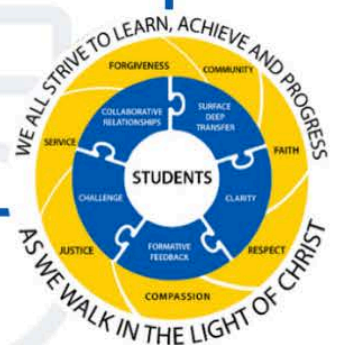




# PRELIMINARY COURSE ASSESSMENT HANDBOOK



**YEAR 11 2025**



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## TEACHING STAFF RESPONSIBLE FOR SENIOR SCHOOL ASSESSMENT STATEMENTS

**COLLEGE PRINCIPAL**  
**ASSISTANT PRINCIPAL**  
**LEADER OF TEACHING AND LEARNING**

**Cheryl Merryweather**  
**Megan Rodriguez**  
**Declan Horan**

**Religious Education**

Studies of Religion 2 unit  
Studies of Religion 1 unit  
Studies in Catholic Thought  
Learning for Mission

**Natalie Simonian**

**English**

English Standard  
English Advanced  
English Extension 1  
English Studies & Life Skills

**Ian Murphy**  
**Caitlyn Tuckerman**

**Creative & Performing Arts**

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

**Jason Smolen**

**HISTORY**

Ancient History  
Modern History  
Society Culture

**Natalie Wooldridge**  
**Pinar Hirlakoglu**

**HSIE**

Business Studies  
Economics  
Geography  
Legal Studies

**Natalie Wooldridge**  
**Pinar Hirlakoglu**

**Languages**

Japanese Continuers

**Laura Combes**

**Mathematics**

Mathematics Standard  
Numeracy  
Mathematics 2 unit  
Mathematics Extension I

**Veronica Verdi**  
**Dianne Ley**

**Personal Development, Health and Physical Education**

Community and Family Studies  
Health & Movement Science

**Robert Brunt**  
**Adam Babinski**

**Science**

Biology  
Chemistry  
Investigating Science  
Physics

**Zoe Bianchi**  
**Virginia Cox**

**Technological and Applied Studies**

Food Technology  
Software Design  
Design and Technology

**Melanie Powell**

**VET**

Construction  
Hospitality  
Fitness

**Michael Murray**

# GILROY CATHOLIC COLLEGE

## Introduction

This Assessment Handbook contains the Assessment Schedules and procedures for the courses offered by Gilroy Catholic College for the 2025 Preliminary Higher School Certificate. Its purpose is to ensure that students understand the importance of the assessment program and schedule in providing students with an essential organisational tool and to develop students to be assessment capable learners.

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

This Assessment Handbook is for Year 11 students to familiarise themselves with the expectations set by NESA (New South Wales Education Standards Authority) and the College regarding assessment and procedural requirements. Specific guidelines for assessment completion and associated procedures are detailed within this document. A core element of quality education is the implementation of a transparent program guided by explicit guidelines and consistent application of procedures. Initial enquiries regarding assessment should be directed to class teachers and, if necessary, referred to the relevant Leader of Learning. Assessment activities encompass a range of skills and formats, including research projects, collaborative activities, viva voce, practical work, portfolios, group projects, performances, essays, exams, and presentations. These assessments may be presented in various formats, such as written reports, video or audio submissions, completed works, or in-class tests and presentations. While some assessments are based on preparation completed during timetabled classes, senior students are also expected to work independently, dedicating significant time outside of school hours to achieve the highest standards in their assessments.

In Year 11, students will engage in both formative and summative assessments. Formative assessment, or assessment for learning, is typically informal and integrated into the daily classroom environment, encompassing activities like homework, quizzes, teacher-led questioning, and class assignments. Summative assessment, on the other hand, is designed to gauge the level of a student's demonstrated learning, and this Handbook outlines the summative assessments to be completed during the HSC course. Each summative assessment is compulsory, and students are encouraged to take active responsibility in completing their work to the highest possible standard, submitting it to their classroom teachers by the due date.

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

**Cheryl Merryweather**  
**College Principal**



## AN OUTLINE OF POLICIES AND PROCEDURES

### Assessment Procedures for Students

#### Rights and Responsibilities

##### Students are entitled to:

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

##### Students are required to:

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

#### The Student's Responsibilities

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

## Use of technology to complete tasks

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

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

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

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

## Assessment Notification

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

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

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

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

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

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

## Absence from Assessment Tasks or Late Submission of an Assessment Task

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

### Illness/Misadventure

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

Illness/Misadventure applications received with appropriate supporting documentation will not be successful.

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

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

### **Illness**

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

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

### **Misadventure**

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

## Not Grounds for Illness/Misadventure

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

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

Further detail regarding unacceptable grounds for illness/misadventure is below:

### Unacceptable grounds for appeal

The application process does **not** cover:

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

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

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

### Late submission of assessment tasks

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

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

## Difficulties Completing Assessment or Meeting Assessment Due Dates

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

## Granting Leave

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

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

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

## Leave During Term Time

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

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

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

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

## Non-attendance on due date of task

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

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



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

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

#### **Late submission of assessment tasks**

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

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

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

#### **Illness/Misadventure**

Students are expected to attempt all assessment tasks.

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

Applications may be in respect of:

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

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

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

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

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

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

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

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

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

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

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

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

## Feedback

### Principles of effective feedback

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

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

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

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

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

### Forms of Feedback

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

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

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

## Assessment and Reporting of the Preliminary HSC

### Assessment Marks

Assessment tasks undertaken during the Preliminary component of a course do not contribute directly to the Higher School Certificate. The main purpose of the *Preliminary Assessment Mark* is to determine whether students are eligible to progress to the HSC component – a student whose achievement does not meet progression criteria is not able to continue in that course and faces the risk of having to repeat Year 11.

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 the NSW Education Standards Authority (NESA).

For **Board-determined courses**, where the syllabi are determined and distributed by the NSW Education Standards Authority (NESA), NESA 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 ATAR is computed, the HSC assessment and examination marks contribute equally to the total mark for each course.

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

### Marking, Recording and Reporting student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 11 within each course. Preliminary Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Compass Markbooks. These marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 11 students during Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Compass Academic Reports.

## The Role of the School

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

## Performance for Assessment

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



## Malpractice in HSC Assessment Tasks

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

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

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

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

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

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

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

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

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

### **Invalid Tasks**

A task may be declared invalid if it does not function as required. For example, it may not adequately differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part). This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

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

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

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

### **Parent/Teacher consultation**

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

## PROCEDURE FOR MEASURING STUDENT ACHIEVEMENT ON THE A-E SCALE FOR STAGE 6

### Assessment Principles

Gilroy Catholic College follows the principles of effective Assessment guided by NESA. 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. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning is focused on using evidence of students' knowledge and skills to guide teaching and support student learning. It involves setting clear goals, providing effective feedback, and encouraging self-assessment and peer assessment.

Assessment as learning empowers students to assess their own learning progress. They take responsibility for monitoring their understanding, setting goals, and using feedback and self-assessment to guide their next steps. Peer assessment and reflection are also important in this approach.

Assessment of learning involves evaluating student achievement against predetermined standards. It often occurs at specific points, such as the end of a unit, and may involve grading or ranking students. The quality of feedback and the validity and reliability of assessment tasks are crucial in this approach.

Teachers use these approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in this schedule and informally in lessons.

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

## Common Grade Scale for Preliminary Courses

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## Student Performance

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

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

### Appeals

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

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

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



### Student Appeal Form

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

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Nature of Assessment Task: \_\_\_\_\_

Result received: \_\_\_\_\_

Feedback received:  
\_\_\_\_\_  
\_\_\_\_\_

Reason for appeal:  
*(Refer specifically to how you have met the criteria at a higher level)*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

-----  
**Decision**

Mark: \_\_\_\_\_

Feedback: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Leader of Learning and Teaching**

**Leader of Learning**

**Marker**



## Record of School Achievement (RoSA)

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

### A cumulative credential – recognising all your academic achievements

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

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

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

### A credential for school leavers

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

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

### Fair grades for everyone

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

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

## Confidentiality of Grades

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

## Exit Credential Assessment

- Student assessment indicates the student's overall achievement in a course at the end of the course. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus.
- Assessing student achievement is the process of collecting information on student performance in relation to objectives and outcomes in a course. A profile of the achievement of a student is built up by the teacher in relation to the Course Performance Descriptor.
- In all Year 11 courses, except VET courses and Life Skills courses students will receive a grade from A to E. An 'N' award will also be used to show 'non-satisfactory completion' in a subject.
- The grades awarded will reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus.
- Assessment Information for each course is contained in this booklet.
- Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.
- There is no requirement for a predetermined proportion of students to receive any particular grade.

## Eligibility Requirements for the Record of Student Achievement (RoSA)

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

## Literacy and Numeracy Tests

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

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

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

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

## REQUIREMENTS FOR THE HIGHER SCHOOL CERTIFICATE

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

### Eligibility

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

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

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

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

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

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

The program's content is divided into five modules:

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

Each module contains:

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

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

## Patterns of study

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

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

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

## Course studied Externally

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

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

## Satisfactory Completion of a Course

### Course Completion Criteria

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

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

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

## VET mandatory work placement

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

## **'N' Determinations**

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

### ***Warnings***

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

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

## **Preliminary courses**

A student will be considered to have satisfactorily completed a Preliminary course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria (see 8.4.1). Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Students who have completed the Preliminary course in Biology or Chemistry or Physics or Earth and Environmental Science may undertake the related HSC course.

The Extension courses in English and Mathematics comprise 60 hours of Preliminary, 60 hours of HSC Extension course 1 and 60 hours of HSC Extension course 2. HSC 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 (see 8.11.2). With the exception of VET Curriculum Framework courses, in all other subjects where Extension courses are available, they comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

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 be printed on the Record of Achievement.

Principals may allow a student who has received an 'N' determination in a Preliminary course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Students who have received an 'N' determination have a right of appeal.

## Completion of course requirements in a VET course

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

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

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

## Course Documents

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

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

Copies of these documents should be accessible to teachers, students and parents in a central location within the school.

## Credentialing

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

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

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

## Credentialing courses in the VET Industry Curriculum Frameworks

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

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

## The Universities Admission Index

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



## Eligibility

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

6 units of Board Developed Courses

2 units of a Board Developed Course in English

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

4 subjects.

## Calculation

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

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

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

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

Notes:

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

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

## Assessment of Preliminary courses

NESA's syllabuses provide information about the mandatory assessment system for the HSC courses and suggestions for assessment of Preliminary courses that include a suggested set of components, weightings and tasks that may be varied to suit school needs.

They give guidance on components and strategies in the Preliminary course assessment program.

Principals are required to certify that students have satisfactorily completed Preliminary courses in accordance with the course completion criteria. NESA does not require schools to submit assessment marks for students completing Preliminary courses.

## Commencement of HSC internal assessments

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

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

### Development of HSC internal assessment programs

1. NESA's syllabus packages indicate the mandatory components for HSC assessment and the weightings to be attached to those components. Each school will determine:
  - the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based; and
  - the weightings to be allocated to each task.
2. Schools are required to develop an assessment program for each of their courses. This involves the following responsibilities:
  - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three or four tasks of various types (eg formal examinations, practical tests, oral tests) are generally sufficient to assess the components of a course. Capped at three per course in Year 11 (including the Final Preliminary Examinations).
  - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task, capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 11 course.
  - Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.
  - Providing students with written advice about the school's requirements for assessment in each course. The advice given to students must include:
    - the components and their weightings as specified in the syllabus package;
    - the general nature of each assessment task;
    - a schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task;
    - the weight value of each task in relation to the total weighted mark for the course;

## Completion of internal assessment tasks

NESA expects students to attempt all assessment tasks set.

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

## Assessment of VET courses

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

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

## Failure to submit internal assessment tasks

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

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

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

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

## 'N' determination

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

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

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

## Review of 'N' determination

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the *Higher School Certificate Events Timetable*.
- If the school upholds the appeal, the school advises NESA by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.
- Appeals must reach the Office of NESA by the date stipulated in the *Higher School Certificate Events Timetable*. NESA will advise students and principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

## Higher School Certificate Credentials

- The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course.

For Board Developed HSC courses, except Life Skills courses and VET courses, the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

[Note: The student's examination mark and assessment mark (prior to rounding) are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that is shown on the performance scale and that determines the performance band to which the student's result is allocated].

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

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

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

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

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

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

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

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

## BREACHES OF PROCEDURE

### Malpractice and breaches of examination rules

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

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

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

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

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

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

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

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

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

## Non-serious attempts

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

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

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

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

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

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

These organisations will be limited to:

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

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

## Rights and Responsibilities

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

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

The College will maintain a register of external providers.

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

## **Mobile Phone Policy - Preliminary and HSC Assessments and Examinations**

### **Rationale**

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

### **Malpractice**

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

### **HSC Assessments and Examinations**

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

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

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

### **Consequences for the Breach of the College Mobile Phone Policy**

Students who are found in possession of a mobile phone or electronic device (as defined above) during a formal assessment task or examination, will have breached the College policy for assessment and examination rules. Penalties for this may include a zero mark, loss of examination marks or cancellation of the course. The penalty issued will be at the discretion of the Leader of Teaching and Learning in consultation with the relevant Leader of Learning and witnessing staff member/s.

For further information on the use of mobile phones in the Higher School Certificate please visit <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>



## VOCATIONAL EDUCATION AND TRAINING FRAMEWORK COURSES

The Vocational Education and Training Courses deliver dual qualifications for the Higher School Certificate (HSC) and for the Australian Qualifications Framework (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

### Standards Referenced Assessment

Students studying a VET framework course can choose to sit the HSC Examination and may have one VET course mark counted towards their ATAR. The external HSC exam for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR must sit the HSC examination.

The marking of the HSC Examination is standards referenced. Internal examinations provide students with an opportunity to practise their examination technique in the lead up to the HSC examination. The Trial Examination mark is used to determine the 'HSC Estimate Mark' submitted to NESA. This mark will only be used by NESA if a student makes an Illness or Misadventure Appeal to NESA for the HSC Examination.

All VET students will be required to complete a Year 11 Preliminary Examination and Trial Examination for the VET course they are studying at school.

### Competency-Based Assessment

VET courses are competency-based assessment meaning the student is either *competent* or *not yet competent*. A student's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other students. This judgment is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: simulated work environments, portfolios of evidence, observation, questioning and practical tasks. Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts on a continuous basis. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an integrated or holistic approach to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is deemed not yet competent in a task needs to undertake an additional form of assessment to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

## Work Placement

- Students undertaking VET Industry Curriculum Framework courses should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year is a mandatory requirement for all VET courses.
- Work placement allows the student to apply the theory and practical skills learnt in class. Some competencies may be assessed in the workplace.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject.
- Students will be offered placement in the Sydney Metropolitan area. Students are required to accept the placement offered.
- Students will complete their work placement during a nominated time. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance and students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their placement and avoid losing the placement to another student or school.
- Students can use their **current** casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer at least 6 weeks before the placement. The VET Coordinator will assess the application and students will be informed as to the success of their application.
- Students, parents/guardians and employers will be required to complete the Student Placement Record. This form outlines expected behaviour and work placement requirements whilst the student is on work placement.
- The school must be advised 2 months prior to work placement if the student has any special needs, i.e., learning, physical, emotional, that will impact on their performance whilst on work placement.

Absences from work placement **MUST** be reported to the employer and to the school.

In the case of illness, a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.

## Appeals

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

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning VET (LOLVET) and bring your task with you
3. The LOLVET will discuss your concerns with you
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
6. A revised assessment by the teacher;
  - A new assessment task for part of the disputed task; or
  - A full assessment task to be completed in place of the disputed task.
7. If you are still dissatisfied, you will need to speak to the Leader of Learning - Curriculum.

**A form for VET Assessment Appeal Submission is provided on the next page.**

**CATHOLIC SCHOOLS PARRAMATTA DIOCESE**

**VET ASSESSMENT APPEAL SUBMISSION**

Name: \_\_\_\_\_

Course: \_\_\_\_\_

School: \_\_\_\_\_

Teacher : \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competencies	Date assessed

Assessor's name  
\_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

<b>Grounds for appeal:</b>
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Signed \_\_\_\_\_ Date \_\_\_\_\_

<b>Outcome of appeal:</b>
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Principal's Signature: \_\_\_\_\_ Date \_\_\_\_\_



Task Number	Task 1	Task 2	Task 3	
Nature of Task	Task: In class response to stimulus  Topic: Nature of Religion and Beliefs	Task: In-class Research Essay  Topic: Religious Traditions Depth Study  Judaism	Task: Yearly Examination  Topic: All course content	
Timing	Term 1  Week 7 17/03/2025	Term 2  Week 9 24/06/2025	Term 3  Weeks 8-10 Examination Block	
Outcomes Assessed	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source-based skills			20	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	10	10		20
<b>Total Task Weighing %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of Task	Task: Response to Stimulus  Topic: Nature of Religion and Beliefs	Task: Research Response  Topic: Judaism	Task: Exam  Topic: All course content	
Timing	Term 1  Week 6 11/03/2025	Term 2  Week 2 12/05/2025	Term 3  Weeks 8-10 Examination Block	
Outcomes Assessed	P1, P2, P6, P8,	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Source-based skills	5		15	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task 1	Task 2
Term 1 2025 Week 9	Term 3 2025 Week 10
Task: Collection of class work  Topic – Nature of Religion	Task: Create a poster showing key aspects of an adherents beliefs.  Topic – Depth Study – Judaism
SRLS1 - recognises the nature of religion and belief systems  SRLS2 - identifies characteristics of religious belief systems  SRLS9 - uses strategies to gather, investigate and communicate information about religion and belief systems	SRLS6 - investigates aspects of a variety of religious traditions  SRLS7- investigates interactions between religious traditions and culture and society  SRLS9 - uses strategies to gather, investigate and communicate information about religion and belief systems

**All outcomes will be measured in two levels:**

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

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



Task 1	Task 2
Term 1 2025	Term 3 2025
Week 7	Week 3
Task: Collection of classwork	Task: Create a poster showing key aspects of an adherents beliefs.
Topic – Nature of Religion and Religions of Ancient Origin	Topic – Judaism
<p><b>SRLS1</b> Recognises the nature of religion and belief systems</p> <p><b>SRLS2</b> Identifies characteristics of religious belief systems</p> <p><b>SRLS3</b> Explores the relationships between religion and belief Systems and personal behaviour</p>	<p><b>SRLS4</b> Explores the practices within religion and belief systems</p> <p><b>SRLS6</b> Investigates aspects of a variety of religious traditions</p> <p><b>SRLS9</b> Uses strategies to gather, investigate and communicate Information about religion and belief systems</p>

**All outcomes will be measured in two levels:**

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

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





Task Number	Task 1	Task 2	Task 3	
Nature of task	Task Reading to Write	Task Contemporary Possibilities	Task Close Study Yearly Examination (Critical Response)	
Timing	Term 1  Week 9 31/03/ 2025	Term 2  Week 10 01/07 2025	Term 3  Weeks 8-10	
Outcomes Assessed	Task: Imaginative creation of text and reflection question	Task: Multimodal Presentation	Task: Yearly Examination (Critical Response and Comprehension)	
Components				Weighting %
Knowledge & understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task Number	Task 1	Task 3	Task 3	
Nature of task	Task: Reading to Write  Imaginative creation of text and reflection question	Task: Narratives that Shape our World  Multimodal Presentation	Task: Critical Study  Yearly Examination (Critical Response)	
Timing	Term 1  Week 8 27/03/2025	Term 2  Week 10 01/07/2025	Term 3  Weeks 8-10	
Outcomes Assessed	EA11-2, EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-7	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components				Total Weighting %
Knowledge & understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Imaginative and Critical response	Task: Multimodal Presentation	Task: Yearly Examination	
Timing	Term 2  Week 1 01/05/2025	Term 3  Week 1 25/07/2025	Term 3  Weeks 8-10	
Outcomes assessed	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE-4	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task number	Task 1	Task 2	Task 3	
Nature of task	<p>Task: Mandatory Module: Achieving through English</p> <p>Imaginative Recreation Resume, Letter of Application and Answers to Interview Questions</p>	<p>Task: Elective Module K: The Big Screen</p> <p>Multimodal presentation - Creating a Documentary</p>	<p>Task: Collection of classwork</p> <p>All modules</p>	
Timing	<p>Term 1</p> <p>Week 8 27/03/2025</p>	<p>Term 2</p> <p>Week 10 01/07/ 2025</p>	<p>Term 3</p> <p>Week 9 17/09/2025</p>	
Outcomes assessed	ES11-3, ES11-5, ES11-8, ES11-10	ES11-2, ES11-3, ES11-4, ES11-6, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task 1	Task 2
Term 2	Term 3
Week 10	Week 8
Multimodal Presentation Elective Module K: The Big Screen	Collection of classwork All modules
ENLS6-1, ENLS6-7, ENLS6-10, ENLS6-12	ENLS6-2, ENLS6-4, ENLS6-6, ENLS6-1, ENLS6-3, ENLS6-7, ENLS6-9, ENLS6-11, ENLS6-12

**All outcomes will be measured in two levels:**

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

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



Task 1	Task 2
Term 2 Week 2	Term 3 Week 6
Practical task: Body of Work	Task: In class task
VALS6, VALS9	VALS3, VALS4, VALS5

**All outcomes will be measured in two levels:**

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

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

**Stage 6 Creative Arts Life Skills Syllabus: Module 4: Visual Arts**

**Practice:**

VALS1 experiences a variety of artmaking activities using a range of materials, techniques and processes

VALS 2 develops understanding and skills in using a range of 2D, 3D and/or 4D forms conceptual framework

**Conceptual framework**

VALS3 explores the function of and relationship between artists, artworks, the world and audiences

VALS 4 documents and represents ideas about the world including personal, social and cultural experiences and events frames

**Frames:**

VALS5 appreciates, interprets and makes judgments about the meaning and significance of their own and others' artworks

VALS6 makes a variety of artworks that reflect their experiences and responses or point of view

**Representation**

VALS7 explores the ways in which ideas and experiences of the world are represented

**Conceptual strength and meaning**

VALS8 explores ways in which different ideas and meanings are developed in artworks

**Resolution**

VALS9 makes an individual work or series of works using a range of materials, techniques and processes



Task Number	Task 1	Task 2	Task 3	
Nature of task	<p>Task: Presentation of Group Performance: Improvisation</p> <p>Improvised Group Performance presentation, log book analysis of improvisation process including evaluation of ideas development, decisions regarding the manipulation of theatrical elements and student contribution to collaboration</p>	<p>Task: Presentation Individual Project: Performance/ Design</p> <p>Presentation of monologue performance OR submission of design project, with log book including script development and/or interpretation, supporting research, drafts and planning</p>	<p>Task: Influential Directors Workshop: Part A: Group Performance and Part B: Research Essay</p> <p>Research essay on the influence of two selected Director practitioners on contemporary theatre practice and drama performance</p> <p>Presentation of Group Performance informed by ideas and approaches of selected Directors including log book record</p>	
Timing	<p>Term 1</p> <p>Week 10 09/04/2025</p>	<p>Term 2</p> <p>Week 9 26/06/2025</p>	<p>Term 3</p> <p>Weeks 8-10 Examination Block</p>	
Outcomes assessed	P1.1, P1.5, P2.1, P2.4	P1.2, P1.4, P3.1, P3.3	P1.3, P2.2, P2.3, P3.2, P3.3	
Components				Weighting %
Making	10	20	10	40
Performing	20		10	30
Critically Studying		10	20	30
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Australian Music  Performance/ Composition	Task: Technology and Its Influence on Music  Viva Voce/ Performance	Task: Popular Music  Preliminary Aural Exam	
Timing	Term 1  Week 9 (P/C) 2/04/2025	Term 2  Week 8 (M/P) 16/06/25 (A) (M)	Term 3  Weeks 8-10  Exam block	
Outcomes Assessed	P1, P3, P7, P8	P2, P4, P5, P6, P8	P1, P2, P4, P6, P8	
Components				Weighting %
Aural	10		15	<b>25</b>
Composition		25		<b>25</b>
Musicology	25			<b>25</b>
Performance		10	15	<b>25</b>
<b>Total Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>





Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Body of Work (I) & Artist statement	Task: Body of Work (II)	Task: Exam	
Timing	Term 2  Week 2 08/05/2025	Term 3  Week 6 28/08/2025	Term 3  Weeks 8-10 Examination Block	
Outcomes Assessed	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30		50
Art Criticism and Art History	20		30	50
<b>Total Task Weighting %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Research/Source Analysis  Slavery in Ancient Rome	Task: Research/Essay/Viva Voce  Historical Investigation	Task: Yearly Examination  All Topics	
Timing	Term 1  Week 9 03/04/2025	Term 2  Week 8 20/06/2025	Term 3  Weeks 8-10	
Outcomes Assessed	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5 AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6 AH11-7, AH11-9	
Components				Weighting %
Knowledge and understanding of course content	15	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Source Analysis Case Study:  Romanovs	Task: Research Task  Historical Investigation	Task Yearly Examination  All topics	
Timing	Term 1  Week 10 07/04/2025	Term 2  Week 9 23/06/2025	Term 3  Weeks 8 -10	
Outcomes Assessed	MH11-3; MH11-6; MH11-7; MH11-9	MH11-2; MH11-5; MH11-6; MH11-7; MH11-8; MH11-9	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-9; MH11-10	
Components				Weighting %
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Research Task  Social and Cultural World	Task: Research and Presentation Task  Personal and Social Identity	Task: Yearly Examination  All topics	
Timing	Term 1  Week 9 04/04/2025	Term 2  Week 8 17/06/2025	Term 3  Weeks 8 -10	
Outcomes Assessed	P1, P2, P3, P5, P7, P8	P1, P2, P7, P9, P10	P1, P2, P3, P5, P10	
Components				Weighting %
Knowledge and understanding of course content	15	10	25	<b>50</b>
Application and evaluation of social and cultural research methods	10	10	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Research/In-Class Task  Nature of Business	Task: Stimulus-Based Skills  Business Management	Task: Yearly Examination  All Topics	
Timing	Term 1  Week 9 03/04/2025	Term 2  Week 9 26/06/2025	Term 3  Weeks 8-10	
Outcomes Assessed	P1, P2, P6, P8, P9	P2, P7-10	P1-6, P8-10	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	<b>40</b>
Stimulus-based skills		20		<b>20</b>
Inquiry and research	15	5		<b>20</b>
Communication of business information, ideas and issued in appropriate forms	10		10	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: In- class test  Introduction to Economics & Consumers & Business	Task: Extended response  Markets, Labour Markets & Financial Markets	Task: Yearly Examination  All topics	
Timing	Term 1  Week 10 09/04/2025	Term 2  Week 10 02/07/2025	Term 3  Week 8-10	
Outcomes Assessed	P1, P3, P5, P7, P8, P9, P10, P12	P1, P2, P5, P7, P10, P12	P1-P8, P10-P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	15		5	<b>20</b>
Inquiry and research		15	5	<b>20</b>
Communication of economic information, ideas and issued in appropriate forms	5	5	10	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Structured Response + Geo Skills  People, Patterns & Processes	Task: Geographic Investigation  Geographic Investigation	Task: Yearly Examination  All topics	
Timing	Term 1  Week 9 02/04/2025	Term 3  Week 1 23/07/2025	Term 3  Weeks 8-10	
Outcomes Assessed	GE 01-03, 05, 08, 09	GE 01, 02, 05-09	GE 01, 02, 03, 04, 05, 06, 07, 08, 09	
Components				Weighting %
Knowledge and understanding of course	15	10	15	<b>40</b>
Geographical tools and skills	5		15	<b>20</b>
Geographical inquiry and research, including fieldwork		15	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total Task Weighting %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Research/in-class topic test  The Legal System	Task: Research Case Study/in-class essay  The Individual & the Law	Task: Yearly Examination  All topics	
Timing	Term 1  Week 10 07/04/2025	Term 2  Week 10 30/06/2025	Term 3  Weeks 8 - 10	
Outcomes Assessed	P1, P2, P3, P8, P9	P5 - P9	P1 - P10	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	<b>40</b>
Inquiry and research	10	10		<b>20</b>
Analysis and evaluation	10	5	5	<b>20</b>
Communication of Legal Studies information, issues and ideas in appropriate forms	5	5	10	<b>20</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>





Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Assignment/ Test	Task: Open Book Test	Task: Final Preliminary Exam	
Timing	Term 1  Week 9 04/04/2025	Term 2  Week 8 20/06/2025	Term 3  Weeks 8, 9 & 10	
Outcomes Assessed	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3,MS11-4, MS11-6,MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting %
Concepts, Skills and Techniques	15	15	20	<b>50</b>
Reasoning and Communication	15	15	20	<b>50</b>
<b>Total Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: In Class-Test	Task: Investigation and Research	Task Preliminary Exam	
Timing	Term 1  Week 9 04/04/2025	Term 2  Week 8 20/06/2025	Term 3  Weeks 8, 9 & 10	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9  F1.1, F1.2, F1.3, F1.4	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting %
Concepts, skills and techniques	15	15	20	<b>50</b>
Reasoning and communication	15	15	20	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: In-Class Test  Functions: ME-F1 Further Work with Functions ME-F2 Polynomials	Task: Assignment/ Investigation	Task: Yearly Examination	
Timing	Term 1  Week 9 08/04/2025	Term 2  Week 10 01/07/2025	Term 3  Weeks 8, 9 & 10	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1,ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	ME11-1,ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting %
Concepts, skills and techniques	15	15	20	<b>50</b>
Reasoning and communication	15	15	20	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task 1	Task 2
Term 2 Weeks 9-10	Term 3 Weeks 9-10
Task: Formative Assessment Topic – Operations	Task: Formative Assessment Topic - Space
Outcomes to be assessed:  2.1: Demonstrates knowledge and understanding of addition, subtraction, multiplication and division processes 2.3: Uses a calculator to perform calculations	Outcomes to be assessed:  4.2: Demonstrates an understanding of position 4.3: Recognises and uses a range of three-dimensional and two-dimensional shapes

All outcomes will be measured in two levels:

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

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



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Test/Assignment	Task: Assignment/Test	Task: Final Assignment	
Timing	Term 1  Week 9 04/04/2025	Term 2  Week 8 20/06/2025	Term 3  Weeks 8, 9 & 10	
Outcomes Assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.6,N6-3.2	N6 - 1.1, N6 - 1.2, N6 - 1.3, N6 - 2.1, N6 - 3.1, N6 - 3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4,N6-2.5 N6-2.6,N6-3.2	
Components				Weighting %
Knowledge and understanding	15	15	20	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Written Task  Core 1: Resource Management	Task: Test of limited Scope  Core 2: Individuals and Groups	Task: Preliminary Examination	
Timing	Term 1  Week 9 31/03/2025	Term 2  Week 9 23/06/2025	Term 3  Weeks 8,9,10	
Outcomes Assessed	P1.2, P4.1, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total Task Weightings %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Test of Limited Scope  Core 1: Better Health for Individuals	Task: Test of Limited Scope  Core 2: The Body in Motion	Task: Preliminary Examination	
Timing	Term 1  Week 10 11/04/2025	Term 2  Week 9 24/06/2025	Term 3  Weeks 8,9,10	
Outcomes Assessed	P4, P5, P6, P15, P16	P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Total Task Weightings %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task 1	Task 2	Task 3
Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Wellbeing Study	Group Study	Family Study
<p>CAFS Life Skills outcomes assessed:</p> <p>LS1.1 Identifies factors that affect wellbeing</p> <p>LS7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest</p>	<p>CAFS Life Skills outcomes assessed:</p> <p>LS3.1 recognises types of groups and their functions</p> <p>LS3.2 explores the roles of group members and their relationships</p> <p>LS7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest</p>	<p>CAFS Life Skills outcomes assessed:</p> <p>LS3.1 demonstrates an understanding of the nature of parenting and caring</p> <p>LS3.2 explores the roles of group members and their interrelationships</p> <p>LS7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest</p>

**All outcomes will be measured in two levels:**

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

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





Task 1	Task 2	Task 3
Term 1 Week 10	Term 2 Week 10	Term 3 Completed by Week 10
Balancing physical activity and a nutritious meal plan	Leisure Activity Investigation	First Aid: First Aid Certificate
<p>LS2.3 understands the relationship between diet, physical activity and health</p> <p>LS2.4 recognises the need for, and participates in, regular physical activity</p> <p>LS2.6 Identifies appropriate agencies or sources that can provide current, reliable advice on nutrition or lifestyle issues</p>	<p>LS5.1 Chooses and participates in a range of indoor and outdoor leisure activities</p> <p>LS5.3 finds information about and accesses venues and services for leisure activities</p> <p>LS5.4 plans a social activity</p>	<p>LS4.1 Demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations</p> <p>LS4.2 demonstrates appropriate behaviour in emergency situations</p> <p>LS4.7 demonstrates knowledge, understanding and skills of basic water safety.</p>

**All outcomes will be measured in two levels:**

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

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



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Practical task  Cells, organisation of living things	Task: Depth Study (hand in/in-class test)  Ecology Field Trip Report/in-class test	Task: Yearly Exam	
Timing	Term 2  Week 2 05/05/2025	Term 3  Week 2 28/07/2025	Term 3  Weeks 8, 9 & 10 Examination Block	
Outcomes Assessed	BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIOL11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Component				Weighting %
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Depth Study Report  Module 2 Quantitative Chemistry	In class task  Module 2 Quantitative Chemistry  Module 3 Reactive Chemistry	Yearly Examination  Module 1,2,3,4	
Timing	Term 2  Week 1 30/04/2025	Term 3  Week 4 13/08/2025	Term 3  Weeks 8, 9 & 10 Examination Block	
Outcomes Assessed	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-7 CH11-8 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Component				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Skills and Theory test (in class)  Kinematics	Task: Depth Study and in-class test (submission and in-class test)  Dynamics and Waves	Task: Yearly Examination	
Timing	Term 2  Week 2 07/05/2025	Term 3  Week 2 29/07/2025	Term 3  Weeks 8, 9 & 10	
Outcomes Assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Component				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Theory and Practical  Nutrition	Task: Practical and Theory  Food Quality	Task: Preliminary Exam	
Timing	Term 1  Week 10 09/04/2025	Term 3  Week 2 30/07/2025	Term 3  Weeks 8-10	
Outcomes Assessed	P2.1, P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4,	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4.	
Components				Weighting %
Knowledge and understanding of Food Technology	10		30	<b>40</b>
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		<b>30</b>
Skills in designing, implementing and evaluating solutions to food situations	5	15	10	<b>30</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Innovation	Task: Mini MDP	Task: Preliminary Exam	
Timing	Term 2  Week 1 01/05/2025	Term 3  Week 7 05/09/2025	Term 3  Weeks 8-10	
Outcomes Assessed	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P6.1	P1.1, 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	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	<b>60</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: In class programming test of limited scope	Task: Mechatronic programming project	Task: Preliminary Examination	
Timing	Term 2  Week 2 09/05/2025	Term 3  Week 7 04/09/2025	Term 3  Weeks 8-10	
Outcomes Assessed	SE-11-01 SE-11-04 SE-11-07 SE-11-08	SE-11-01 SE-11-06 SE-11-07 SE-11-08 SE-11-09	SE-11-01 SE-11-02 SE-11-03 SE-11-04 SE-11-05 SE-11-06 SE-11-07 SE-11-08 SE-11-09	
Components				Weighting %
Knowledge and understanding of course content	10	25	15	<b>50</b>
Knowledge and skills in the practical application of the content	20	15	15	<b>50</b>
<b>Total Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task Number	Task 1	Task 2	Task 3	
Nature of task	Task: Industry Report	Task: Mini Major	Task: Preliminary Exam	
Timing	Term 1  Week 10 10/04/2025	Term 3  Week 7 05/09/2025	Term 3  Weeks 8-10	
Outcomes Assessed	P1.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.2, P2.1, P3.1, P4.3, P6.1, P6.2, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total Task Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>





Task 1	Task 2
Task: Industry Study	Task: Design Project
Term 1	Term 3
Week 10	Week 7
<p>ITLS2: explores factors that influence design.</p> <p>ITLS3: demonstrates awareness that technology can be used for a variety of purposes in a design process</p> <p>ITLS6: explores a range of industrial products and their features</p> <p>ITLS7: identifies materials and technologies for a range of applications.</p> <p>ITLS8: investigates marketing strategies for industrial products</p> <p>ITLS11: identifies and explores relationships between a focus area industry, the individual, society and the environment.</p>	<p>ITLS1: recognises that a process is used to develop design solutions</p> <p>ITLS4: demonstrates skills and techniques in the context of a project</p> <p>ITLS5: uses a design process in the production of a project</p> <p>ITLS7: identifies materials and technologies for a range of applications</p> <p>ITLS9 Selects and uses appropriate materials, tools and processes in the production of a project</p> <p>ITLS10 Demonstrates safe practices in the use and care of tools</p>

**All outcomes will be measured in two levels:**

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

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

## VOCATIONAL EDUCATION AND TRAINING (VET) 2025 PRELIMINARY (Year 11) ASSESSMENT

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

### Board Developed Courses

Course Name	NESA Units x Yr	Qualification	Work Placement
Construction	2 units x 2 years	CPC20240 Certificate II in Construction Pathways SOA towards CPC20120 Certificate II in Construction	Yes 70hrs over 2yrs
Hospitality	2 units x 2 years	SIT20322 Certificate II in Hospitality	Yes 70hrs over 2yrs

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

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

**Standards-referenced assessment refers to the Preliminary Exam in Term 3 2025 & Trial Exam in Term 3 2025 (Weeks 3 & 4)** The External HSC examination for VET is optional. Students studying a VET Board Developed course can choose to sit their VET HSC examination and may have one Category B course mark count towards their ATAR if they are on an ATAR pattern of study. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

### Board Endorsed Courses

Course Name	NESA Units x Yr	Qualification	Work Placement
Active Volunteering	2 units x 1 year	CHC24015 Certificate II in Active Volunteering	Yes 20 hrs over 1yr
Fitness	2 units x 2 years	Statement of Attainment towards SIS30321 Certificate III in Fitness	Yes 35hrs over 2yrs
Sport Coaching	2 units x 2 years	SIS30521 Certificate III in Sport Coaching	Yes 35 hrs over 2yrs

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

## COMPETENCY-BASED ASSESSMENT

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

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

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

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

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

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

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

**Any student that is deemed not yet competent in a task needs to re-submit the task.** Students are given an opportunity to **re-submit twice to demonstrate competence, however, in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of competency.**

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

## WORK PLACEMENT

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

### Work Placement Schedule

Course	Term	Date
Construction A	Term 3	Weeks 1, 2 & 6
Construction B	Term 3	Weeks 1, 2 & 6
Hospitality	Term 4	27 Oct - 31 Oct
Construction A	Term 4	Weeks 2, 3 & 5
Construction B	Term 4	Weeks 2, 3 & 5

## APPEALS

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

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

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



Competency Assessment Schedule 2025-2026

Qualification: CPC20220 Certificate II in Construction Pathways

Statement of Attainment towards CPC20120 Certificate II in Construction  
(Brick and Block)

Task	Module	Unit		Task Type	Task Due																						
1	Safe on Site	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	<p>Components of the task will be due throughout Term 1 2025.</p> <p>All components of this task must be completed by the end of Term 1, <b>4 April 2025</b>.</p>																						
		CPCCOM1014	Conduct workplace communication			2	CIC	CPCCWHS1001	Prepare to work safely in the construction industry	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> </ul>	Students will be informed in Term 2 when the CIC Whitecard is delivered.	3	Chipping Away	CPCCCA2002	Use carpentry tools and equipment <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	<p>Components of the task will be due throughout Terms 2 and 3 2025.</p> <p>All components of this task must be submitted by <b>19 September, week 9</b>, Term 3, 2025</p>	CPCCCA2011	Handle carpentry materials <i>(CPCCWHS2001)</i>	CPCCOM1015	Carry out measurements and calculations	CPCCOM2001	Read and interpret plans and specifications <i>(CPCCWHS2001)</i>	4	Bricks and Blocks	CPCCBL20021	Handle and prepare bricklaying and blocklaying materials <i>(CPCCWHS2001)</i>
2	CIC	CPCCWHS1001	Prepare to work safely in the construction industry	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> </ul>	Students will be informed in Term 2 when the CIC Whitecard is delivered.																						
3	Chipping Away	CPCCCA2002	Use carpentry tools and equipment <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	<p>Components of the task will be due throughout Terms 2 and 3 2025.</p> <p>All components of this task must be submitted by <b>19 September, week 9</b>, Term 3, 2025</p>																						
		CPCCCA2011	Handle carpentry materials <i>(CPCCWHS2001)</i>																								
		CPCCOM1015	Carry out measurements and calculations																								
		CPCCOM2001	Read and interpret plans and specifications <i>(CPCCWHS2001)</i>																								
4	Bricks and Blocks	CPCCBL20021	Handle and prepare bricklaying and blocklaying materials <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	<p>Components of the task will be due throughout Term 3 2026.</p> <p>All components of this task must be completed by the end of Term 3, 2026</p>																						
		CPCCBL2002	Use bricklaying and blocklaying tools and equipment <i>(CPCCWHS2001)</i>																								

5	The Project	CPCCVE1011	Undertake a basic Construction project <i>(CPCCWHS2001)</i>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	<p>Components of the task will be due throughout Term 4 2025 and terms 1, 2 2026.</p> <p>All components of this task must be submitted by mid Term 2, 2026.</p>
		CPCCOM1013	Plan and organise work		
		CPCCCM2004	Handle construction materials <i>(CPCCWHS2001)</i>		
		CPCCCM2005	Use construction tools and equipment <i>(CPCCWHS2001)</i>		
		CPCCOM1012	Work effectively and sustainably in the construction industry		

**Please note:**

- Students who are absent from the CIC Whitecard, or are deemed not achieved, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Construction teacher.
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry is a pre-requisite for many other units of competency in the course. Students must achieve this unit in Task 1 in order to progress with the course.
- Students must participate in a minimum of 70 hours of work placement over the two-year course.

**Examinable Units**

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

<b>CPCCWHS2001</b>	<b>Apply WHS requirements, policies and procedures in the construction industry</b>
<b>CPCCOM1015</b>	<b>Carry out measurements and calculations</b>
<b>CPCCOM2001</b>	<b>Read and interpret plans and specifications</b>
<b>CPCCCA2011</b>	<b>Use carpentry tools and equipment</b>
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work



Competency Assessment Schedule 2025/26  
Qualification: Statement of Attainment towards  
SIS30321 Certificate III in Fitness

	Task	Module	Unit	Task Type	Task Due
1	Safety in the Fitness Industry	HLTWH001	Participate in workplace health and safety	<ul style="list-style-type: none"> <li>Questions</li> <li>Observation</li> <li>Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout</b> Term 1 2025.</p> <p>All components of this task must be submitted by Thursday 3rd April, Term 1, 2025</p>
		SISXFAC002	Maintain sport, fitness and recreation facilities		
		SISXFAC001	Maintain equipment for activities		
External Provider	First Aid	HLTAID011	Provide First Aid	<ul style="list-style-type: none"> <li>Questions</li> <li>Observation</li> </ul>	Students will be informed when First Aid is delivered by an external provider.
2	Work with Clients	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	<ul style="list-style-type: none"> <li>Questions</li> <li>Observation</li> <li>Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout</b> Terms 1, 3 and 4 2025 and Terms 1, 2 and 3 2026.</p> <p><b>All components</b> of this task must be submitted by mid Term 3 2026</p>
		SISFFIT052	Provide healthy eating information		
		SISFFIT032	Complete pre-exercise screening and service orientation		
		BSBOPS304	Deliver and monitor a service to customers		
		SISFFIT033	Complete client fitness assessments		
		BSBPEF301	Organise personal work priorities		
		SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		
3	Conduct Group Fitness Sessions	SISFFIT036	Instruct group exercise sessions	<ul style="list-style-type: none"> <li>Questions</li> <li>Observation</li> <li>Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout</b> Term 4 2025, Terms 1, 2 and 3 2026.</p> <p><b>All components</b> of this task must be submitted by mid Term 3 2026.</p>
		SISFFIT035	Plan group exercise sessions		
		SISXCAI006	Facilitate groups		
4	Movement Programs for Children	SISFFIT037	Develop and instruct group movement programs for children	<ul style="list-style-type: none"> <li>Questions</li> <li>Observation</li> <li>Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout</b> Terms 1, 2 and 3 2026.</p> <p><b>All components</b> of this task must be submitted by mid Term 3 2026.</p>

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





Competency Assessment Schedule 2025/26

Qualification: SIT20322 Certificate II in Hospitality (Food and Beverage)

Task	Module	Unit		Task Type	Task Due
1	Safety	SITXWHS005	Participate in safe work practices	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	Components of the task will be due <b>throughout</b> Term 1 2025. <b>All components</b> of this task must be completed by the end of Term 1, <b>10 April 2025</b> .
2	Hygiene & Food Safety	SITXFSA005	Use hygienic practices for food safety	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	Components of the task will be due <b>throughout</b> Terms 1 & 2 2025. <b>All components</b> of this task must be completed by the end of Term 2, week 6
		SITXFSA006	Participate in safe food handling practices		
3	The Hospitality Industry	SITHIND006	Source and use information on the hospitality industry	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	Components of the task will be due <b>throughout</b> Term 2 and 3 2025.  <b>All components</b> of this task must be completed by the end of Term 3, 18-22 Sept, 2025.
		BSBTWK201	Work effectively with others		
		SITXCOM007	Show social and cultural sensitivity		
		BSBSUS211	Participate in sustainable work practices		
		SITXCOM006	Source and present information		
4	Food and Beverage	SITHFAB027	Serve food and beverage*	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Observation</li> <li>• Structured activities</li> </ul>	Components of the task will be due <b>throughout</b> Term 4 2025 and Terms 1, 2 & 3 2026.  <b>All components</b> of this task must be completed by mid Term 3, <b>14-18 Aug 2026</b> .
		SITHFAB024	Prepare and serve non-alcoholic beverages*		
		SITHFAB025	Prepare and serve espresso coffee*		
		SITXCCS011	Interact with customers		
		SITHIND007	Use hospitality skills effectively		

**Please note:**

- Students must participate in a minimum of **70 hours** of work placement over the two-year course.
- **SITXFSA005 Use hygienic practices for food safety is a prerequisite** for many other units of competency in the course. Students must achieve this unit in Task 1 in order to progress with the course.

**Examinable Units**

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

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