and a sharpener, and a bottle of water in a clear bottle. All equipment should be kept in a clear case or zip lock bag. Students can wear a watch to exams, but once they sit down they will have to take it off and place it in clear view on the desk. Programmable watches, including smart watches, are not allowed in the exam room.

All equipment brought into an exam room is subject to inspection on entry. Students must make sure equipment, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

Students are not allowed to borrow equipment during exams.

#### Equipment for specific examinations

This list details specific equipment that students are expected to bring for particular exams. Only those exams that require specific equipment are listed.

- *Industrial Technology* : NESA-approved calculators, pair of compasses, protractor, set squares, pencil
- *Languages* : Unannotated monolingual and/or bilingual print dictionaries may be used in Continuers. Digital dictionaries are not permitted.
- *Science Extension* : NESA-approved calculators, Headphones (wired) to listen to audio stimulus for questions
- *NESA Approved Calculator also permitted for the following courses:*  
Biology, Business Services, Business Studies, Chemistry, Construction, Economics, Entertainment, Hospitality, Investigating Science, Languages, Mathematics, Physics.

#### What CANNOT be in the exam room

- Mobile phones are not permitted in exam room under any circumstances.
- A programmable watch, eg a smart watch.
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (eg iPads), music players or electronic dictionaries.
- Paper or any printed or written material.
- Print dictionaries, except where permitted in language exams.
- Correction fluid.
- Chewing gum and food is not allowed in the exam room

## **12. HSC Minimum Standard**

**(ACE Rule 8)**

Students must meet the HSC Minimum Standard prior to completing Year 12, to be eligible for the award of the HSC. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

## **13. Illness/Misadventure and Appeals**

**(ACE Rule 9)**

### 13.1 Illness/Misadventure Application

For all foreseen, or unforeseen absence due to illness or misadventure students must submit the Illness/Misadventure Application form on Compass and report to the Curriculum office as soon as possible. This process can commence before the student returns to the College.

If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the Curriculum Lead 7-12 and if appropriate submit an Illness/Misadventure Application. This also applies to absence due to work placement and school events. Any Leave must be approved by the Principal. An extension of time may be considered.

NESA states it is not possible for the school to compensate for the effect of an existing illness or misadventure on performance during a task. For example, if a student is ill and attempts an assessment task then the mark for that task cannot be adjusted to compensate for the illness.

Students who are so ill that they believe their performance will be adversely affected are advised to remain at home, obtain an independent medical certificate and follow the Illness/Misadventure process.

Students who become ill during an assessment task should advise the supervisor. If they are unable to continue, they will be sent to sick bay, parent/carers contacted, and the student will need to obtain an independent medical certificate and complete an Illness/Misadventure Application.

Students who experience some misadventure (eg car accident) on the way to an assessment task are to immediately inform the College Office by phone or upon arrival. The Curriculum Lead 7-12 will decide what steps are to be taken.

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension or misadventure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

If a student encounters difficulties of this nature, they are to report this to the Curriculum Lead 7-12 and make alternative arrangements to submit the task. Students will **not** be granted an extension due to technical problems.

During an exam period the Illness/Misadventure Application should be submitted the first day you are fit or well enough to continue with exams. In the case of illness, an independent medical certificate that states the absence and that the student was in no condition to do the task on the day. Students must obtain the medical certificate from an independent doctor or pharmacy on the day of the illness.

In the case of misadventure, students must include documentation related to the misadventure. This may require approval from the Principal.

The Curriculum Lead 7-12 advise what course of action will be taken and notify the student and parent/carers of the decision by email.

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 College will record a zero mark for the assessment task.

### 13.2 Substituting Assessment Tasks

Students are expected to attempt all assessment tasks.

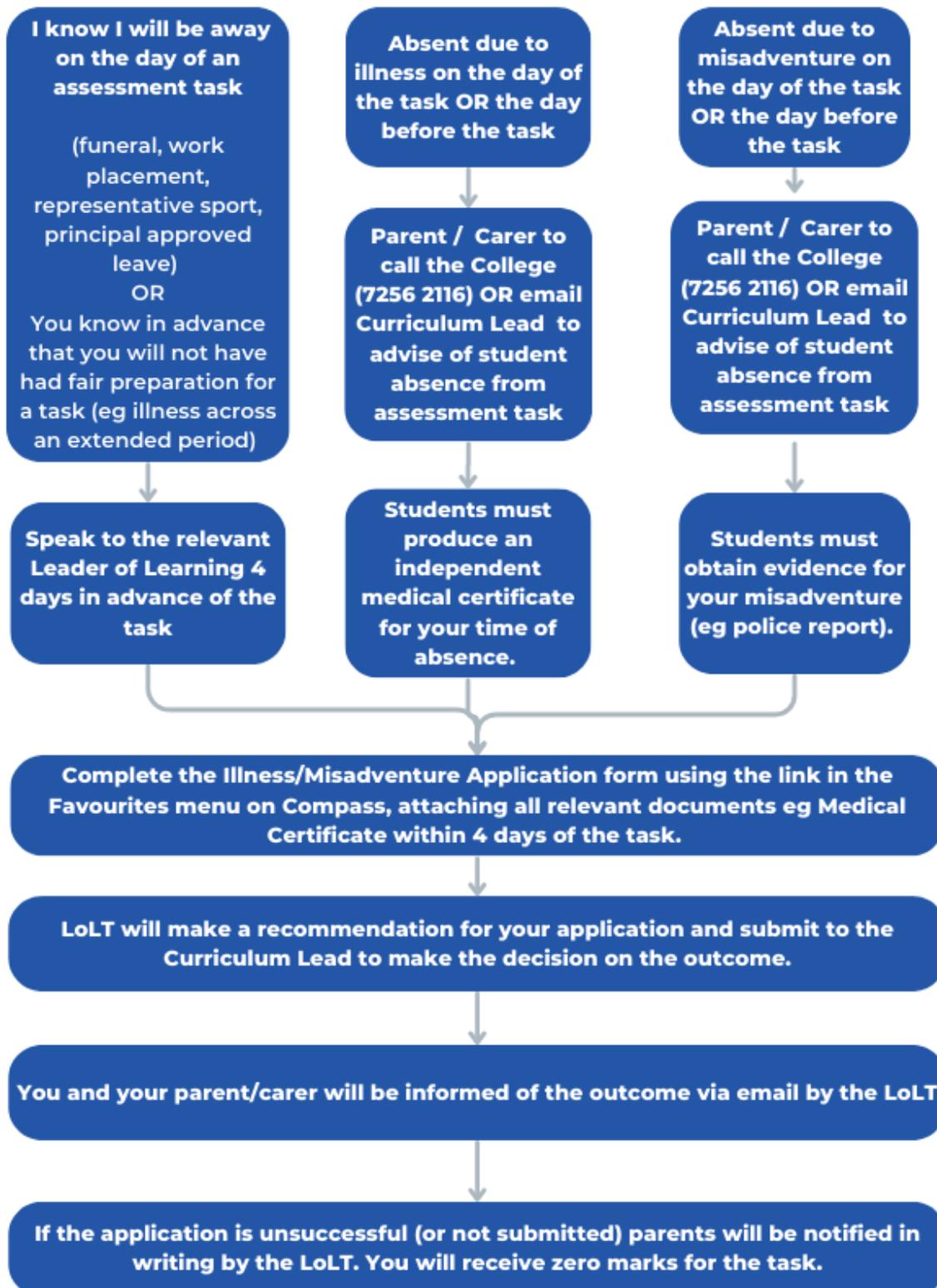
If a student has an upheld Illness/Misadventure Application, schools must provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, or
- providing the student with a substitute assessment task.

Schools must ensure the substitute assessment task is in accordance with the Illness/Misadventure provisions in the school's policies and procedures for school-based assessment.

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 and in line with the school's policies and procedures for school-based assessment.

### 13.3 Student Illness/Misadventure process



### 13.4 Illness/Misadventure Application NESA – HSC Exams

Students who experience illness or misadventure immediately before, or during, an HSC exam or are prevented from attending or impacted during an HSC exam can make an application for Illness/Misadventure consideration through NESA. This is only open to those students who have an assessment mark or estimated mark for the course. An individual or group Illness/Misadventure application can be submitted.

The Illness/Misadventure process does not cover attendance at sporting or cultural events or family holiday; alleged inadequacies of teaching; long-term matters; disabilities or illness which already have provisions granted. Exceptions include an unforeseen episode or flareup which occurs immediately prior or during the exam or difficulties with the provision occurring during the exam.

Interruption to the completion of HSC majors works such as theft, vandalism or destruction of major works may be considered by NESA.

Students must attend all HSC exams if it is safe to do so and it is not against medical advice. If students cannot attend, they must notify the principal immediately to be advised of the NESA Illness/Misadventure process.

Students who do not attend an HSC exam and have their Illness/Misadventure application declined will not receive results for the affected course.

### 13.5 Extensions

Extensions will only be granted by the Curriculum Lead 7-12 in the most exceptional circumstances. Students must apply **four (4) days in advance** in writing. Students making a request for an extension to an assessment task must complete the Illness/Misadventure Application form on Compass and supply documented evidence to validate the claim. The Curriculum Lead 7-12 will consult with the relevant LoLT before making any decision.

In general, students will not receive extensions for foreseeable circumstances, e.g. students could not complete work because they had sports training. It is expected that students will manage their time effectively and adequately plan the completion of assessment tasks. Classroom teachers are not permitted to grant extensions; the LoLT and Curriculum Lead 7-12 will have oversight of this.

Students will be notified by email of the outcome.

Requests at shorter notice will only be accepted in exceptional circumstances only.

Suspended students will not receive extensions for assessment tasks during their suspension period.

### 13.6 Granting Approved Leave

Granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave provided that they are satisfied that the impact of the absence is not substantial and that the progress of the student towards course outcomes will not be unduly affected.

Except in extraordinary circumstances, leave will not be granted from any Stage 6 assessment tasks.

Students intending on taking leave must apply in writing to the Principal at least two weeks prior to departure providing clear evidence as to why leave should be given by submitting the Leave Application Form (found on Compass). This form requires parent/carers to list all assessment tasks that will be missed during the absence. Students must wait until the Principal has given permission, before taking leave. Students should not automatically assume leave has been granted. Vacations taken outside normal College holidays will not be accepted as a valid reason for absence from an assessment task.

If the request for Leave is not approved by the Principal any non-submitted or missed assessment tasks will receive zero marks.

As part of the application process students must consult with the LoLT to make arrangements for any assessment tasks by completing the Pre-Leave Assessment Task Rescheduling Form. Generally, all hand in tasks must be submitted prior to the leave. In-class tasks will be scheduled before the leave commences and may require students to complete a substitute task at a time decided by the LoLT. In extreme circumstances the Deputy Head Student Achievement may approve the allocation of an estimate based upon evidence of assessment.

### 13.7 Approved Leave Process

Students must collect the Pre-Leave Assessment Task Rescheduling Form as soon as the Leave Application Form has been submitted and completed **at least 5 school days** before the commencement of the leave. The form must be completed and signed by LoLT for each assessment task. Students are also expected to liaise with their teachers for advice on any work missed during the absence. Rescheduled assessments will generally be done prior to the commencement of the students leave. The student and parent/carer must read and sign the form after their child completes the assessment and subject requirements section. The completed and signed form must be returned to the Curriculum Office **at least 5 school days** before the commencement of the leave.



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 assignments set by the College, tuition or private study, attendance at another school, distance education lessons and catching up.

## 14. Integrity of HSC School-based Assessment & Exams (ACE Rule 10)

### 14.1 All My Own Work

NESA requires that students complete the HSC: All My Own Work (**AMOW**) program before undertaking their first assessment in the Preliminary HSC course. AMOW is designed to help students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice.

The program is designed to be delivered flexibly as self-paced learning modules and is divided into four modules:

1. What is All My Own Work
2. What is plagiarism
3. How do I acknowledge other people's work
4. How can I work honestly

Students must complete the mandatory NESA AMOW modules and acknowledge the completion using the form provided by the College.

### 14.2 Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice is addressed directly by NESA in HSC: All My Own Work, completed by all students.

Malpractice in any form is unacceptable. All work must be a student's own or must be acknowledged appropriately. Types of malpractice in assessment tasks may include, but are not limited to:

- **Misrepresentation:** when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information
  - making up journal entries for a project, and/or
  - submitting falsified or altered documents, and/or
  - impersonating another student, and/or
  - referencing non-existent sources, and/or
  - contriving false explanations to explain work not handed in by the due date
- **Plagiarism:** using the words, ideas, designs or workmanship of others without acknowledgement; copying from another student paying someone to write or prepare an assessment task. Examples of plagiarism include, but are not limited to:
  - Downloading information from the Internet and presenting as your own work.
  - Taking information from a published source without acknowledgment.
  - Copying another student's work
  - Getting help or ideas from another person without acknowledging this.

- Using generative AI tools to compose or improve all, or parts of, an assessment task, unless specifically instructed by the task
- **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.
  - sharing answers to an assessment with other students through any medium, and/or
  - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - contract cheating by outsourcing work to a third party, and/or
  - unauthorised use of artificial intelligence technologies
- Breach of exam/test rules such as being in possession of unauthorised notes or electronic devices during a test or examination or a non-serious attempt that is deemed to be frivolous or offensive.

A student who knowingly assists another student to engage in malpractice, is also engaging in that malpractice.

If malpractice is suspected, the classroom teacher will complete the Student Malpractice form. A panel will be convened which includes the LoLT responsible for the course and the Deputy Head Student Achievement to review the task. The student, and parents, will be informed of the suspected malpractice and provided with information about possible appeal options.

In the case of suspected plagiarism and use of AI specifically, the student will be asked 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 journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to confirm that their actual knowledge of the content is consistent with the level of knowledge in the submitted work.

If malpractice is concluded to have occurred, one of the following consequences will apply:

- reduced marks for all or part of the task
- zero marks for all or part of the task

As required by NESAs, Mackillop Catholic College maintains a register of malpractice which is reported to NESAs annually.

### 14.3 Non-Attempt or Non-Serious Attempt

Students are expected to submit all Assessment Tasks to the best of their ability. Completing just one section of an assessment task with several sections is considered a Non Attempt.

NESA defines a non-serious attempt as including frivolous or objectionable material in an answer.

NESA defines a non-attempt in an HSC exam as including only completing multiple-choice questions. A 'non-attempt' for a task includes non-submissions, late submissions, plagiarism, non-genuine attempt at the task and failure to follow the above procedures.

Non-attempt and non-serious attempts at assessment tasks will result in a N Award Warning Letter being issued. Students will be required to redo task and make a genuine attempt. Students will be provided a mark and feedback on this attempt although the first attempt will be the official mark recorded in Compass.

Students will be deemed unsatisfactory in a given course if they fail to make a valid attempt at more than 50% of the Assessment Tasks and this may make the student ineligible for an HSC.

## **15. Pattern of Study**

## **(ACE Rule 12)**

### 15.1 NESA Requirements

The structure of post compulsory education in NSW is offered by NESA as Stage 6. Stage 6 is comprised of TWO distinct courses.

- Preliminary HSC Course (Yr 11 – Term 1 to Term 3 Week 10)
- HSC Course (Yr 11 – Term 4 Week 1 to Yr 12 Term 3 Week 10)

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:

- At least 4 units from Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses);
- At least 4 subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in Year 11 and seven units of Science in Year 12.

### 15.2 School Based Requirements

At the end of the Year 11 Preliminary Course students will be allowed to adjust their pattern of study as long as they have sufficient units to satisfy the eligibility requirements for the Higher School Certificate. Students will not be allowed to discontinue their Religion course from their pattern of study.

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current Mackillop College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current Mackillop College timetable, this equates to 4 lessons per fortnight.

### 15.3 Extension Courses

Extension courses are 60-hours and may not be commenced until the related Preliminary course has been completed. Extension course 1 may not be completed without completion of the Preliminary Extension course. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject.

### 15.4 Accumulating Courses

Accumulation is when a student satisfactorily completes and accrues one or more courses. Students may be entered into Stage 5, Preliminary and/or HSC courses within the same calendar year. NESAs allows students to accumulate courses towards the RoSA. There is no time restriction for students accumulating Stage 5 and Preliminary courses.

NESA allows students to accumulate courses towards the HSC. Students may accumulate HSC courses by satisfactorily completing individual or multiple courses within a consecutive five-year period. This period commences the first year the student satisfactorily completes an HSC course, but courses do not need to be studied in consecutive years and extend beyond the 5 years but must restart the consecutive five-year period. Course/s from outside the consecutive five-year period would no longer contribute towards the pattern of study requirements.

NESA allows students to accumulate VET courses within a consecutive five-year period.

Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Extension courses within the VET Curriculum Frameworks may only be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course. While NESAs will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

## 15.5 Repeating Courses

A student may repeat one or more HSC courses but must do so within the five-year accumulation period. All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement. Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.

For students who have completed a 2 unit course and a related Extension course and who wish to change to another course in the same subject area (eg HSC English (Advanced) and HSC English Extension 1 to HSC English (Standard) the latest attempt will void all previous results in that subject for ATAR calculation purposes.

Whether or not a student has accumulated or repeated Extension course 1 and/or Extension course 2, no more than four units each of Mathematics and English may be counted for Higher School Certificate eligibility. The Record of Achievement reports every unit of Mathematics and English presented for examination by year. The student's latest completed course(s) will be considered for the ATAR.

Students who repeat a course where a submitted work or project is required may not resubmit a work or project that was entered and marked in a previous year without the special permission of NESA.

## **16. Students with Atypical Circumstances (ACE Rule 13)**

### 16.1 External Providers

In support of the student who undertakes study from an external provider(s), the Curriculum Lead 7-12 will:

- a) act as the school supervisor and contact person for all students undertaking courses
- b) provide on-site support for the external provider and respond to any follow-up matters regarding student progress
- c) provide onsite support for the external provider to ensure that any formal, particularly test/ examinations, assessment task is properly conducted according to the College's examination procedures.

All coursework, assessment tasks, reporting and the final HSC assessment mark will be provided by the External Provider.

## 17. Australian Tertiary Admission Rank (ATAR)

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.

- 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.
- The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

Calculation of 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.

The following courses are Board Developed courses, offered at MacKillop. An optional written examination is offered for the HSC in these courses. 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.

- English Studies - 240 hrs
- Mathematics Standard 1 - 240 hrs
- Business Services – 240 hours
- Construction – 240 hours
- Entertainment Industry – 240 hours
- Hospitality – 240 hours

Board Endorsed Courses (BEC) **cannot be included in the ATAR.**

- Life Skills courses and VET Fitness do not contribute to calculation of the ATAR

For further details:

- [University Admission Centre](#)
- [UAC – What is the ATAR?](#)

To help students considering University entry to decide on which subjects may better equip them for their ATAR they should review the UAC Scaling Report. This report, developed by the University Admission Centre outlines the contribution of each HSC subject to the ATAR in the previous year.

## 18. Summary of Student Responsibilities

A student must work with diligence and sustained effort in order to pass the course; this is a NESA rule. The following do not demonstrate diligence and sustained effort:

- Disruptive behaviour in the classroom environment.
- Repeated failure to complete homework.
- Non-serious attempts at assessment.
- Unexplained and constant absence from class.

Students have the right to:

- be informed of the assessment policies of the College and NESA
- receive clear guidelines relating to the requirements of each assessment task
- receive meaningful feedback that assists them to review their work
- query the mark for an individual task at the time of its return.

A student is expected to:

- acknowledge acceptance of all policy and procedures contained within the Stage 6 Policy & Procedure Handbook using the link provided.
- become familiar with and follow the assessment requirements set by the College.
- acknowledge the receipt of all mandatory assessment tasks
- complete all set tasks on time or talk to teachers about what is required.
- follow all instructions given for a task, in the notification and on the task itself
- follow the principles set out in HSC: All My Own Work and make a genuine and serious attempt in all tasks. Avoiding behaviour which could be considered cheating, including plagiarism.
- keep records of the progress of your work, for example version history of Word documents.
- keep a final copy of all submitted assessment tasks. This copy can be in the form of printed hard copy, a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone. It is recommended that this copy be stored on an external drive, or cloud storage such as OneDrive. This copy will:
  - provide the student with the opportunity to submit a replacement task if the correct processes for submission have not been followed; and
  - provide proof to the teacher that they have attempted/completed the task according to instructions.
- follow up any concerns with tasks at the time they are marked and returned.

It is the responsibility of any student who is/has been absent:

- to find out if any assessment tasks have been announced.
- to report to the Curriculum Lead 7-12 on the first day back to the College, to commence an Illness/Misadventure Application.
- to produce an independent medical certificate, where illness is involved
- to produce evidence that is satisfactory to the Principal explaining the absence.

## 19. Forms

<a href="#">Change of Subject Form</a>		<p>Please note you must:</p> <ul style="list-style-type: none"> <li>• Talk to the LoLT for your discontinued course</li> <li>• Talk to the LoLT for your commencing course</li> <li>• Obtain a note signed by a parent/carer to upload to this for.</li> </ul>
<a href="#">Illness Misadventure Form</a>		<p>Please note you must:</p> <ul style="list-style-type: none"> <li>• Attach an independent medical certificate or official documentation explaining your absence.</li> </ul>
<a href="#">Leave Application Form</a>		<p>Please note you must:</p> <ul style="list-style-type: none"> <li>• Submit this form at least 2 weeks prior to the commencement of leave</li> </ul>
Pre-Leave Assessment Task Rescheduling Form (hard copy only)	To be collected from Curriculum Office and completed at least 5 days before commencement of leave	
N Determination Student Appeal Form	NESA form available on Schools Online (not digital)	
<a href="#">Student Appeal of School Assessment Task Result</a>		<p>Please note you must:</p> <ul style="list-style-type: none"> <li>• Provide evidence</li> <li>• Submit within 2 days of receiving your mark</li> </ul>
Application for School Review of Assessment Rank of Grade	NESA form available on Schools Online one day after HSC examinations are completed. (not digital)	
<a href="#">Acceptance of 2026 HSC Assessment Policy Handbook</a>		To be completed after reading this booklet.

## 20. Glossary

NESA	NSW Education Standards Authority
ACE Manual	Assessment Certification Examination Manual - NESA
ATAR	Australian Tertiary Admission Rank
Preliminary Year	Year 11 Term 1 -Term 3
HSC Year	Year 12 Term 4-Term 3
Illness & Misadventure	Policy and procedure to support students who experience an illness or misadventure before or during a HSC exam or school based assessment.
Malpractice	Any activity that allows students to gain an unfair advantage over others.



**MACKILLOP**  
Catholic College  
WARNERVALE

**2026**

**HSC**

B) Assessment Schedules & Calendar

## HSC COURSE - ASSESSMENT CALENDAR 2025-26

This calendar should only be used as a guide. Students will receive the precise date for either the submission of the assessment task or the scheduled date for the 'test type' task on the official Assessment Notification Sheet.

### Term 4 2025

Week	Course	Weight
1		
2		
3		
4		
5		
6	Community & Family Studies Economics Health & Movement Science Investigating Science	20 20 20 30
7	Japanese Continuers Mathematics (Extension 1) Modern History Music 1 Physics Society & Culture	20 20 20 10 30 20
8	Ancient History Biology Business Studies English (Studies) English (Standard & Advanced) Legal Studies Mathematics (Std 1, Std 2, Adv) Mathematics (Extension 2) Mathematics (Numeracy)	20 15 20 20 25 15 20 20 20
9	Industrial Technology Design & Technology	30 20
10		

### Term 1 2026

Week	Course	Weight
1		
2	Studies of Religion I Science Extension	15 30
3	Dance Visual Art	15 25
4	Health & Movement Science	20
5	Japanese Continuers Music 1	20 20
6	Biology English (Standard & Advanced)	40 25
7	Community & Family Studies Economics Investigating Science Mathematics (Extension 1) Studies in Catholic Thought	20 30 20 25 15
8	Dance Design & Technology Mathematics (Std 1, Std 2, Adv) Mathematics (Extension 2) Mathematics (Numeracy) Physics Society & Culture	35 25 25 25 25 20 25
9	English (Studies) Industrial Technology Modern History	25 30 25
10	Business Studies Legal Studies	25 30



## ANCIENT HISTORY

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Historical Analysis (in class/hand in)	Source Task (in class)	Portfolio of Sources (hand in)	Trial HSC Examination	
<b>Unit of Work</b>	Part IV Historical Period: Julio-Claudians	Part II Ancient Societies: Sparta	Part 1 Core: Cities of Vesuvius – Pompeii and Herculaneum	HSC course	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 2 Week 2	Term 2 Week 9	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	12.1,12.2, 12.3, 12.5,12.8	12.4, 12.6, 12.9	12.6, 12.7, 12.9,12.10	12.2-5, 12.7, 12.9, 12.10	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	5%	10%	10%	15%	40%
<i>Historical skills in the analysis &amp; evaluation of sources &amp; interpretations</i>	5%		5%	10%	20%
<i>Historical inquiry &amp; research</i>	5%	10%	5%		20%
<i>Communication of historical understanding in appropriate forms</i>	5%	5%	5%	5%	20%

## BIOLOGY

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Topic Test (in class)	Depth Study (in class/hand in)	Literacy Task Exam (in class)	Trial HSC Examination	
<b>Unit of Work</b>	Module 5 Heredity	Module 7 Infectious Disease	Module 8 Non-Infectious Disease	Modules 5-8	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 6	Term 2 Week 9	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	BIO12-4-7 BIO12-12	BIO12-1-5 BIO12 -7 BIO 12-14	BIO12-4 -7 BIO12-15	BIO12-4-7 BIO12-12-15	
<b>Components &amp; Weightings</b>	<b>15%</b>	<b>40%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>
<i>Skills in Working Scientifically</i>	5%	25%	10%	20%	60%
<i>Knowledge and Understanding</i>	10%	15%	5%	10%	40%

## BUSINESS STUDIES

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Research and Inquiry- Short responses (In class)	Research Report (In class/Hand in)	Essay (In class)	Trial HSC Examination	
<b>Unit of Work</b>	Operations	Marketing	Finance	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H6, H7, H8	H3, H6, H8, H9	H5, H8, H9,	H1, H2, H4, H5, H6, H7, H9, H10	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	10%	5%	10%	15%	40%
<i>Stimulus-based skills</i>	5%		10%	5%	20%
<i>Inquiry and research</i>	5%	15%			20%
<i>Communication of business information, ideas and issues in appropriate forms</i>		5%	5%	10%	20%

## COMMUNITY AND FAMILY STUDIES

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	IVF Research (Hand in) & Written Responses (In Class)	IRP - Analysis and Discussion (In Class)	Groups in Context Exam Style Questions (Hand In & In Class)	Trial HSC Examination	
<b>Unit of Work</b>	Social Impact of Technology	Research Methodology	Groups in Context	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 6	Term 1 Week 7	Term 2 Week 3	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H2.1 H3.3 H3.4 H4.1	H4.1 H 4.2	H1.1 H2.2 H3.2 H4.2 H7.1	H1.1 H2.1,H2.3 H3.1,H3.3 H4.2 H5.1, H5.2 H6.1, H6.2.	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	5%		20%	15%	40%
<i>Skills in critical thinking, research methodology, analysing and communicating</i>	15%	20%	10%	15%	60%

## DANCE

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Practical Performance and Interview (In Class)	Practical Demonstration, discussion & written response (in Class)	Practical demonstration & interview (In Class)	Trial HSC Examination (Practical)	
<b>Unit of Work</b>	Core Performance	Core Composition & Appreciation	Majors Study	Core Performance, Core Composition & Major Study	
<b>Term &amp; Week Due</b>	Term 1 Week 3	Term 1 Week 8	Term 2 Week 8	Term 3 Week 1	
<b>Outcomes Assessed</b>	H1.1, H2.1, H2.2	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	H2.1 H3.1, H3.2, H3.4 H4.1, H4.2, H4.3, H4.4	H1.3, H2.1, H2.3, H2.3, H3.1, H3.2, H3.3 & outcomes relevant to selected major study	
<b>Components &amp; Weightings</b>	<b>15%</b>	<b>35%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>
<i>Core Performance</i>	15%			5%	20%
<i>Core Composition</i>		15%		5%	20%
<i>Core Appreciation</i>		20%			20%
<i>Major Study Elective</i>			30%	10%	40%

## DESIGN & TECHNOLOGY

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Presentation of MDP Proposal (Hand In)	Innovation, Research & Creativity (Hand In)	Project Development & Realisation (Hand In)	Trial HSC Examination	
<b>Unit of Work</b>	Designing & producing	Innovation	Designing & Producing	Designing & Producing/ Innovation	
<b>Term &amp; Week Due</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H4.1, H4.3, H5.1, H5.2	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H4.2, H4.3, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.1	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>
<i>A</i>	15%	10%	25%	10%	60%
<i>B</i>	5%	15%		20%	40%

## ECONOMICS

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Research & Viva Voce (In class)	Media File & Economic Report (Hand in)	Research & Writing Task (In Class)	Trial HSC Examination	
<b>Unit of Work</b>	The Global Economy	Australia's Place in the Global Economy	Economic Issues	HSC course	
<b>Term &amp; Week Due</b>	Term 4 Week 6	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H1, H2, H4, H8, H9, H10, H12	H6, H7, H8, H9, H10	H6, H7, H8, H9, H10, H12	H1, H2, H4, H5, H6, H7, H8, H9, H10, H12	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	5%	15%	5%	15%	40%
<i>Stimulus Based Skills</i>	5%	5%	5%	5%	20%
<i>Inquiry and research</i>	5%	5%	5%	5%	20%
<i>Communication of economic information, ideas and issues in appropriate forms</i>	5%	5%	5%	5%	20%

## ENGLISH STUDIES

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Essay with related text material (In class)	Research task with written response (In Class/Hand In)	Multimodal presentation (In Class/Hand In)	Portfolio (Hand in)	
<b>Unit of Work</b>	Texts & Human Experience	English and Family	The Big Screen	Collection of classwork	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3	
<b>Outcomes Assessed</b>	ES12-1, ES12-5, ES12-8, ES12-9	ES 12-1, ES12 2, ES12-5, ES12-7	ES12-1, ES12-3, ES12-6, ES12-7	ES12-4, ES12-5, ES12-9, ES12-10	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	10%	15%	10%	15%	50%
<i>Skills in:</i> -comprehending texts -communicating ideas -using language accurately, appropriately & effectively	10%	10%	15%	15%	50%

- All students are required to sit the English Studies Trial HSC examination. Only students wishing to receive an ATAR will sit the HSC examination.

## ENGLISH STANDARD

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Essay with related text component (In-class)	Essay (In-class)	Hand in task with multimodal component	Trial HSC Examination	
<b>Unit of Work</b>	Common Module: Texts and Human Experiences	Module A: Language, Identity & Culture	Module C: The Craft of Writing	Common Module, Module A, Module B, Module C (5%)	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	EN12-1, EN12-3, EN12-6, EN12-7	EN12-2, EN12-4, EN12-5, EN12-8	EN12-1, EN12-2, EN12-3, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6	
<b>Components &amp; Weightings</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	
<i>Knowledge and understanding of course content</i>	10%	15%	10%	15%	50%
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	15%	10%	10%	15%	50%

## ENGLISH ADVANCED

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Essay with related text component (In-class)	Essay (In-class)	Hand in task with multimodal component	Trial HSC Examination	
<b>Unit of Work</b>	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: The Craft of Writing	Common Module, Module A, Module B, Module C (5%)	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	EA12-1 EA12-3 EA12-6 EA12-7	EA12-2 EA12-4 EA12-5 EA12-6 EA12-8	EA12-1 EA12-2 EA12-3 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6	
<b>Components &amp; Weightings</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	
<i>Knowledge and understanding of course content</i>	10%	15%	10%	15%	50%
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	15%	10%	10%	15%	50%

## HEALTH AND MOVEMENT SCIENCE

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	OECD Country Comparison – Health (Hand In & In Class)	SDGS Application (Hand In & In Class)	DEPTH STUDY – Sports Injury (Hand In)	Trial HSC Examination	
<b>Unit of Work</b>	Health in an Australian and Global Context	Health in an Australian and Global Context	Improving Performance	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 6	Term 1 Week 4	Term 2 Week 8	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	HM12:01 HM12.06 HM12:07 HM12.10	HM12:03 HM12.08 HM12:09	HM12:04-7 HM12:10	HM12:01-7	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of course content</i>	5%	10%	10%	15%	40%
<i>Skills in analysis, communication, creative thinking, problem-solving and research</i>	15%	10%	20%	15%	60%

## INDUSTRIAL TECHNOLOGY

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Project proposal and management (Hand in)	Project Folio (Hand in)	Production (Hand in)	Trial HSC Examination	
<b>Unit of Work</b>	A- Major Project	A- Major Project	B-Focus Area	B-Focus Area	
<b>Term &amp; Week Due</b>	Term 4 Week 9	Term 1 Week 9	Term 3 Week 2	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H3.1 H3.2 H3.3, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 H7.1, H7.2	
<b>Components &amp; Weightings</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>
<i>A</i>	30%	30%			60%
<i>B</i>			20%	20%	40%

## HISTORY EXTENSION

2 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
<b>Task Type</b>	Historical Process (Hand in)	History Project Essay (Hand in)	Trial HSC Examination	
<b>Unit of Work</b>	Extension Project	Extension Project	HSC Course	
<b>Term &amp; Week Due</b>	Term 2 Week 2	Term 2 Week 9	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	12.1,12.2,12.4	12.1, 12.2, 12.3,1 2.4	12.1, 12.3, 12.4,	
<b>Components &amp; Weightings</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>
<i>Knowledge and understanding of significant historical ideas and processes</i>	10%	10%	20%	40%
<i>Skills in designing, undertaking, historical inquiry - The History Project.</i>	20%	30%	10%	60%

## INVESTIGATING SCIENCE

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Depth Study- Scientific Investigations (Hand in)	Data Analysis (in class)	Fact or Fallacy – Topic Test (in class)	Trial HSC Examination	
<b>Unit of Work</b>	Module 5 - Scientific Investigations	Module 6 - Technologies	Module 7 – Fact or Fallacy	Modules 5-8	
<b>Term &amp; Week Due</b>	Term 4 Week 6	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	INS12-1-7 INS12-12	INS12-1,INS12-3-5, INS12-7, INS12-13	INS12-1 INS12-5 INS12-6 INS12-7 INS12-14	INS12-1-7 INS12-12-15	
<b>Components &amp; Weightings</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>
<i>Skills in Working Scientifically</i>	20%	15%	10%	15%	60%
<i>Knowledge and Understanding</i>	10%	5%	10%	15%	40%

## JAPANESE CONTINUERS

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Composing a written text/oral interaction (Hand In/In Class)	Response in English and Japanese to written texts (in class)	Response to spoken text /oral interaction (Hand In/In Class)	Trial HSC Examination	
<b>Unit of Work</b>	Planning a Trip	Technology in daily life	Traditional Events	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 7	Term 1 Week 5	Term 2 Week 4	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	1.1, 1.2, 1.3, 1.4, 3.1,3.2, 3.4, 3.5, 3.6	2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	
A. <i>Listening</i>			20%	10%	30%
B. <i>Reading</i>		20%		10%	30%
C. <i>Speaking</i>	10%		10%		20%
D. <i>Writing</i>	10%			10%	20%

## LEGAL STUDIES

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Topic Test (in class)	Investigative Essay (in class/hand in)	Essay (in class)	Trial HSC Examination	
<b>Unit of Work</b>	Human Rights (Part II Core)	Crime (Part I Core)	Option 3: Family	HSC Course	
<b>Term &amp; Week Due</b>	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3 -5	
<b>Outcomes Assessed</b>	H1, H2, H3, H5, H6	H1, H3, H4, H6, H7, H8, H9	H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Components &amp; Weightings</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	
<i>Knowledge and understanding of course content</i>	10%	10%	10%	10%	40%
<i>Analysis and evaluation</i>			10%	10%	20%
<i>Inquiry and research</i>	5%	10%	5%		20%
<i>Communication of legal information, ideas and issues in appropriate forms</i>		10%		10%	20%

## MATHEMATICS STANDARD 1

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	In Class Test – Study Notes	In Class Test	In Class Test	HSC Trial Examination	
<b>Unit of Work</b>	M3 M4	S-3 M5 A3	F2 N1	All Course Topics	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	MS1- 11-8 -10 MS1-12-3, 12-4,12-9, 12-10	MS1-12-1 -4, 12-6, 12-7, 12-9, 12-10	MS1- 12-5, 12-8, 12-9, 12-10	MS11 11-1 - 10 MS1 -12-1 -10	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Understanding, fluency and communication</i>	10%	12%	13%	15%	50%
<i>Problem solving, reasoning and justification</i>	10%	13%	12%	15%	50%

- All students are required to sit the Maths Std 1 Studies Trial HSC examination. Only students wishing to receive an ATAR will sit the HSC examination.

## MATHEMATICS STANDARD 2

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	In Class Test STUDY NOTES	In Class Test	In Class Test	HSC Trial Examination	
<b>Unit of Work</b>	M7 M6	S4 S5	N2	All topics covered to date	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	MS11 -11-8-10 MS2- 12-3, 12-4, 12-9, 12-10	MS2: 12-2, 12-7, 12-9, 12-10 (Including some Preliminary outcomes)	MS2: 12-1, 12-6, 12-8 -10 (Including some Preliminary outcomes)	All outcomes covered to date including Preliminary	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Understanding, fluency and communication</i>	10%	12%	13%	15%	50%
<i>Problem solving, reasoning and justification</i>	10%	13%	12%	15%	50%

## MATHEMATICS ADVANCED

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
<b>Task Type</b>	In Class Test	In Class Test- Study Notes	Research Application (hand in)	HSC Trial Examination		
<b>Unit of Work</b>	MA-M1	MA- F2 MA-T3 MA-C2 MA-C3 MA-C4.1	MA-C3.2 MA-C4.2	All content covered to date		
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5		
<b>Outcomes Assessed</b>	MA12-2, 12-9, 12-10 (May include some Preliminary Outcomes)	Ma12-1, 12-3, 12-5, 12-6, 12-9, 12-10,	MA12-3, 12-6, 12-9, 12-10	All outcomes covered to date		
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>		<b>100%</b>
<i>Understanding, fluency and communication</i>	10%	12%	13%	15%		50%
<i>Problem solving, reasoning and justification</i>	10%	13%	12%	15%	50%	

## MATHEMATICS EXTENSION 1

1 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
<b>Task Type</b>	In Class Test	Research Application (hand in)	In Class Test- Study Notes	HSC Trial Examination		
<b>Unit of Work</b>	ME-P1 ME-V1 (Some Preliminary Content may be assessed)	ME-T3 ME-C2	ME-C3 ME-V1	All Content Topics Covered to date.		
<b>Term &amp; Week Due</b>	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5		
<b>Outcomes Assessed</b>	ME 12-1, 12-2 12-6, 12-7 ME11-1, 11-4, 11-6, 11-7	ME 12-3, 12-6, 12-7	ME12-1 12-2, 12-4, 12-6, 12-7	All Outcomes Covered to date		
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>		<b>100%</b>
<i>Understanding, fluency and communication</i>	10%	12%	13%	15%		50%
<i>Problem solving, reasoning and justification</i>	10%	13%	12%	15%	50%	

## MATHEMATICS EXTENSION 2

1 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	In Class Test	In Class Test- Study Notes	Research Application (hand in)	HSC Trial Examination	
<b>Unit of Work</b>	MEX- N1	MEX P1, P2	MEX-V1 MEX- N2	All Content covered to date	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term1 Week 8	Term 2 Week 7	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	MEX 12-1, 12-4, 12-7, 12-8	MEX 12-1, 12- 2,12-7, 12-8	MEX 12-1, 12-2, 12-4, 12-7, 12-8	All Outcomes Covered to date	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Understanding, fluency and communication</i>	10%	12%	13%	15%	50%
<i>Problem solving, reasoning and justification</i>	10%	13%	12%	15%	50%

## MATHEMATICS - NUMERACY (CEC)

NON-ATAR 2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Assignment (in class)	Assignment (in class)	Assignment (in class)	Examination	
<b>Unit of Work</b>	Percentages, Operations with numbers Finance	Space & Design, Location, Time & Temperature	Rates and Ratios, Statistics and Probability	All topics covered to date	
<b>Term &amp; Week Due</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	N6-1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2	N6-1.1, 1.2, 1.3, 2.2, 2.5, 3.1, 3.2	N6-1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2	All Outcomes covered to date	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Knowledge and Understanding</i>	10%	12%	13%	15%	50%
<i>Skills</i>	10%	13%	12%	15%	50%

## MODERN HISTORY

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Historical Analysis (in class)	Extended Response (in class)	Source Analysis (in class)	Trial HSC Examination	
<b>Unit of Work</b>	Power and Authority	National Study - USA	Peace & Conflict; Conflict in the Pacific	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3 - 5	
<b>Outcomes Assessed</b>	12.2, 12.3, 12.5, 12.8	12.1, 12.4, 12.5, 12.9	12.5, 12.6, 12.7	12.1, 12.4, 12.5, 12.6, 12.9,	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Knowledge and understanding of course content</i>	5%	10%	10%	15%	40%
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	5%	5%	5%	5%	20%
<i>Historical inquiry and research</i>	5%	5%	5%	5%	20%
<i>Communication of historical understanding in appropriate forms</i>	5%	5%	5%	5%	20%

## MUSIC 1

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Performance (In Class)	Core Composition and Analysis (Hand In)	Electives In Class Composition (Hand In)	Trial HSC Examination	
<b>Unit of Work</b>	An Instrument & Its Repertoire	Music for Small Ensembles	Music of the 20 <sup>th</sup> -21 <sup>st</sup> Century	HSC Course	
<b>Term &amp; Week Due</b>	Term 4, Week 7	Term 1, Week 5	Term 2, Week 5	Term 3, Week 3 - 5	
<b>Outcomes Assessed</b>	H1, H2, H7, H9, H10, H11	H2, H3, H4, H5, H7, H10	H1 - 11*	H1 - 11*	
<b>Components &amp; Weightings</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>40%</b>	
<i>Performance</i>	10%				10%
<i>Listening</i>				25%	25%
<i>Composition</i>		10%			10%
<i>Musicology</i>		10%			10%
<i>Elective 1</i>			15%		15%
<i>Elective 2</i>			15%		15%
<i>Elective 3</i>				15%	15%

- \*Outcomes are dependent on elective choices

## PHYSICS

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Motion data analysis (in class)	Motor Construction (Hand in & In class reflection)	Scientist Research (Hand in & In class reflection)	Trial HSC Examination	
<b>Unit of Work</b>	Module 5	Module 6	Module 7	Modules 5-8	
<b>Term &amp; Week Due</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	PH12-3-7 PH12-12	PH12-1 PH12-2 PH12-13	PH12-4 PH12-5 PH12-7 PH12-14	PH12-1-7 PH12-12-15	
<b>Components &amp; Weightings</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	
<i>Skills in Working Scientifically</i>	20%	15%	15%	10%	60%
<i>Knowledge and Understanding</i>	10%	5%	5%	20%	40%

## SCIENCE EXTENSION

1 UNIT

Component	Task 1	Task 2	Task 3	Weighting %
<b>Task Type</b>	Annotated Bibliography Reflection (hand in)	Progress report and presentation (hand in and in class)	Scientific Research Report (hand in)	
<b>Unit of Work</b>	Module 2	Module 3	Module 4	
<b>Term &amp; Week Due</b>	Term 1 Week 2	Term 2 Week 5	Term 3 Week 2	
<b>Outcomes Assessed</b>	SE-1 SE-3 SE-6 SE-7	SE-1 SE-2 SE-5 SE-6 SE-7	SE-1-7	
<b>Components &amp; Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	
<i>Communicating Scientifically</i>	15%	5%	10%	30%
<i>Gathering, Recording, analysing and evaluating data</i>	5%	15%	10%	30%
<i>Application of scientific research skills</i>	10%	10%	20%	40%

- Science Extension students are required to sit a compulsory, formative online Trial HSC examination during the HSC Trial Examination period.

## SOCIETY & CULTURE

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Personal Interest Project Proposal (Hand in)	Topic Test (In class)	Extended Response (in class)	HSC Trial Examination	
<b>Unit of Work</b>	Personal Interest Project	Social & Cultural Continuity & Change	Inclusion & Exclusion	HSC Course	
<b>Term &amp; Week Due</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H1, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H6, H10	H2, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H6 H10	
<b>Components &amp; Weightings</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	
<i>Knowledge and understanding of course content</i>	5%	10%	15%	20%	50%
<i>Application and evaluation of social and cultural research methods</i>	15%	10%		5%	30%
<i>Communication of information, ideas and issues in appropriate forms</i>		5%	10%	5%	20%

## STUDIES IN CATHOLIC THOUGHT

NON ATAR 1 UNIT

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	Research Task	Stimulus Response	Trial HSC Examination	
<b>Unit of Work</b>	The Good Works	The Common Good	HSC Course	
<b>Term &amp; Week Due</b>	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	12.2, 12.3, 12.4, 12.5	12.3, 12.6, 12.9, 12.10	12.1, 12.2, 12.7, 12.8	
<b>Weightings and components</b>	<b>15</b>	<b>20</b>	<b>15</b>	
<i>Knowledge and understanding</i>	5	10	5	20
<i>Religious skills in: using scripture and Catholic Church documents</i>		5	5	10
<i>Inquiry &amp; research skills</i>	5		5	10
<i>Communication of information, ideas and issues in appropriate forms</i>	5	5		10

## STUDIES OF RELIGION

1 UNIT

Component	Task 1	Task 2	Task 3	Weighting
<b>Task Type</b>	Stimulus Response (in class)	Research Task (hand in)	Trial HSC Examination	
<b>Unit of Work</b>	Christianity Depth Study	Islam Depth Study	HSC Course	
<b>Term &amp; Week Due</b>	Term 1, Week 2	Term 2, Week 2	Term 3, Week 3-5	
<b>Outcomes Assessed</b>	H1, H2, H3, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
<b>Weightings and components</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<i>Knowledge and understanding</i>	5		5	10
<i>Source-based skills</i>		5	5	10
<i>Investigation and research</i>	5	10	5	20
<i>Communication of information, ideas and issues in appropriate forms</i>	5	5		10

## VISUAL ART

2 UNIT

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Type</b>	Art Making: Development of the Body of Work & VAPD with annotated research. (Hand in)	Art Criticism & Art History Essay (Hand in)	Art Making: Development of the Body of Work & VAPD with annotated research. (Hand in)	Trial HSC Examination	
<b>Unit of Work</b>	Artemaking Body of Work	Section 2 HSC response	Artemaking Body of Work	HSC Course	
<b>Term &amp; Week Due</b>	Term 1 Week 3	Term 2 Week 2	Term 2 Week 10	Term 3 Week 3-5	
<b>Outcomes Assessed</b>	H1, H2, H3, H4	H7, H8, H10	H4, H5	H2, H3, H8, H9, H10	
<b>Components &amp; Weightings</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Art Making	25%		25%		50%
Art Criticism		25%		25%	50%

## VET BUSINESS SERVICES

### Certificate III in Business BSB30120 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from the *Business Services Training Package. RTO 90488*

#### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	HSC Exam	NESA Hours	Pre-requisites
BSBWHS311	Assist with maintaining workplace safety	Assessed	20	nil
BSBPEF201	Support personal well-being in the workplace	Assessed	10	nil
BSBCRT311	Apply critical thinking skills in a team environment	Assessed	20	nil
BSBXCM301	Engage in workplace communication	Assessed	15	nil
BSBPEF301	Organise personal work priorities	Assessed	20	nil
BSBTWK301	Use inclusive work practices	Assessed	15	nil
BSBTEC201	Use business software applications	Assessed	15	nil
BSBSUS211	Participate in sustainable work practices	Assessed	15	nil
BSBWRT311	Write simple documents		20	nil
BSBTEC301	Design and produce business documents		25	nil
BSBTEC302	Design and produce spreadsheets		20	nil
BSBTEC202	Use digital technologies to communicate in a workplace		10	nil
BSBTEC303	Create electronic presentations		15	nil
BSBOPS304	Deliver and monitor a service to customers		20	nil
HLTAID003	ALTERNATIVE ELECTIVE UNIT - Provide First Aid (delivered by an external RTO – credit transfer)		20	nil
	WORKPLACEMENT (MANDATORY)		70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3, Week 3-5	All Compulsory units
--	------------------	----------------------

## VET CONSTRUCTION

### Certificate II Construction Pathways CPC20220

2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from this *Training Package*. RTO 90488

#### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	Qualification	HSC	NESA Hours	Prerequisites
CPCCCM1015	Carry out measurements and calculations	core	compulsory	20	nil
CPCCCM2005	Use construction tools and equipment *	Cert II Construction	compulsory	0	CPCCWHS2001
CPCCOHS1001	Prepare to work safely in the construction industry	CPC Unit	compulsory	0	nil
CPCCOHS2001	Apply WHS requirements, policies and procedures in the construction industry	core	compulsory	20	nil
CPCCCM1012	Work effectively and sustainably in the construction industry	core	compulsory	30	nil
CPCCCM1013	Plan and organise work	core	compulsory	15	nil
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	Elective A		20	CPCCWHS2001
CPCCBL2002	Use bricklaying and blocklaying tools and equipment	Elective A		10	CPCCWHS2001
CPCCCM1014	Conduct workplace communication	core	compulsory	10	nil
CPCCCM2001	Read and interpret plans and specifications	core	compulsory	20	CPCCWHS2001
CPCCCA2002	Use carpentry tools and equipment	Elective Group B	elective	10	CPCCWHS2001
CPCCVE1011	Undertake a basic construction project	Core	compulsory	25	CPCCWHS2001
CPCCCA2011	Handle carpentry materials	Elective Group B	elective	20	CPCCWHS2001
CPCCCM2004	Handle construction materials	Elective Group I	elective	20	CPCCWHS2001
CPCCCM2006	Apply basic levelling procedures	Elective Group I	CORE	15	
	Workplacement		Mandatory	70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3, Week 3-5	All Compulsory units
--	------------------	----------------------

# VET HOSPITALITY

## Certificate II Hospitality (Kitchen Operations)

### SIT20421 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from the *Tourism, Travel and Hospitality Training Package (SIT12)*. RTO 90488

#### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.

Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	Qualification	HSC	NESA Hours	Prerequisites
BSBWOR203B	Work effectively with others	Core	Mandatory	15	nil
SITHIND002	Source and use information on the hospitality industry	elective	Mandatory	20	nil
SITXFSA001	Use hygienic practices for food safety	Core	Mandatory	10	nil
SITXWHS001	Participate in safe work practices	Core	Mandatory	15	nil
SITHCCC001	Use food preparation equipment	Core	KO&Cookery Stream	20	SITXFSA001
SITHCCC005	Prepare dishes using basic methods of cookery	Core	KO&Cookery Stream	40	SITXFSA001
SITHKOP001	Clean kitchen premises and equipment	Core	KO&Cookery Stream	10	SITXFSA001
SITXFSA002	Participate in safe food handling practices	elective	KO&Cookery Stream	15	nil
SITXINV002	Maintain the quality of perishable items	Core	elective	5	SITXFSA001
SITHCCC011	Use cookery skills effectively	Core	elective	20	SITXFSA001
SITHCCC002	Prepare and present simple dishes	elective	elective	20	SITXFSA001
SITHCCC006	Prepare appetisers and salads	elective	elective	25	SITXFSA001
SITHCCC003	Prepare and present sandwiches	elective	elective	10	SITXFSA001
SITHFAB005	Prepare and serve espresso coffee	elective	F&B Stream	15	SITXFSA001
HLTAID003	Provide first aid (Possibly)	elective	elective	20	nil
	Workplacement		Mandatory	70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

Any changes to the National Framework will be catered for.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3 Week 3-5	All Compulsory units
--	-----------------	----------------------

## PRE-LEAVE ASSESSMENT TASK RESCHEDULING FORM

This form is to be completed once a Leave Application Form has been submitted in Compass. The Compass form will be submitted to the Principal to decide of whether or not to grant leave. Regardless of whether student leave is approved or not, ALL assessment tasks must be submitted/completed on the due date.

<b>Student Name:</b>		<b>Year Level:</b>	
<b>Dates of proposed leave</b>	<b>From:</b>		<b>To:</b>
<b>Total number of College days absent:</b>			

### INSTRUCTIONS:

1. Students must collect this form as soon as the Leave Application Form has been submitted and completed at least 5 school days before the commencement of the leave.
2. The second page of this form must be completed, sighted by all teachers and signed by Leaders of Learning & Teaching for each task. Students are also expected to liaise with their teachers for advice on any work missed during the absence. Rescheduled assessments will generally be done prior to the commencement of the students leave.
3. The student and parent/carer must read and sign the form after their child completes the assessment and subject requirements section.
4. The completed and signed form must be returned to the Curriculum Office at least 5 school days before the commencement of the leave.

### Parent/Carer and Student

I understand that my son/daughter will be on leave from school for \_\_\_\_\_ days and this may adversely impact their academic studies during this time. It is a requirement for my son/daughter to complete set learning and assessment tasks that has been requested by the due dates.

I understand that students who do not submit or complete tasks before the rescheduled date will receive late submission penalties as per the Assessment Policy. If the Leave Application is not approved by the Principal and submission/completion dates are not adhered non-submission penalties as per the Assessment Policy will apply.

I understand that it is the responsibility of my child to ensure they see their teachers upon return to collect any additional learning.

<b>Signed by Student:</b>		<b>Date:</b>
<b>Signed by Parent/Carer:</b>		<b>Date:</b>

Principal Approved Leave	Yes	No
--------------------------	-----	----

**Assessment & Subject Requirements: TO BE COMPLETED AT LEAST 5 DAYS BEFORE THE COMMENCEMENT OF LEAVE**

<i>Student to complete (use Assessment Calendar and/or Assessment Notifications)</i>				<i>Leader of Learning &amp; Teaching to complete</i>	
<b>Faculty / Subject</b>	<b>Class/Assessment Item</b> (indicate if in class or take-home task)	<b>Class Teacher</b>	<b>Scheduled Date of Task</b>	<b>Revised Date of Assessment</b>	<b>LoLT Signature</b>

Parent/Carer Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_ Curriculum Lead 7-12: \_\_\_\_\_ Date : \_\_\_\_\_