

Year 11 Preliminary HSC Assessment Handbook 2025



Catherine McAuley Catholic College MEDOWIE

"Bathu Horizons graduates are life and career ready, departing the College as empowered, confident, agile and reflective citizens who thrive in a globally connected, dynamic world."

Exploring Our Houses (2020)



Contents

Introduction	3
Supporting Our Senior Learners	4
Assessment	5
Purpose	5
Pattern of Study	5
Assessment Procedures	6
Hand-In Assessment Tasks	6
Extension of Time: Hand-in Assessment Tasks	6
Unforeseen Absence on the Due Date of a Hand-in Assessment Task.....	7
Late/Non-submission Hand-In Assessment Tasks	8
In-Class Assessment Tasks/Examinations	8
Request for Change of Date: In-Class Assessment Tasks/Examinations.....	9
Unforeseen Absence on the Date of an In-Class Assessment / Examination	9
Illness/Misadventure during an Assessment Task	10
Illness/Misadventure/Variations Advice and Independent Documentary Evidence.....	11
Partial Absence on the Day of an Assessment Task.....	12
Oral/In-Class Assessment Tasks	12
Use of Technology and Electronic Submissions of Assessment Tasks	12
Malpractice	13
Plagiarism.....	13
Cheating	13
Marking and Feedback.....	14
Multiple Classes in the One Course	15
Vocational Education and Training (VET).....	15
N-DETERMINATIONS	16
Student Appeals - Formal Assessment Tasks	17
College Referencing Style	18
Drafting	18
Course Assessment Schedules	19
Aboriginal Studies	20
Ancient History.....	21
Biology.....	22
Business Studies.....	23
Chemistry	24
Community and Family Studies	25

Construction (VET)	26
Design and Technology	27
Earth and Environmental Science	28
Engineering Studies.....	29
English Advanced	30
English Standard	31
English Studies	32
English Extension	33
Entertainment (VET)	34
Hospitality (VET).....	35
Human Movement Science.....	36
Industrial Technology: Timber	37
Legal Studies	38
Marine Studies (1 Unit).....	39
Mathematics Advanced	40
Mathematics Standard.....	41
Numeracy.....	42
Mathematics Extension 1.....	43
Modern History.....	44
Music 1.....	45
Physics.....	46
Society and Culture.....	47
Sports Coaching	48
Sport Lifestyle and Recreation	50
Studies in Catholic Thought 1 Unit.....	51
Studies of Religion 2 Unit.....	52
Studies of Religion 1 Unit.....	53
Visual Arts	54
Work Studies.....	55

Introduction

Dear Senior Students

The completion of assessment tasks is integral to senior studies and has a vital role to play in promoting your growth as a learner and as a person.

Assessment tasks challenge you to demonstrate what you know and can do, and they provide an opportunity to develop important character traits such as persistence, perseverance and self-discipline. These qualities are key to living our college Moral Imperative to empower confident, agile and reflective learners.

Success in completing assessments depends on your preparedness to engage fully in the process. This involves following simple, but important, sequential steps. These are:

1. Accept the challenge of each task.

See it as a growth promoting opportunity and believe in your capacity to do well. Self-belief is a significant factor contributing to growth and achievement in learning. If you enthusiastically desire to do well, you will commit fully, apply yourselves to the utmost of your abilities, and succeed in achieving your personal best.

2. Clarify and simplify the nature of each task.

Your teacher is your best resource. Ask questions of your teacher, as well as your peers, to fully comprehend and deepen your understanding of the nature of the questions/tasks. Be curious and inquisitive and ask questions when you don't understand, because questions open the doorway to learning and success.

3. Develop a step-by-step action plan.

Clearly set out the tasks to be completed and set a realistic and achievable timeline, ensuring you write it down and balance it with your other priorities. Complete each step within the timeline and success criteria and regularly check in.

4. Commit to improvement.

Seek and learn from the feedback given when the marking of the task has been completed. Learning from feedback is critically important to your future success in learning.

I wish you every success in your studies.

Best regards

Bernard Burgess

Supporting Our Senior Learners

There is always someone to assist students throughout all aspects of school life. The first point of call for questions regarding any individual assessment task is the classroom teacher.

When seeking extensions of time or matters relating to accident and misadventure or academic malpractice, the Leaders of Learning play an important role.

Please note the following Leaders of Learning for 2025

- Studies of Religion: Sarah Gardiner sarah.gardiner@mn.catholic.edu.au
- English: Emma Bennis emma.bennis@mn.catholic.edu.au
- Mathematics: Chris Tomasella chris.tomasella@mn.catholic.edu.au
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In 2025 the Head of House for Bathu Horizons House (Stage 6 – Year 11) is Bronwyn Denham Bronwyn.denham@mn.catholic.edu.au

The Leader of Wellbeing and Engagement for Year 11 is Loretta Browne loretta.browne@mn.catholic.edu.au

The Leader of Inclusive Pedagogies (Learning Support) is Geraldine Whiteside gerladine.whiteside@mn.catholic.edu.au and Jenny Newling jenny.newling@mn.catholic.edu.au

Oversight of the College assessment practices is the responsibility of the College Assistant Principal Claudette Stace claudette.stace@mn.catholic.edu.au

Assessment

Assessment is the 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. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning, and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

Assessment

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding is a suitable basis for future learning.

NESA 2017

Purpose

This Assessment Handbook aims to support Year 11 students, teachers, and parents/carers within the Catherine McAuley Catholic College community to understand and implement NSW Education Standards (NESA) curriculum and assessment requirements within the College context.

Pattern of Study

Stage 6 courses have their content divided into two parts – the Preliminary Course and the HSC Course. Preliminary Courses at Catherine McAuley Catholic College are conducted from the beginning of Year 11 until the end of Term 3 in Year 11. HSC Courses will commence at the outset of Term 4 and will continue through until the end of Term 3 in Year 12.

Both the Preliminary and HSC Courses have a continuous assessment program which utilise a range of tasks. NESA requires that before students can progress to a HSC course, they must satisfactorily complete the requirements of the relevant Preliminary Course.

Assessment Procedures

All official forms referred to in this section of the Assessment Handbook may be downloaded from the College SharePoint or obtained from Student Services.

Hand-In Assessment Tasks.

Submission of Hand-in Assessment Tasks by the due date.

For those tasks requiring submission by a due date, it is the responsibility of the student to ensure the following:

- Hand-in tasks are to be submitted at the time and in the manner indicated on the Assessment Task Notification.
- Unless otherwise stated in the assessment notification, all tasks are to be submitted at Student Services between 8:30am and 9:00am on the due date. It is a college expectation that all assessment tasks are submitted prior to the first bell at 9:00am. The submission window will remain open until 9:30am to allow for exceptional circumstances.
- When submitting a task, a student must:
 - Present to Student Services.
 - Have the date and time stamped on their assessment task by a college staff member.
 - Sign the submission declaration confirming the work being submitted is the students own work and acknowledging that it has been submitted.
- Where possible, students are advised to submit the task before the due date if they know that they will be absent from school on the day that the task is to be submitted. Students are advised to contact their classroom teacher to arrange for early submission.

Extension of Time: Hand-in Assessment Tasks

Leaders of Learning will consider all applications for extensions of time. Students must recognise that formal notification of assessment details are made well in advance and extensions will, therefore, not be granted without serious cause or exceptional circumstances. The College recognises that absence due to illness, family crisis and events beyond control of the student may occur, and that it is appropriate for these circumstances to be seriously considered.

Extensions will be granted at the discretion of the Leader of Learning in consultation with the Assistant Principal. If a student foresees a problem with completing a task by a due date, they must complete the following procedures:

- Student must complete an Illness/Misadventure/Variation Form, which can be obtained online and from Student Services. Students must indicate on the form that they are seeking an extension of time for a hand-in assessment task. To request an extension of time, the student must submit the form to the relevant Leader of Learning at least three (3) days prior to the due date and independent documentary evidence must accompany a request for extension.
- A student should not assume approval will be granted for a request for an extension and, therefore, should follow up the request with the relevant Leader of Learning.

When an assessment task clashes with other official school activities, such as work placement or excursions, or sporting representation at school, state or diocesan level, it is the responsibility of the student to follow the above procedures if they intend to request an extension of time. Approved adjustments to the assessment schedule will then be documented for affected students.

In the case of absence which has been approved by the Principal it is also the responsibility of the student to follow the above procedures.

Absence for recreational reasons is not considered grounds for an extension of time for an assessment task.

Students can seek an extension of time for assessment tasks that require them to submit work by a due date:

- If significant illness has impacted on the student's ability to complete the task by the due date.
- If significant family or other circumstances have impacted on the student's ability to complete the task by the due date.

The Leader of Learning will be unlikely to grant an extension in the case of:

Technical difficulties. Students are expected to follow responsible practices in relation to the use of technologies, including 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.

- Misplaced work assignment.
- Loss of time due to travel commitments.
- Difficulties with research which should have been addressed by early commencement of research.
- Brief periods of illness or misadventure.
- External commitments that are not approved by the school.
- School workload.
- Organisational problems experienced in the days leading up to a deadline.

Unforeseen Absence on the Due Date of a Hand-in Assessment Task

Absence on the day of a hand-in assessment task is not accepted as a valid reason for non-submission unless a request for an Extension has already been approved by the relevant Leader of Learning. Students should make every effort to submit a task by having a relative or friend submit on their behalf or through the use of technology. Should this not be possible and a student has an unforeseen absence on the day or part of the day that a task is to be submitted, the following procedure must be followed:

- On the morning of the task, the student or parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.
- The student must complete an Illness/Misadventure/Variation Form which can be obtained from SharePoint and Student Services. Students must indicate on the form that they are seeking consideration for an unforeseen absence on the day of an assessment task.
- The student must obtain independent documentary evidence to explain their absence.

- The student should not assume approval will be granted as a result of submitting this form. The student is expected to follow up with the relevant Leader of Learning.

The student, on their first day back at school after the period of absence, must submit the task as per the instructions on the Assessment Task notification and put the relevant misadventure form and supporting documentation into the Assessment Submission box at Student Services.

Note: If the notification instructs students to submit the task to the Leader of Learning and that person is not available on the first day back at school, the task must be submitted to the class teacher.

Late/Non-submission Hand-In Assessment Tasks

Failure to follow the above procedures for submission of hand-in assessment tasks and the relevant forms will incur the following penalties:

- One day late: 30% of the total mark available deducted.
- Two days late: 60% of the total mark available deducted.
- Three or more days late: A zero mark will be recorded. This may also result in an “N Determination” being entered for the course in question.

Students are advised that it is preferable to submit a task regardless of the state of completion as partially completed tasks will receive some marks if submitted by the due date. Even if a mark of zero is given due to non-submission by the due date, the student will still be expected to submit the task in order to satisfy the course completion criteria and to obtain important feedback from the marker. Failure to do this will result in a ‘N’ determination for that course of study.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage if the necessary documentation is not submitted. Failure to complete one component will not necessarily result in a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task.

The security of the task, prior to submission, is the responsibility of the student. Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

In-Class Assessment Tasks/Examinations

It is the responsibility of the student to be prompt to the classroom or assessment/examination venue and leave all bags outside or at the front of the room, as per the teacher’s instructions. Students are permitted to bring the following into the examination room:

- A clear plastic sleeve containing all writing implements, approved calculators, and other specified equipment.
- A clear water bottle.
- School ID Card (as needed)

Students must follow the teacher’s directions before, during and at the completion of the task and maintain silence during the assessment or examination.

Mobile phone, smart watches, laptops, or any internet enabled devices are strictly prohibited from all assessment/examination venues as per college policy.

Request for Change of Date: In-Class Assessment Tasks/Examinations

The College recognises and understands absence due to illness, family crisis or events beyond the control of a student may occur. In these circumstances, a student may request a variation to the assessment schedule, however, this will only be approved under exceptional circumstances. When a clash with an in-class assessment task or examination can be foreseen, the following procedures must be followed:

The student must complete an Illness/Misadventure/Variation Form, which can be obtained online or from Student Services. The student must indicate on the form that they are seeking a change of date for an in-class assessment task. The student must submit this form to the Leader of Learning at least three (3) days prior to the date of the task and independent documentary evidence must also accompany a request for a change of assessment date.

The student should not assume approval will be granted for a change of date for an assessment task and therefore should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with other official school activities, such as work placement or excursions, or sporting representations at school, state or diocesan level, it is the responsibility of the student to follow the above procedures if they intend to request a change of date.

In the case of leave of absence which has been approved by the Principal it is also the responsibility of the student to follow the above procedures.

Absence from a formal assessment task or examination for recreational reasons is not considered grounds for a change of date request.

Unforeseen Absence on the Date of an In-Class Assessment / Examination

Absence on the day of an in-class assessment task or examination is not accepted as a valid reason for non-completion unless a change of assessment date request has already been submitted to, and approved by, the Leader of Learning. Should this not be possible and a student has an unforeseen absence on the day or part of the day that an in-class task/examination is to be completed, the following procedures must be followed:

- On the morning of the task, the student or parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.
- The student must complete an Illness/Misadventure/Variation Form, which can be obtained online or from Student Services. The student must indicate on the form that they are seeking consideration for an unforeseen absence on the day of an assessment task or examination.
- On their first day back at school after the period of absence, students must submit the form with supporting independent documentary evidence (in the case of illness, this must be a Doctor's Certificate) to the Leader of Learning. It is expected that the student will complete the task, or an alternative task that same day unless notified of a more suitable alternative

date, particularly if the student does not have that course that day. In the case of examination blocks, the student should be prepared to complete any examination missed due to absence, on their first day of return to school. Students may be required to complete 2 exams in one day if the student has missed more than one examination. Note: If the Leader of Learning is not available, the student must see their class teacher to organise a time to complete the assessment task or examination.

- The student should not assume approval will be granted as a result of submitting this form. The student is expected to follow up with the relevant Leader of Learning.

Students who do not follow the correct procedure for a missed assessment task/examination will incur a late penalty as specified in the assessment handbook. In circumstance where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable during the examination block, the Assistant Principal may authorise the use of an estimate based on other appropriate evidence on the advice of the Leader of Learning.

Failure to follow the above procedures for in-class assessment tasks will incur the following penalties:

- One day late: 30% of the total mark available deducted.
- Two days late: 60% of the total mark available deducted.
- Three or more days late: A zero mark will be recorded. This may also result in an “N Determination” being entered for the course in question.

Illness/Misadventure during an Assessment Task

A student who is unwell or experiences a misadventure during an assessment task or examination should immediately notify the supervisor of the task, so that documentation can be provided for any subsequent illness/misadventure appeal.

A student must complete an Illness/Misadventure/Variation Form and indicate on the form that they wish to apply for special consideration due to illness during an assessment task. The form must be submitted to the relevant Leader of Learning on the day of the assessment task or examination, if possible, or on the first school day of attendance after the task for consideration of their performance in that task.

Where a student has attended an assessment task while ill or subject to the effects of other misadventure, and their appeal is upheld, the following procedure will be followed:

- The assessment will be marked along with all others.
- The Leader of Learning will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student’s level of achievement.
- If the mark achieved is commensurate with or better than expectations based on the other evidence, no further action will be taken.
- If the mark is significantly below expectations, it may be set aside, and the student required to undertake a substitute task.
- An estimate may be determined by the Leader of Learning in exceptional circumstances. The estimate will be based on the student’s performance on tasks in that subject which are similar in nature. The estimate may be determined at the end of the course before a final rank is determined.

Illness/Misadventure/Variations Advice and Independent Documentary Evidence

Due to the seriousness that NESAs and the College place on assessment, students need to be aware of the following:

A student must complete Illness/Misadventure/Variation Forms to explain any failure to submit an assessment task or absence from an assessment task or examination. This form must be accompanied by independent documentary evidence as approved by NESAs.

Doctors Certificates submitted as independent documentary evidence must adhere to the following conditions:

- The doctor must sight the condition on, or prior to the day of assessment. The certificate must cover the period of assessment (dates must appear on the certificate) and indicate what day you are fit to return to school. This certificate must be approved by an independent source (not from a member of the immediate family). Post dated certificates will not be accepted.
- The student must be prepared to complete the task on the day of return to school unless the Leader of Learning arranges other provisions.
- Pharmaceutical certificates will not be accepted.
- Where a student fails to complete an assessment task without satisfactory explanation, a mark of zero will be recorded for the task.
- All students have three days to lodge Illness/Misadventure/Variation Forms. Applications lodged after three days will only be considered in exceptional circumstances.
- Illness/misadventure applications must relate to illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance.

Applications may be made in respect of:

- Absence due to unforeseen circumstances (e.g sudden illness, funeral, accident, family emergency)
- Failure to perform at the student's usual standard due to valid illness or misadventure.

Please note: Taking holidays in school terms without receiving Principal Approved Leave is not accepted as valid grounds for an extension or special consideration of a summative assessment task. Absences during term time as a senior student are discouraged and Principal Approval is only granted in exceptional circumstances.

The outcome of illness/misadventure/variation applications will be determined by the Assessment Review Committee in conjunction with the relevant Leader of Learning and classroom teacher.

Students who are deemed to have a valid reason for not attending/submitting an assessment task by the due date, due to illness, misadventure or special circumstances, may be required to:

- Submit the task without penalty; or
- Be given the same task at a different time; or
- Be given a task of similar nature. If a student is required to complete a substitute task it will be held as soon as practical on their return to school.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Assistant Principal, with advice from the Leader of Learning, may authorise the use of an estimate based on other appropriate evidence.

Partial Absence on the Day of an Assessment Task

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but incur a late submission penalty, as specified in the policy, unless appropriate documentary evidence is provided to explain the partial absence.

Oral/In-Class Assessment Tasks

Students who believe they have a legitimate/medically documented reason for not presenting an oral task in front of their class or the audience specified on the Assessment Task Notification, must provide relevant documentation and a letter from their parent/guardian for consideration by the Leader of Learning prior to the day the oral tasks are due to commence.

If the Leader of Learning approves the above request the student must negotiate an alternative time/manner to deliver their oral task with their class teacher. Nerves will not be accepted as a legitimate reason for rescheduling an oral task. When a student's name is called to present their oral task and they refuse, having failed to follow the procedure above, normal processes will apply regarding penalties for the oral component of the task.

If a student has a legitimate absence from school that coincides with the period of time set aside to assess oral tasks, they may be given the opportunity to record their oral task at home and submit via email to their class teacher or Leader of Learning, or an alternative time may be found. This will be at the discretion of the Leader of Learning.

Use of Technology and Electronic Submissions of Assessment Tasks

In certain circumstances, with prior approval of the Leader of Learning, assessment tasks may be submitted electronically. The Following conditions will apply:

- The assessment task should be readily identifiable. This may involve storing files in a specific location as nominated by the teacher or it may involve submission on portable storage device or by email if nominated by the teacher. The teacher may also collect assessments via Teams, Compass, or Turn It In.
- It is the responsibility of the student to ensure files are readable, useable and virus free.
- It is the responsibility of the student to ensure that technology such as home printers and home internet connections are in working order before the due date of the assessment task. Technical computer failure is not acceptable as a reason for late submission. In any case the date on which the file was last modified will be tracked by the teacher.
- The school will only accept assessment tasks which are created in software applications installed on the school network, and in a format, which can be read by school computers.

If a student uses audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is the responsibility of the student.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason e.g document lost or printer malfunctions, will not be eligible for misadventure appeals. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resources work in case of equipment failure or loss. A backup copy of all drafts and paper copies of work should be made during the preparation of a task as there may be required to ensure against penalties being incurred. It is advised that regular printout of draft material be made in case of technology malfunction.

Malpractice

All assessment tasks must be the original work of the student. Malpractice includes any form of plagiarism or cheating.

Plagiarism

Plagiarism includes copying any form of print, electronic media, or another person's work to present as one's own. It occurs when the original work is directly copied or paraphrased without acknowledgment or when the task is completed by another person. If it is found that a student has plagiarised, then a mark of zero will be recorded for the section of the task. An assessment task can be considered plagiarised if:

- There is a total lack of referencing.
- There is deliberate deception by inventing references or not acknowledging passages that are either direct quotes from another author or substantially the work of another person.
- Ideas and information are paraphrased but are not referenced.
- Part or all of another student's work is copied.
- A significant portion of written response is not the student's original work even though it has been referenced.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can easily identify non-authenticity from textual evidence. Any other student who is determined to have assisted with the action of copying/plagiarism will have a mark of zero recorded for that section of the task as well.

Cheating

Cheating refers to circumstances in which a student attempts to gain unfair advantage in an assessment task. Some common examples include:

- Unauthorised reference to materials other than those specified by the task.
- Concealed notes or writing taken into the assessment task or examination room.
- Use of electronic devices, mobile phones or non-approved calculators.
- Communicating with other students or copying other students' responses in assessment task conditions.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Using non-approved aides during assessment tasks/exams.
- Contriving false explanations to explain work not handed in by the due date.

- Assisting another student to engage in malpractice, for example lending your work to another.
- Having someone else write/complete Mathematics Learning Logs or other approved notes abled to be used during in-class assessments or examinations.

It is not acceptable to cheat in an assessment task and it is not acceptable to know that cheating is occurring and do nothing about it. If it is found that a student has cheated or attempted to cheat or is determined to have assisted with the action of copying/cheating in an assessment task to gain unfair advantage, then a mark of zero will be recorded for the section or sections of the task in which the cheating has occurred.

All equipment taken into the venue for an assessment task must be the same as allowed in that course for the HSC examination and it may be checked by the supervising teacher.

Students must not use a mobile phone, smart watch or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Advanced digital devices may not be taken into examination rooms. Examples include mobile phones, tablets, smart watches, fitness device(s) with internet connectivity.

Parent/Carer condoned absence from school to complete or prepare for an assessment task are not acceptable.

Proven cases of academic malpractice will be included on a register collated by NESAs.

Marking and Feedback

An essential component of assessment is to provide meaningful feedback to each student. Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task. Annotation of student work will indicate what the student did well and how they can improve. Elements of meaningful feedback could include:

- Providing marks which have meaning as they are linked to specific criteria.
- Providing a grade and rank for each task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group / whole group) the assessment of their performance, which may include study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments when they benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

Multiple Classes in the One Course

Where multiple classes occur in a course, common, formal assessment tasks will be set and marked as one group. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria and engage in pilot/peer marking to ensure consistency of judgement and awarding of marks take place. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking, benchmark setting and statistical moderation. The school will make every effort to see that all students perform formal assessment tasks under the same conditions.

Vocational Education and Training (VET)

As Vocational Education and Training (VET) Courses are competency based, dual accredited courses, no internal mark is required for reporting purposes to NESA. NESA, however, and the Australian Skills Quality Authority (ASQA) require that, for each student, a competency based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved by students. The Maitland-Newcastle Catholic Schools Office is a Registered Training Organisation. NESA requires schools to enter the competencies achieved into the computer database via EBOS on-line.

The competencies of each student are to be judged against a prescribed standard, not against the other students. A student is therefore judged as competent or not yet competent and this judgement is based on evidence obtained from a variety of sources. Students who are deemed 'not yet competent' may seek further opportunities to demonstrate those competencies, but these need to occur by negotiation with the teacher, at a time that causes no disruption to other students or classes.

Completion of the minimum requirements for Work Placement is mandatory. A student who fails to comply with the Work Placement requirement is issued with a warning letter. If the matter continues, an "N" determination may be made by the Principal after a second warning letter has been issued.

Achievement of competence is recorded by each teacher/assessor and then entered into the NESA database by the VET Coordinator. It must be signed off by a qualified assessor under the auspices of the RTO.

All performance criteria must be met to demonstrate an element of competency. All elements of competency must be met in order to achieve a unit of competency.

It is optional for students to do the HSC examination in a VET Curriculum Framework Course. Students wishing to include the course in the calculation of the ATAR need to sit the optional exam. Where the examination is sat, NESA records the result on the student's Record of Achievement. This is independent of the AQF qualification they receive.

The College may endorse a policy that students' marks from examinations which test the theory component of the course are reported to parents/carers. This is intended to give the parents/carers and students an indication of their progress on the theory component. Students may find this useful information in deciding whether to sit the optional HSC examination in a VET Curriculum Framework Course.

Where a student is undertaking a VET Curriculum Framework Course (delivered by the College), a TAFE delivered VET Curriculum Framework Course, a Board Developed TAFE Delivered VET Course or a TAFE Delivered VET Board Endorsed Course, students must comply with the regulations of TAFE, NESAs and ASQA. The College maintains regular communication with the TAFE campuses and attempts to follow up on concerns about student progress. TAFE reports the progress of students directly to NESAs and the College.

The provisions that apply to all other courses regarding an 'N' determination, student warnings and the application of the Illness/Misadventure policy applies to all VET courses offered at Catherine McAuley Catholic College. Notwithstanding the above, the other provisions of the College Assessment Policy apply to VET students at CMCC.

Where there is any contradiction between the provisions of this section and other sections of this policy, the relevant part from this section applies or alternatively, the relevant section from the ACE manual will be applied.

N-DETERMINATIONS

NESA has delegated to Principals the authority to determine if students seeking a RoSA, Preliminary HSC or the HSC at their school have satisfactorily completed each course in which they are enrolled, with diligence and sustained effort, in accordance with the requirements issued by NESAs.

Where a student is at risk of not meeting the requirements of a course, the school will inform the student and the parents/carers in writing. An N-Determination warning letter will be sent, specifying the nature of the concern and the steps the student can take to rectify the situation. This document will need to be sighted, signed and returned to the school. The N-Determination warning will contain information concerning the date that the task must be redeemed by, so that its status can be changed from a Non-Attempt to a Late Attempt. Copies of N-Determination letters will be kept on the student file and recorded electronically.

Circumstances whereby N Warning letters may be issued:

a) Attendance:

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

b) Non-submission of tasks:

NESA mandates that, to successfully complete courses in Years 11 and 12, students must complete assessment tasks that contribute in excess of 50% of available marks. Where a student fails to complete an assessment task without valid explanation a mark of zero will be given for the task. Any Stage 6 student receiving two course-specific warning letters may be given an N-Determination. NESAs will be informed that the student has not satisfactorily completed the course. For the Preliminary Course this will mean that the student will not receive a result in the course on the Preliminary Course Record of Achievement. It also means that the student is unable to proceed to the HSC Course in that subject. An N-Determination in the HSC Course will mean that the student will not receive a result in the course, and it may affect the award of the Higher School Certificate.

Student Appeals - Formal Assessment Tasks

A student has the right to appeal a mark in a formal assessment task. The steps and stages of engaging with the appeal process are outlined below.

Stage 1 Appeal: Meeting with Classroom Teacher

Timeline to lodge the appeal: Within three school days of task results being returned to students.

At the request of the student, the classroom teacher is required to discuss the marking criteria or rubric with the student. Following the outcome of the Stage1 Appeal, if the student is not accepting of the mark / grade, the student has the right to appeal to the Leader of Learning who will respond to the concerns of the student.

Stage 2 Appeal: Meeting with the Leader of Learning

Timeline to lodge the Appeal: Within two school days of the meeting with the Classroom Teacher.

The student is required to complete a Stage 2 Appeal form (see appendix) and submit this to the Leader of Learning within two school days of the meeting with the classroom teacher. If the concern remains unresolved, the student and/or Leader of Learning may then ask the Assessment Review Committee to determine if the task has been fairly marked.

Stage 3: Assessment Review Committee

Timeline to lodge the Appeal: Within two school days of notification of the outcome from the discussion with the Leader of Learning.

This request must be submitted in writing within two school days of Leader of Learning / Student meeting and be addressed to the Assistant Principal. The student will be notified of this decision via a meeting (marker/Leader of Learning and student). If the student remains concerned with the outcome, there is a right of appeal to the Principal.

Stage 4: Principal Review

Timeline to lodge the Appeal: Within two school days of notification of the outcome from the Assessment Review Committee

The grounds for the appeal must be clearly outlined in writing and submitted to the Principal within two days of the decision provided by the Assessment Review Committee. A meeting will then be arranged between all stakeholders including the student and their parent / guardian. The matter will be resolved at this meeting.

College Referencing Style

The College has adopted the APA referencing style for use in Stage 6 assessment tasks.

There are a number of resources designed to assist students in their use of APA referencing available through the Ursula Frane Library.

Drafting

Each faculty maintains a consistent approach to accepting and responding to student drafts. Details of the drafting regulations for each task are outlined on each assessment task notification.

Course Assessment Schedules

**Please note the Examination Block will take place during
Weeks 9 and 10 of Term 3.**

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Aboriginal Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Source Analysis	Comparative Multimodal Presentation	Examination	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3 Examination Block	
Outcomes	P1.1, P1.2, P2.1, P2.2, P3.2	P1.2, P2.2, P3.2, P3.3, P4.1, P4.2, P4.3	All course outcomes	
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills	15%		10%	25%
Inquiry and research		10%		10%
Communication of business information, ideas and issues in appropriate forms	5%	10%	10%	25%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Ancient History

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

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Biology

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Practical Task	Depth Study	Exam	
Due Date	In-class Term 1, Week 9	Term 2, Week 9 10 hours	Term 3 Examination Block	
Outcomes	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6 BIO 11-7, BIO11-8	BIO11-1, BIO11-3, BIO11-4 BIO11-5, BIO11-6, BIO11-7, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 BIO11-9, BIO11-10 BIO11-11	
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	15%	25%	20%	60%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Business Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	In-class response Business Report	Business Plan	Preliminary Course Examination	
Due Date	Term 1, Week 10	Term 3, Week 2	Term 3 Examination Block	
Outcomes	P1, P2, P8, P9	P4, P7, P8, P9, P10	P3, P5, P6, P9, P10	
Knowledge and understanding of course content	15%	10%	15%	40%
Stimulus-based skills	10%		10%	20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total	30%	40%	30%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Chemistry

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Data analysis and processing task	Depth Study	End of Course Exam	
Due Date	In class, Term 1, Week 8	Term 2, Week 8	Term 3 Examination Block	
Outcomes	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	15%	25%	20%	60%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Community and Family Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Resource Management- Hand in task	Families and Communities: In class task	End of Course Exam	
Due Date	Term 1, Week 6	Term 2, Week 6	Term 3 Examination Block	
Outcomes	P4.2, P5.1, P6.1	P2.2, P3.1, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P2.4, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in working scientifically	20%	20%	20%	60%
Total	35%	35%	30%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Construction (VET)

Component	Task 1	Task 2	Task 3
Units of Competency	<p>CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry (20 hrs)</p> <p>CPCCOM1014 Conduct workplace communication (10hrs)</p> <p>CPCCWHS1001 Prepare to work safely in the construction industry</p>	<p>CPCCOM2001 Read and interpret plans and specifications (Prerequisite CPCCWHS2001) (20 hrs)</p> <p>CPCCCA2011 Handle carpentry materials (Prerequisite CPCCWHS2001) (20 hrs)</p> <p>CPCCOM1015 Carry out measurements and calculations (20 hrs)</p> <p>CPCCCA2002 Use carpentry tools and equipment (Prerequisite CPCCWHS2001) (10 hrs)</p>	<p>Task 2 Continued CPCCOM2001 Read and interpret plans and specifications (Prerequisite CPCCWHS2001) (20 hrs)</p> <p>CPCCCA2011 Handle carpentry materials (Prerequisite CPCCWHS2001) (20 hrs)</p> <p>CPCCOM1015 Carry out measurements and calculations (20 hrs)</p> <p>CPCCCA2002 Use carpentry tools and equipment (Prerequisite CPCCWHS2001) (10 hrs)</p>
Tasks	Observation, Questioning, Structured Activity	Observation, Questioning, Structured Activity	Observation, Questioning, Structured Activity
Term Due Date	Term 1	Term 3 completion	Term 3 completion
Event	Safe on Site (30 hours)	Chipping Away (70 hours)	Chipping Away (70 hours) (CONTINUED)

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Design and Technology

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Designer Case Study	Preliminary Project	Preliminary Examination	
Due Date	Term 1, Week 8	Term 3, Week 5	Term 3 Examination Block	
Outcomes	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	20%	30%	10%	60%
Total	30%	40%	30%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC

2025 Assessment Schedule

Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Skills Task	Depth Study	Examination	
Due Date	Term 1, Week 8	Term 2, Week 10	Term 3 Examination Block	
Outcomes	EES11/12-3, EES11/12-4, EES11/12-5, EES11-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11-11	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-8, EES11-11	
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	15%	25%	20%	60%
Total %	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Engineering Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Investigation and Presentation	Engineering Report	Preliminary Examination	
Due Date	Term 1, Week 9	Term 3, Week 4	Term 3 Examination Block	
Outcomes	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Knowledge and understanding of course content	10%	10%	40%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	20%	20%		40%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

English Advanced

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Common Module: Reading to Write Multimodal Presentation	Module A: Narratives that Shape our World Comparative Analytical Essay	Yearly Examination Common Module: Imaginative response (10%) Module A Analytical Response (15%) Module B Analytical Response (15%)	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Block	
Outcomes	EA11-2, EA11-5, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-7,	EA11-1, EA11-3, EA11- 4, EA11-5, EA11-7, EA11-8	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

English Standard

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Common Module: Reading to Write Multimodal Presentation	Module A: Contemporary Possibilities Analytical Response	Yearly Examination Module B: Close Study of a Text Common Module: Imaginative Response (10%) Module A Analytical Response (15%) Module B Analytical Response (15%)	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Block	
Outcomes	EN11-2, EN11-5, EN11-6, EN11-8, EN11-9	EN11-1, EN11-3, EN11-4, EN11-7	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

English Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Mandatory Module: Achieving Through English Job Application (30%)	Elective Module C: On the Road International Travel Multimodal Presentation (30%)	Portfolio of Work (40%) Mandatory Module: Achieving Through English (10%) Elective Module C: On the Road (10%) Elective Module H: Part of the Family (20%)	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

English Extension

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Module: Texts, Culture & Value Imaginative response & reflection (30%)	Module: Texts, Culture & Value Comparative essay (30%)	Related Project Multimodal presentation (40%)	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3 Examination Block	
Outcomes	EE11-1, EE11-2, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Entertainment (VET)

Component	Task 1	Task 2	Task 3
Units of Competency	CUAWHS312 Apply work health and safety practices CPCCWHS1001 Prepare to work safely in the construction industry HLTAID011 Provide First Aid	BSBPEF301 Organise personal work priorities CUAIND311 Work effectively in the creative arts industry SITXCCS006 Provide service to customers CUAIND314 Plan a career in the creative arts industry	Task 2 Continued BSBPEF301 Organise personal work priorities CUAIND311 Work effectively in the creative arts industry SITXCCS006 Provide service to customers CUAIND314 Plan a career in the creative arts industry
Tasks	Observation Questioning Structured activity	Observation, Project, scenario, Test, Portfolio, Questioning, Workplace evidence, Demonstration, Product	Observation, Project, scenario, Test, Portfolio, Questioning, Workplace evidence, Demonstration, Product
Term Due Date	Term 1	Term 3 completion	Term 3 completion
Event	Safety	Working in the creative arts industry	Working in the creative arts industry (CONTINUED)

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Hospitality (VET)

Component	Task 1	Task 2	Task 3
Units of Competency	SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety	SITHCCC023 Use food preparation equipment SITHKOP009 Clean kitchen premises and equipment SITHCCC0025 Prepare and present sandwiches	Task 2 Continued SITHCCC023 Use food preparation equipment SITHKOP009 Clean kitchen premises and equipment SITHCCC0025 Prepare and present sandwiches
Tasks	Questioning, Observation, Structured Activity	Questioning, Observation, Structured Activity	Questioning, Observation, Structured Activity
Term Due Date	Term 1	Term 3 completion	Term 3 completion
Event	Hygiene and Food Safety (30 hours)	Sandwich Brigade (55 hours)	Sandwich Brigade (55 hours) (CONTINUED)

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Human Movement Science

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Collaborative Investigation	In-Class Task	End of Course Examination	
Due Date	Term 1, Week 11	Term 2, Week 9	Term 3 Examination Block	
Outcomes	HM-11-01 HM-11-02 HM-11-06 HM-11-07 HM-11-10	HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-09	All outcomes may be assessed	
Knowledge understanding of health and the way the body moves	5%	15%	20%	40%
Influencing personal and community health and taking action to improve participation and performance in physical activity	5%	10%	10%	25%
Critical thinking, research and analysis	15%	10%	10%	35%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Industrial Technology: Timber

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Project 1	Preliminary Project	Yearly Examination	
Due Date	Term 2, Week 3	Term 3, Week 6	Term 3 Examination Block	
Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
Total	20%	40%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Legal Studies

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Topic Test	Research Task: The Individual and Technology	Preliminary Course Examination	
Due Date	Term 2, Week 2	Term 3, Week 2	Term 3 Examination Block	
Outcomes	P1, P2, P3, P4, P9	P5, P7, P8, P10	P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	15%	5%	20%	40%
Analysis and evaluation	10%		10%	20%
Inquiry and research		20%		20%
Communication of legal information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Marine Studies (1 Unit)

Component	Task 1	Task 2	Weighting
Task Type	<p>Core Module 2 and 3</p> <p>The marine Environment and life in the sea</p> <p>Rock platform analysis</p>	<p>In class exam style task – Skin and Diving Science</p> <p>Data processing analysis</p>	
Due Date	Term 2, Week 3	Term 3, Week 7	
Outcomes	1.3, 3.2, 3.3, 3.4, 5.2, 5.3	1.1, 1.2, 1.4, 2.1, 5.2	
Knowledge and understanding of course content	25%	25%	50%
Skills in working scientifically	25%	25%	50%
Total	50%	50%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Mathematics Advanced

Component	Task 1	Task 2	Task 3	Weighting
Task Type	In-Class Exam: Functions	In-Class Exam: Further Functions + Differentiation	Preliminary Examination	
Due Date	Term One, Week Nine	Term Two, Week Six	Term 3 Examination Block	
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11 1-10	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting
Task Type	In-Class Exam: Formulae and Equations + Measurement	In-Class Exam: Linear Relationships + Statistics Analysis	Preliminary Examination	
Due Date	Term One, Week Eight	Term Two, Week Five	Term 3 Examination Block	
Outcomes	MS11-1, MS11-3, MS11-4, MS11-9, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11 1-10	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Numeracy

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Interest Project-Cars + In-Class Test	Interest Project Two- Travel + In-Class Test	Interest Project Three-Measurement with Reflection + In-Class Test	
Due Date	Week 9	Week 9	Week 8	
Outcomes	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Weighting
Task Type	In-Class Exam: Functions	In-Class Exam: Further functions + Differentiation	Preliminary Examination	
Due Date	Term One, Week Eight	Term Two, Week Five	Term 3 Examination Block	
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11 1-10	
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Modern History

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Historical Investigation	Source Analysis	Preliminary Course Examination	
Due Date	Term 2, Week 1	Term 2, Week 9	Term 3 Examination Block	
Outcomes	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-9	
Knowledge and understanding of course content		20%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	15%		5%	20%
Communication of historical understanding in appropriate forms	10%	5%	5%	20%
Total	30%	30%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Music 1

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Composition Portfolio & Aural Skills	Viva Voce & Portfolio	Performance & Aural Skills	
Due Date	Week 11, Term 1	Week 10, Term 2	Week 10, Term 3	
Outcomes	P2, P3, P7, P8, P11	P5, P6, P10	P1, P4, P9, P10, P11	
Performance			25%	25%
Composition	25%			25%
Musicology		25%		25%
Aural	5%	10%	10%	25%
Total	30%	35%	35%	100

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Physics

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Practical Task – Kinematics experiment writeup	Depth Study – Design and build a solar water heater + report	Yearly Exam	
Due Date	Term 1, Week 8	Term 2, Week 10	Term 3 Examination Block	
Outcomes	PH11-3, PH11-4 PH11-7 PH11-8	PH11-1 PH11-2 PH11-6 PH11-7 PH11-10	PH11-5 PH11-8 PH11-9 PH11-10 PH11-11	
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total	30%	40%	30%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Society and Culture

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Research Task – <i>Exploring the Social and Cultural World</i>	Primary Research and Report – <i>Exploring the Processes of Socialisation</i>	Preliminary Course Examination	
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3 Examination Block	
Outcomes	P3, P8, P9, P10	P5, P6, P7, P8, P10	P1, P2, P3, P4, P5, P9, P10	
Knowledge and understanding of course content	10%	5%	35%	50%
Application and evaluation of social and cultural research methods	10%	20%		30%
Communication of information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC 2025 Assessment Schedule

Sports Coaching

Vocation Education and Training													
Certificate III in Sport Coaching Assessment Schedule 2025 - 2026													
Cohort:	Qualification:	NESA Course Number:	Training package rules:			Year 11			Year 12			Assessment instrument	
2025-2026	SIS30521 Certificate III in Sport Coaching	50418 240 hours -2 units x 2 years	10 units total – 6 core units, 4 elective units (1 unit from Groups A,B,C, or at least 1 unit from group E, up to 2 units from elsewhere in SIS TP or any of TP or accredited course or all units in group D)									Observation, questioning, structured activity	
Module	Unit Code	Unit title	TP status Core/ elective	HSC Status	NESA Hours	1	2	3	4	5	6	7	Planned Tasks
Safety & Risk Management	BSBOPS403	Apply business risk management processes	Core	Core	25	X							Task 1
	HLTWHS001	Participate in workplace health and safety	Core	Core	15	X							
Community Coaching	SISSSCO002	Work in a Community Coaching Role	Core	Core	25		X	X	X				Task 2
	SISSSCO003	Meet participant coaching needs	Core	Core	30		X	X	X				
	SISSSCO005	Continuously improve coaching skills and knowledge	Core	Core	30		X	X	X				

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Sport Lifestyle and Recreation

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Aquatics & Lifesaving Booklet	Indigenous Game Design	Individual Sporting Skills	
Due Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 8	
Outcomes	1.1, 1.3, 3.1	1.3, 1.4, 3.6, 4.1	1.1,1.3, 2.3, 3.1, 4.2, 4.4, 4.5	
Knowledge and understanding outcomes and course content	15%	15%	20%	50%
Skills outcomes and content	10%	10%	30%	50%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC

2025 Assessment Program

Studies in Catholic Thought 1 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Research Task (Hand In) The Human Person	Multimedia Presentation (Hand In) The Trinitarian God	Yearly Examination Reimagining Creation	
Due Date	Term 1, Week 9	Term 2, Week 8	Term 3 Examination Block	
Outcomes	SCT11.1, 2, 6, 7, 10	SCT11.1, 2, 3, 6, 7, 8, 9, 10	SCT11.1, 3, 4, 5, 6, 7, 10	
Knowledge and understanding of course content	5%	5%	10%	20%
Source-based skills	5%		5%	10%
Inquiry and research	5%	5%		10%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%
Total	15%	15%	20%	50%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Studies of Religion 2 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Source Analysis (In Class) Nature of Religion and Beliefs	Research Multimedia Presentation (Hand In) Religious Tradition Study	Yearly Examination	
Due Date	Term 1, Week 8	Term 2, Week 9	Term 3 Examination Block	
Outcomes	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	10%		10%	20%
Investigation and research		20%		20%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Studies of Religion 1 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Source Analysis (In Class) Nature of Religion and Beliefs	Research Multimedia Presentation (Hand In) Religious Tradition Study	Yearly Examination	
Due Date	Term 1, Week 8	Term 2, Week 9	Term 3 Examination Block	
Outcomes	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	10%		10%	20%
Investigation and research		20%		20%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total	25%	35%	40%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Program

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Series of 2D Artworks VAPD Case Study	Series of Artworks VAPD Extended written response	Yearly Examination	
Due Date	Week 5, Term 2	Week 6, Term 3	Term 3 Examination Block	
Outcomes	P1-P10	P1-P10	P7-P10	
Artmaking	25%	25%		50%
Critical and Historical Studies	15%	15%	20%	50%
Total	40%	40%	20%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Work Studies 1 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Workplace Communication Portfolio	Job Application and Interview	Preliminary Course Examination	
Due Date	Term 2, Week 3	Term 2, Week 10	Term 3, Exam Block	
Outcomes	1, 5, 7, 9	1, 2, 4, 5, 6,	2, 3, 8, 9	
Knowledge and understanding	5%		5%	30%
Skills	20%	25%	25%	70%
Total	35%	35%	30%	100%

Catherine McAuley Catholic College, Medowie

Year 11 Preliminary HSC
2025 Assessment Schedule

Work Studies 2 Unit

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Career Planning Portfolio	Financial Asset Portfolio (Car or Property)	End of Course Examination All topics	
Due Date	Term 1 Week 10	Term 2 Week 7	Term 3 Exam Block	
Outcomes	1, 5, 7, 9,	5, 7, 8, 9	2, 3, 8, 9	
Knowledge and understanding	5%	5%	20%	30%
Skills	30%	30%	10%	70%
Total	35%	35%	30%	100%



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