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RECORD OF SCHOOL ACHIEVEMENT

Assessment Guidelines

2026

Current as at 28 April 2026

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Catholic Schools - ROSA Assessment Guidelines

Section 1 - Purpose

(1) Catholic Schools ROS Assessment Guideline incorporates requirements from the Education Act 1990 NSW, the New South Wales Education Standards Authority (NESA), as outlined in the NSW Registration Systems and Member Non-Government Schools Manual as well as the Assessment Certification Examination (ACE) Rules. Additionally, Diocesan requirements are specified in the Catholic Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline.

(2) The purpose of the Catholic Schools RoSA Assessment Guideline is to provide information regarding assessment in Year 11.

Section 2 - Scope

(3) This guideline applies to all Catholic Schools of the Diocese.

Section 3 - Responsibilities

ROLE	RESPONSIBILITIES
Students	Students are required to read, understand and comply with the Catholic Schools RoSA Assessment Guidelines as outlined.
Parent/Carers	Parent/Carers are required to read and understand the Catholic Schools RoSA Assessment Guidelines.
Schools	Schools will update Catholic Schools RoSA Assessment Guidelines and Schedules on a yearly basis and distribute the guidelines to students and parents/carers. An Assessment Committee must be assembled by each school.
Assessment Committee	The purpose of the Assessment Committee is to review the Assessment process, including appeals, Illness/Misadventure applications and reported Malpractice. The committee will meet in a timely manner and as required. The Assessment Committee must have a minimum of three members, is chaired by a nominated Assistant Principal and will include membership determined by the School.

Section 4 - Guideline

The Record of School Achievement (ROSA)

(4) The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements.

(5) To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a. Participated in, and satisfactorily completed the mandatory curriculum requirements for 7-10 and complied with any other regulations or requirements mandated by the Minister or NESAs.

For further information, please refer to ACE Rule 1.1.1

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>

Meeting outstanding requirements for the completion of Year 10 in Stage 6.

(6) Principals may determine a student who is ineligible for the RoSA at the end of Year 10 to be retrospectively eligible for the RoSA at the time of leaving school in Year 11 or Year 12 if the student was able to complete the outstanding requirements during their enrolment in Stage 6. Students completing outstanding requirements may accumulate courses while undertaking Stage 6 courses or until the date they leave school.

(7) Students may not be eligible for the RoSA. Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA for a transcript of study. For further information see ACE RULE 1.1.1 <https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>

(8) Students in Catholic Schools are required to study at least 1 Unit of either Studies in Catholic Thought or Studies of Religion in Year 11 and 12.

ROSA School-Based Assessment

ROSA School-Based Assessment Task Notifications

(9) Schools will ensure that students are provided with a RoSA School-Based Assessment Notification for each task and course. This notification will be issued at least 14 Calendar days prior to the due date of the task and must include:

- a. Weighting of the Assessment Task, and
- b. syllabus outcomes assessed, and
- c. type of the Assessment Task, and
- d. scheduled date and time for attempting or submitting the task, and
- e. marking criteria (where appropriate)

(10) Please refer to ACE Rule 2.1.1 for further information regarding Preliminary School-Based Assessment Tasks <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>

(11) In the event that the original due date of the RoSA School-Based Assessment Task needs to be altered, students will be advised of the changes to the assessment details in writing.

Determining final grades for RoSA

(12) Teachers must give students the opportunity to demonstrate their full range of achievement relative to the Common Grade Scale for Preliminary Courses and Common Grade Scale (7-10). Grades are determined by using all available assessment information, through making a valid judgement to assign a grade that best matches an achievement description of the Common Grade Scale for both Preliminary Common Grade Scale.

(13) Each school determines preliminary grades and Year 10 final grades using the formal assessment schedule outlined at the beginning of the academic year. Grades will be outlined on the Assessment Task Notification. Students will receive an overall RoSA grade upon successful completion of the course. Students must

- a. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

- b. achieved some or all of the course outcomes.

(14) While NESAs do not stipulate attendance requirements, Principals may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of such absences. Warning letters will be issued for students whose absences impact the non-completion of course requirements. Please refer to ACE Manual Rule 4.1.2 regarding satisfactory course completion requirements.

<https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions>

Completion of RoSA Assessment Tasks

(15) All students are expected to attempt all assessment tasks as prescribed by the Assessment Calendar.

Final Assessment Grades

(16) Students have an obligation to log in to the NESAs Online Website to check their final grade for individual courses. If there are perceived differences, it is the student's responsibility to immediately notify the school in writing. Please refer to the Ace Manual 2.2.26 <https://curriculum.nsw.edu.au/ace-rules/ace2/s6-marks-grades>.

Assessment Task Feedback

(17) Feedback is a vital part of a student's learning journey. After each Assessment Task, students will receive feedback designed to help them understand strengths and identify areas for improvement. This feedback may be provided in various forms, including written comments, verbal discussions, or Marking Guidelines. It is important to engage with this feedback, as it can guide preparation for future tasks.

Satisfactory Completion of a Vocational Education & Training (VET) Course

- a. VET courses are 'dual accredited' – students receive recognition towards their HSC as well as a Statement of Attainment. As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

VET Mandatory Work Placement

- a. 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.
- b. If a student does not undertake the mandatory work placement component, they will not be eligible for a Statement of Attainment, and the course will not contribute to HSC units; therefore, a student with ten (10) units would be ineligible for the HSC.
- c. 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.

RoSA Assessment Tasks

Types of RoSA Assessment Tasks

(18) There are two types of assessment tasks:

- a. In-Class Assessment Tasks – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (e.g., music or drama performances). In-Class Assessment Tasks will be completed on the nominated date and in the specified lesson. This information will be identified on the Assessment Task Notification.
- b. Submission Assessment Tasks - examples of these types of tasks include research tasks, written / scientific

reports and extended responses. Submission Assessment Tasks can be presented in a range of ways, depending on the nature of the task. The process for submission will be clearly outlined on each Assessment Task Notification. The ways tasks can be submitted include:

Arrangements for Submission Assessment Tasks

(19) Online/Electronic submission: Students in Year 11 are responsible for submitting their task by the nominated date on the Assessment Task Notification. Students completing Oral Assessment Tasks will be required to submit a copy of their speech/presentation via the procedures outlined for in-class Assessment Tasks on the due date.

(20) Hand in submissions (examples include models, artworks, design folios etc): Students in Years 11 are responsible for submitting their task on the nominated date and time as prescribed by the Assessment Task notification.

- a. Tasks are to be submitted to the submission point as outlined on the Assessment Task Notification.

Arrangements for In-Class Assessment Tasks involving Multiple Classes

(21) In circumstances where there are multiple classes of a course (e.g., there are two Biology classes in Year 11) and they are required to complete an In-Class Assessment Task, the following arrangements will be applied:

- a. Where possible and practical all students (in all classes in a course) will complete the In-Class Assessment at the same time.

WORK SAMPLES

(22) NESA conducts grade monitoring for Year 10 and Preliminary courses (except courses based on Life Skills outcomes and content, and VET courses), to ensure the awarding of grades by schools is consistent with state-wide standards.

(23) Work samples may be used by schools to strengthen the consistency of teacher professional judgements when allocating grades consistent with student achievement. Schools must retain a minimum of two work samples that represent each grade that the school has allocated in a course. The samples must reflect the current syllabus.

(24) Schools retain student work samples and the corresponding assessment activities to demonstrate how grades are awarded in accordance with state-wide standards. The work samples must be:

- a. students' original work, preferably without teachers' comments on a performance or submitted work
- b. drawn from assessment activities conducted in the latter half of the course
- c. based on outcomes and content from the current syllabus for the course, and
- d. demonstrating performance towards the end of the course that is typical of students allocated a particular grade by the school.

(25) Work samples may be drawn from:

- a. written or practical assessment activities
- b. the same assessment activity or from different assessment activities
- c. the same student or different students, and
- d. past years for Stage 5 and Preliminary courses only

(26) NESA may request work samples and corresponding assessment activities from a school for review.

Maintaining the Integrity of RoSA Assessment/Malpractice Policy

(27) The academic honesty of students completing Assessment Tasks, exams, and tests is critical to the integrity of the credential. Dishonest behaviour and/or any attempt carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the RoSA and constitutes Malpractice. All forms of academic dishonesty are unacceptable.

(28) Students must complete ALL MY OWN WORK to be eligible for entry into a Preliminary and/or HSC courses. All my own work is an education program designed to instruct students about scholarship principles and ethical practices and comprises content across four topics related to locating and acknowledging sources of information, plagiarism, copyright and working with others.

(29) All my own work will be completed during the Year 10 academic year in Catholic Schools Maitland- Newcastle.

(30) In circumstances where a student is suspected of not complying with the expectations outlined above for Assessment Tasks, such as Malpractice, the following course of action will be applied:

- a. The Subject / Classroom Teacher consults with the Leader of Learning regarding concerns related to HSC School-Based Assessment Tasks, Malpractice, plagiarism and cheating (please see the glossary for the definition of these terms).
- b. Students will be required to demonstrate that all unacknowledged work is entirely their own (this includes cases of suspected sharing of work). This process will be overseen by the Leader of Learning (or delegate) and will require the student to produce evidence. The Leader of Learning (or delegate) will meet with the student to discuss this matter.

(31) The following process will be enacted:

- a. The Assessment Committee will consider all evidence presented and make a final determination.
- b. Parents/Carers will be notified of any cases regarding breaches of the Assessment Task, Malpractice.
- c. If an established case of a breach of the Assessment Task is found, the student may be awarded a mark of ZERO or a penalty if the Malpractice applies to a section of the task only;
- d. An N Warning Letter WILL be issued;
- e. Students may be required to resubmit the Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work).

(32) Students and families can appeal to the Principal if they disagree with the decision of the Assessment Committee within 48 hours of receiving the outcome.

(33) Please note carefully: NESAs expects students to make a serious attempt at all Assessment Tasks, HSC examinations, and HSC Minimum Standard Tests. Please see the details regarding Malpractice, Misrepresentation, Plagiarism, Collusion and Breach of Assessment Conditions below:

TERM	DEFINITION
Malpractice	<ul style="list-style-type: none">• Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or• Knowingly assisting other students to engage in Malpractice.
Misrepresentation	<ul style="list-style-type: none">• Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.• Misrepresentation can include but is limited to:<ul style="list-style-type: none">- making up journal entries for a project, and/or- submitting falsified or altered documents, and/or- referencing non-existent sources, and/or- contriving false explanations to explain work not handed in by the due date.

TERM	DEFINITION
Plagiarism	<ul style="list-style-type: none"> • Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. • When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. • Plagiarism includes but is not limited to: <ul style="list-style-type: none"> - copying someone else's work in part or in whole, and presenting it as their own, and/or - using material directly from books, journals, the internet, generative artificial intelligence and or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.
Collusion	<ul style="list-style-type: none"> • Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. • Collusion includes but is not limited to: <ul style="list-style-type: none"> - sharing answers to an assessment with other students, and/or - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or - contract cheating by outsourcing work to a third party, and/or - unauthorised use of artificial intelligence technologies.
Breach of Assessment Conditions	<ul style="list-style-type: none"> • All students undertaking an Assessment Task, the HSC examination or HSC minimum standard test must comply with the assessment conditions set by the school and by NESAS. • When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction of the supervisor. At all times, students must adhere to the rules prescribed by their school or the alternate venue conducting the assessment. <p>Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.</p>

Principles and Procedures regarding Assessment (in-class examination assessment)

(34) The following relates to student conduct during Assessment: in any cases where student conduct is outside the rules, the Assessment Committee will be notified.

(35) Students must follow the day-to-day rules of the school when they sit for their examinations. Failure to observe these rules may result in zero marks for the Assessment, no result for the course, or non-award of the RoSA certification.

(36) For a HSC examination, HSC minimum standard or Year 11 Assessment Task to be considered a serious attempt, students must:

- a. respond to and demonstrate academic engagement, and
- b. answer in English, unless specifically instructed otherwise.

(37) Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
- c. abuse directed at a member of school staff,
- d. obscene symbols, drawings, or comments.

(38) During each examination, students must not:

- a. cheat
- b. include frivolous, offensive, threatening or objectionable material
- c. take any of the prohibited items into the room
- d. speak to anyone other than a supervisor

- e. behave in any way that may disturb another student or disrupt the running of the examination
- f. be affected by alcohol or illegal drugs
- g. eat unless approved by NESAs or the school (e.g. if you have diabetes)
- h. take any examination material out of the room
- i. write on your body (e.g. your arms), tissues or material that is not examination material
- j. leave the room if your Principal or delegate requires all students to stay until each examination ends.

Approved Equipment to be brought to Assessment (in class)

(39) Students should bring the equipment they know they will need and are allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported/accepted) for equipment failure.

(40) Students can bring the following items into their examinations:

- a. pens;
- b. pencils (must be at least grading 2B);
- c. erasers and a sharpener;
- d. a ruler;
- e. highlighter pens;
- f. water in a clear, unlabelled bottle;
- g. a non-programmable watch, which must be taken off and placed on the desk in clear view and not touched during the Assessment Task;
- h. An approved calculator

(41) Students may need to bring certain equipment, like a calculator for some Assessment Tasks/Examinations. Students need to ensure that their scientific calculator is an approved model.

(42) Students are not permitted to bring any of the following items into Assessment Tasks/examinations. They are to be left outside the room in a nominated location. These include:

- a. mobile phones (not permitted in an examination room under any circumstance)
- b. programmable watches (for example, smart watches)
- c. other electronic devices (excluding a calculator or wired headphones where permitted), any other communication devices, including:
 - i. organisers
 - ii. tablets
 - iii. wireless earphones and headphones
 - iv. electronic dictionaries
 - v. music players
 - vi. AI and Meta Glasses
- d. paper or any printed or written material (working paper may be provided by the supervising teachers)
- e. print dictionaries (except where permitted in language examinations)

f. correction fluid.

(43) Students are not allowed to borrow equipment during examinations.

Illness / Misadventure and Absence

(44) Where a student's pattern of attendance could jeopardise the satisfactory completion of the RoSA, parents/carers should establish communication with the school as soon as practicable.

(45) Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

(46) When leave is granted by the Principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

(47) Furthermore, the NSW Education Act (1990) Part 2 - 4 (b) states "the education of a child is primarily the responsibility of the child's parents (p.4)." This information is taken from the NSW Education Act (1990).

Illness/Misadventure from an Assessment Task

(48) The following arrangements (where appropriate) will be in place for students who are absent from an Assessment Task due to illness, unforeseen absence or foreseen absence. Students must adhere to the following process:

- a. In-class Assessment Tasks. A student who misses a task may have an alternate task to complete and may not complete the original task. This alternate task date will be arranged and published to the student in writing. This will likely be on the first available opportunity of return to school.
- b. Submission Assessment Task. A student who has a foreseen absence, such as a scheduled medical appointment or extracurricular activity, will be required to submit the task prior to the due date or by the original due date. For students who are impacted by illness or unforeseen circumstances, please refer to foreseen absence below.

(49) All Assessment Variation Forms will be reviewed by the Assessment Committee.

Absences due to Illness

(50) For all absences due to medical illnesses, an Assessment Variation Form with evidence, which includes a Medical Certificate.

- a. The Medical Certificate / Pharmacist Certificate must be an original and be on the registered Medical Practitioner's / Pharmacist's letterhead. In addition to these general points, the following conditions also apply:
 - i. Students must seek independent evidence on the same day, either immediately before or after each Assessment Task for which you are applying.
 - ii. The documentation must be current, specific to the date and time of the Assessment Task and
 - iii. Submitted with the Variation Form.
 - iv. A medical certificate that merely states you were unfit for work or study may be considered unacceptable.

(51) Failure to follow any of these procedures could result in a zero mark being awarded. NESAs considers "giving false reasons for not handing in work by the due date" to be Malpractice.

Absences due to an Acceptable Unforeseen Circumstance

(52) In circumstances where a student needs to be absent from an Assessment Task due to an unforeseen reason, the

following actions need to take place:

- a. The student's Parent/carer needs to advise the school of the circumstances.
- b. Student must submit a completed Assessment Variation Form. Evidence will be required. Please contact the school for advice regarding the required advice in these circumstances.
- c. The missed Assessment Task must be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to check individual arrangements for the alternate task.
- d. In cases where the task is a Submitted Assessment Task and the Assessment Task Notification has been issued at least 14 calendar days prior to the due date of the task, a student will generally not be granted an extension and may receive "0" for their task.

Absences due to an Acceptable Foreseen Circumstance

(53) Students representing the school in an extra-curricular activity or participating in an internal school-based activity are required to follow the procedure outlined below:

- a. The student must complete an Assessment Variation form and submit prior to the scheduled date of the Assessment Task.
- b. In circumstances where students need to attend a scheduled medical appointment (e.g., Paediatrician's Appointment or Orthodontist's Appointment, etc) and this appointment coincides with an Assessment Task (in-class task), an Assessment Variation Form **MUST** be submitted prior to the scheduled dates of the Assessment Task with a provision to provide the certificate after the appointment if required.
- c. Students attending TAFE/EVET or SBAT must complete an Assessment Variation Form prior to a scheduled task if an Assessment Task is a scheduling conflict. Please note that an alternate task may be issued.

Outcome of the Assessment Committee - Right to Appeal

(54) If an Assessment Variation is declined, the following appeal process may be undertaken.

- a. Appeals may be submitted to the Principal in writing within 48 hours of receiving the outcome of the Assessment Committee.
- b. The appeal must state why the decision is considered unacceptable, with reference to the evidence supplied in the original application.
- c. The Principal will review all the documentation and evidence and will advise you in writing of the outcome of the review.

Penalties for Non-Submission, Malpractice and Assessment / Examination Non-Compliance

(55) Penalties can be applied for academic Malpractice and/or non-compliance with Assessment / Examination Etiquette. Requirements are outlined below.

Description	Penalty
Assessment Task/Examination submitted/completed late.	Zero Mark for task
Non-completion of an Assessment Task/Examination with no valid reason and/or supporting evidence.	Zero Mark for the task and a Non-Completion (N) letter will be issued.
Malpractice or non-compliance to Assessment rules and procedures.	Zero Mark for the task and a Non-Completion (N) letter will be issued or alternate penalty applied.

Assessment Illness and Misadventure Applications (during an Assessment Task)

(56) Illness and Misadventure procedures for students in Assessment Tasks are related to Illness/Misadventure are

reflective of both the expectations of the school and of NESA. Therefore:

- a. Students may lodge an Illness/Misadventure application using the Assessment Variation Form if they believe that circumstances occurring immediately before or during an Assessment Task, and which were beyond their control, diminished their performance in an Assessment Task.
- b. Student's application for Illness/Misadventure related to submitted Assessment Tasks will generally NOT be considered, as the student will have had sufficient notice to complete the task.
- c. Students are responsible for applying for Illness/Misadventure, except in circumstances where this is not possible due to severe illness or exceptional circumstances.
- d. A student has to submit their Illness/Misadventure application on the day of the task or immediately upon their return to school with appropriate supporting evidence/documentation.
- e. If a student's circumstances prior to a task are such that they believe they will be applying for Illness/Misadventure after the task, the student needs to advise the supervising teacher prior to the commencement of the task. This will allow the student's performance during the task to be monitored.
- f. Illness and Misadventure can only be considered for tasks that are completed or submitted.

(57) A student CANNOT make an application for Illness/Misadventure on the basis of:

- a. Difficulties in preparation or loss of preparation time; for example, due to an earlier illness.
- b. Alleged deficiencies in teaching.
- c. Loss of study time or access to facilities.
- d. Long-term illness, such as glandular fever, unless the student has experienced a flare-up of the condition immediately prior to or during the task – A Medical Certificate would be required to confirm the recurrence of the illness.
- e. The same grounds for which a student usually receives disability provisions, unless the student faces additional unrelated difficulties during the task. For example, a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still unwell, or other difficulties, supported by the supervising teacher.
- f. Misreading the Assessment Schedule or Examination Timetable.
- g. Misreading the Assessment or Examination instructions.
- h. Other commitments, such as participating in entertainment, work, VET Work Placement, sporting events, or attendance at examinations organised by other educational institutions.
- i. Technology failure – this alone is NOT a valid reason for failing to submit a summative Assessment Task on time.
- j. Attendance at a sporting or cultural event, or a family holiday immediately prior to the task. The basis for this information was sourced from the ACE Manual: ACE 9.1.2 – Higher School Certificate (HSC) - Illness/Misadventure Applications – Grounds for Appeal. <https://curriculum.nsw.edu.au/ace-rules/ace9/im-program>

Disability Provisions

(58) Disability provisions address students' examination needs impacted by one or more of the following categories of disability:

- a. learning, and/or
- b. medical, and/or
- c. vision, and/or
- d. hearing
- e. are determined on the basis of functional evidence of impact, and

f. provide practical support for students with disability to access Assessment Tasks, not to achieve potential.

(59) Schools must ensure that students with disability can access and participate in education on the same basis as other students, as required under the Disability Standards for Education 2005.

(60) Through collaborative curriculum planning, the school must determine, and implement, reasonable adjustments for a student with disability for Assessment Tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as other students, as required under the Disability Standards for Education 2005.

(61) The school is responsible for any decision to determine adjustments to assessment activities and tasks, including in- Assessment Tasks and will communicate with families regarding the adjustment for the Assessment Program. Please refer to ACE rule 6 for further information regarding Disability Provisions .

<https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>.

Life Skills

(62) The Life Skills curriculum is designed to support students with significant learning needs who are unable to access regular course outcomes, particularly those with intellectual disabilities. Students may access Life Skills Courses in Years 11 and 12 following a collaborative planning process involving teachers, parents/carers, and other relevant professionals.

Status and Details

Status	Current
Effective Date	3rd March 2026
Review Date	3rd March 2029
Approval Authority	Director Catholic Schools
Approval Date	19th February 2026
Expiry Date	To Be Advised
Unit Head	Jacqueline Wilkinson Director Catholic Schools
Enquiries Contact	Patricia Humble Head of School Improvement & Learning <hr/> Learning and Wellbeing

Glossary Terms and Definitions

"NESA" - The NSW Education Standards Authority (NESA) is the governing body responsible for setting the syllabus, curriculum, assessments, teaching and certification standards for all schools in New South Wales.

"Assessment Task" - A structured activity used to evaluate a student's understanding and skills in a subject, contributing to their final school-based assessment mark.

"Higher School Certificate (HSC)" - The credential awarded to students who successfully complete senior secondary education in NSW, including school-based assessments and external examinations.

"Illness/Misadventure" - A formal process allowing students to apply for special consideration if their performance in an assessment is affected by unforeseen circumstances.

"Life Skills Courses" - Alternative curriculum options for students with significant learning needs, focusing on practical skills and personal development.

"Malpractice" - Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice.

"Marking Guidelines" - Criteria used by teachers to assess student work consistently and fairly, often aligned with NESA standards.

"Weighting" - The percentage value assigned to an assessment task, indicating its contribution to the final school-based assessment mark for a course.

"RoSA" - Record of School Achievement



St Clare's High School

Preliminary HSC Assessment Program 2026

Course: Ancient History

		Task 1	Task 2	Task 3
Due Date*		Term 1 Week 9	Term 3 Week 6	Term 3 Week 7
Task Type		Tutankhamun Task Research and prepare a response to an essay question	Historical Investigation Investigation of topic of own choice	Examination
Weight				
Components (Syllabus)				
Knowledge and understanding of course content	40%	5%	5%	30%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
Totals	100%	30%	30%	40%
Outcomes assessed by Task		AH11.5, 11.6, 11.7, 11.9	AH11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9	

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Preliminary Assessment Program 2026

Course: Biology

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Term 1, Week 10	Term 2, Week 10	Term 3 Examination Block Week 8 & 9
	Weight			
Knowledge & understanding of course content	40%	First Hand Investigation Practical Task	Depth Study and Report <i>Field Trip to Hunter Wetlands</i>	Examination
Skills in working scientifically	60%	10	14	16
		15	21	24
Totals	100%	25%	35%	40%
Outcomes assessed by Task		11.3, 11.4, 11.6, 11.7, 11.8, 11.9	11.6, 11.8, 11.9	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

Preliminary HSC Assessment Program 2026
Course: Business Studies

		Task 1	Task 2	Task 3
Due Date*		Term 1 Week 9	Term 2 Week 9	Term 3 Exam Week
Task Type		In class Short-answer questions	Multiple Choice, In class Business Report	Examination
Weight				
Components (Syllabus)				
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
Totals	100%	30 %	35%	35%
Outcomes assessed by Task		P1, P5, P8, P10	P2, P6, P7, P8, P9	P3, P4, P8, P9, P10

* Specific dates will be provided with the assessment task notification.



St Clare's High School

HSC Assessment Program 2026

Course: Chemistry

Components (Syllabus)	Due Date*	Task 1			Task 2			Task 3		
		Task Type	Weight	Practical Examination	Report and Investigation	Depth Study:	Examination	Practical Examination	Report and Investigation	Examination
Knowledge and understanding of course content	40%		10		10		20		20	
Skills in working scientifically	60%		20		20		20		20	
Totals	100%		30%		30%		30%		40%	
Outcomes assessed by Task			CH 11-2, 11-3, 11-4, 11-6, 11-7, 11-8		CH 11-2, 11-3, 11-5, 11-6, 11-7, 11-9		CH 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11			

* Specific dates will be provided with the assessment task notification.



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Yr. 11 Assessment Program 2026

Course: Community & Family Studies

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Week 10 Term 1	Week 8 Term 2	Term 3 Exam Block
	Weight			
Knowledge and understanding of course content	40%	Case Study (In Class Task)	Research Task (In Class With Sheet) (F & C)	Final Exam (RM F & C I & G)
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	10	10	20
Totals	100%	30%	30%	40%
Outcomes assessed by Task		P1.1 P1.2 P4.2 P5.1 P6.1	P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1	All

* Specific dates will be provided with the assessment task notification.

Construction Assessment Schedule

Cohort: 2026-2027	Qualification: CPC20220 Certificate II in Construction Pathways SOA CPC20120 Certificate II in Construction	NESA Course Number: 26211	Training package rules: CPC20220 Total UoC = 10 5 core units plus 5 elective units SOA CPC20120 10 core units 5 elective units	NESA Status: 4 mandatory focus areas (6 x HSC mandatory UoCs totaling 125-135 indicative hours. HSC elective units to a minimum of 240 HSC indicative hours	Year 11							Year 12							Assessment instrument Observation, Questioning, Structured Activity
					TP status Core/ elective	HSC Status	Pre- requisite	1	2	3	4	5	6	7	1	2	3	4	
Safety & Communication	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core Core (CPC20120)	Mandatory	Nil	X													Planned Tasks Task 1
	CPCCOM1014	Conduct workplace communication	Core (CPC20120)	Elective	Nil	X													
	CPCCWHS1001	Prepare to work safely in the construction industry	N/A	Elective	Nil	X													External provider Task 2
Chipping Away	CPCCOM2001	Read and interpret plans and specifications	Core (CPC20120)	Mandatory	CPCCWHS2001		X			X									
	CPCCCA2011	Handle carpentry materials	E (B)	Elective	CPCCWHS2001			X		X									
	CPCCOM1015	Carry out measurements and calculations	CORE Core (CPC20120)	Mandatory	Nil		X			X									
	CPCCCA2002	Use carpentry tools and equipment	E(B)	Mandatory	CPCCWHS2001			X		X									
	CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	E(A)	Elective	CPCCWHS2001						X								
Brick and Block	CPCCBL2002	Use bricklaying and blocklaying tools and equipment	E(A)	Elective	CPCCWHS2001							X							Task 3
	CPCCOM1013	Plan and organise work	CORE Core (CPC20120)	Mandatory	Nil										X				Task 4
The Project	CPCCCM2006	Apply basic levelling procedures	E (I) Core (CPC20120)	Elective	Nil									X					
	CPCCVE1011	Undertake a basic construction project	Core	Elective	CPCCWHS2001										X				
	CPCCCM2004	Handle construction materials	E(I)	Elective	CPCCWHS2001										X				
	CPCCOM1012	Work effectively and sustainably in the construction industry	Core Core (CPC20120)	Mandatory	Nil										X				
	Total Hours																		



St Clare's High School

Preliminary HSC Assessment Program 2026
Course: Drama

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Task 1	Task 2	Task 3
Theatrical Traditions and Performance Styles	Weight	Term 1 Week 9 <i>Wednesday 25th March</i> Group Devised Performance and Drama Log Book	Term 2 Week 10 <i>Thursday 25th June</i> Theatrical Tradition Performance and Essay	Term 3 Week 8-9 <i>TBC</i> Monologue, Group Performance and Theatre Role
Elements of Production in Performance	40%			40%
Improvisation Playbuilding and Acting	30%		30%	
Totals	100%	30%	30%	40%
Outcomes assessed by Task		P 1.1, 1.3, 1.4, 1.5, 1.6 P 2.1, 2.3, 2.4	P 1.1, 1.2, 1.5, 1.6, P 2.1 P 3.1, P3.2, P3.3	P 1.3, 1.4, 1.6, 1.7 P 2.1, 2.2, 2.3, 2.4

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Preliminary Assessment Program 2026

Course: Earth & Environmental Science

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Term 1, Week 10	Term 2, Week 8	Term 3 Examination Block Week 8 & 9
Weight	Research Project & Presentation	Depth Study First Hand Investigation	Examination	
Knowledge & understanding of course content	40%	10	10	20
Skills in working scientifically	60%	20	20	20
Totals	100%	30%	30%	40%
Outcomes assessed by Task	EES11.3, 11.4, 11.5, 11.7	EES 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9	EES 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11	

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Year 11 Assessment Program 2026

Course: English Advanced

Components (Syllabus)	Task 1		Task 2		Task 3		
	Due Date*	Task Type	Weight	%	Task Type	Weight	
Knowledge and understanding of course content	Term 1 Week 10	Reading to Write - Composition and Reflection	15%	15%	Term 2 Week 10	Multimodal Presentation	20%
						Yearly Examination – Short Answer plus Essay	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			15%	15%			20%
Totals			100%	30%		30%	40%
Outcomes assessed by Task			EAV-11-01 EAV -11-04 EAV -11-05 EAV -11-06	EAV -11-01 EAV -11-02 EAV -11-03 EAV -11-04 EAV -11-05		EAV -11-01 EAV -11-03 EAV -11-04 EAV -11-05	

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Year 11 Assessment Program 2026

Course: English Standard

Components (Syllabus)	Task 1		Task 2		Task 3			
	Due Date*	Task Type	Weight	%	Due Date*	Task Type	Weight	%
Knowledge and understanding of course content	Term 1 Week 10	Reading to Write - Composition and Reflection	15%	15%	Term 2 Week 10	Multimodal Presentation	20%	20%
							Yearly Examination: Short Answer plus Essay	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			15%	15%				
Totals			30%	30%			40%	40%
Outcomes assessed by Task	EST-11-01				EST-11-01			
	EST-11-04				EST-11-02			
	EST-11-05				EST-11-03			
	EST-11-06				EST-11-04			
					EST-11-05			

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Year 11 Assessment Program 2026

Course: English Studies

Components (Syllabus)	Due Date*	Task 1			Task 2			Task 3				
		Task Type	Weight	%	Task Type	Weight	%	Task Type	Weight	%		
Knowledge and understanding of course content	Term 1 Week 10	Written Composition	15%	15%	Term 2 Week 10	Multimodal Presentation	15%	15%	Exam Period	Examination – Writing and Responding	20%	20%
Skills in:												
- comprehending texts												
- communicating ideas												
- using language accurately, appropriately and effectively.												
Totals			100%	30%		30%	30%	30%		40%	40%	40%
Outcomes assessed by Task				ESD-11-01 ESD-11-02 ESD-11-04 ESD-11-05		ESD-11-01 ESD-11-04 ESD-11-05		ESD-11-01 ESD-11-02 ESD-11-04 ESD-11-05				

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Year 11 Assessment Program 2026

Course: English Extension 1

Components (Syllabus)	Task 1		Task 2		Task 3			
	Due Date*	Task Type	Weight	%	Due Date*	Task Type	Weight	%
Knowledge and understanding of complex texts and how and why they are valued		Critical Response	20%	15%		Examination	15%	
Skills in complex analysis, sustained composition and independent investigation			20%	15%			15%	
Totals			40%	30%			30%	
Outcomes assessed by Task			EE1-11-02 EE1-11-03 EE1-11-06	EE1-11-01 EE1-11-02 EE1-11-03 EE1-11-06		EE1-11-01 EE1-11-02 EE1-11-03 EE1-11-04 EE1-11-05 EE1-11-06		

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Preliminary HSC Assessment Program 2026

Course: Food Technology

Components (Syllabus)	Task Type	Task 1			Task 2			Task 3		
		Due Date*	25/3/26	Research and Practical application	22/7/26	Investigation and practical experimentation	Week 8, Term 3	Preliminary Course Examination		
Knowledge and understanding of course content	Weight		5		10		25			
Knowledge and skills in designing, researching, analysing and evaluating	40%		10		10		10			
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15		15		15			
Totals	100%		30 %		35%		35%			
Outcomes assessed by Task			P3.1, P3.2, P4.1, P4.3, P5.1		P1.2, P4.1, P4.2, P4.4, P5.1		P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P5.1			

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Yr. 11 Assessment Program 2026

Course: Health and Movement Science

	Due Date*	Task 1	Task 2	Task 3
		Wk. 8 Term 1 (Mon 23/6/26)	Wk. 7 Term 2	Wk. 8/9 Term 3
Task Type		Depth Study 1	Collaborative Investigation	Yearly Exam
Weight	35%	35%	35%	30%
Components (Syllabus)				
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	25%	25%	10%
Totals	100%	35%	35%	30%
Outcomes assessed by Task		11-03, 11-06, 11-07, 11-09, 11-10	11-04, 11-05, 11-06, 11-07, 11-09, 11-10	11-01, 11-02, 11-03, 11-04, 11-06, 11-09

* Specific dates will be provided with the assessment task notification.

Hospitality (Cookery) Assessment Schedule

Cohort: 2026-2027	Qualification: SIT20421 Certificate II in Cookery	NESA Course Number: 26521	Training package rules: 13 Units: 7 Core, 6 electives. 4 units from Group A B or C, 2 units from group A, B, C or D	NESA Status: 3 Mandatory focus areas (4 Mandatory UoCs), =70 Hours 3 F&B Stream UoCs = 75 Hours 90 Hours electives 70 hours work placement	Year 11					Year 12					Assessment instrument Questioning, Observation, Structured Activity	
					Unit Code	Unit Title	TP status Core/elective	HSC Status	NESA Hours	Pre-requisite	1	2	3	4		5
Module 1 Hygiene & Food Preparation equipment	SITXFA005	Use hygienic practices for food safety	CORE	Mandatory	15	Nil	X									Task 1
	SITHCCC023	Use food preparation equipment	CORE	KOP Stream	20	SITXFA005	X									
	SITHKOP009	Clean kitchen premises and equipment	CORE	KOP Stream	15	SITXFA005	X									
Module 2 Sandwich Brigade	SITXWHS005	Participate in safe work practices	CORE	Mandatory	15	Nil				XX						Task 3
	SITHCCC025	Prepare and present sandwiches	E (A)	Elective	20	SITXFA005				XX						
Module 3 Café Catering	SITHCCC028	Prepare appetisers and salads	E (A)	Elective	30	SITXFA005					X					Task 4
	SITXCCS011	Interact with customers	E (D)	Mandatory	20	Nil				X						
	SITXCOM007	Show social and cultural sensitivity	E (D)	Elective	10	Ni				X						
Module 4 Catering Events	SITHCCC024	Prepare and present simple dishes	E (A)	Elective	20	SITXFA005								X		Task 5
	SITHCCC027	Prepare dishes using basic methods of cookery	CORE	KOP Stream	40	SITXFA005								X		
	SITXINV006	Receive, store and maintain stock	CORE	Elective	15	SITXFA005								X		
Module 5 Service Periods	SITXFA006	Participate in safe food handling practices	E (A)	Mandatory	20	Nil								X		Task 5
	SITHCCC034	Work effectively in a commercial kitchen*	CORE	Elective	25	SITXFA005, SITHCCC027	X	X	X	X	X	X	X	X	X	
Only for students who completed Stage 5 Hospitality	HLTAID011	Provide First Aid	Elective	Elective	20	Nil										Students must complete this UoC to meet NESA hours due to overlapping of UoC between Stage 5 Certificate 1 and Stage 6 Certificate II Hospitality. NESA allows SITXFA005 and SITXWHS005 to overlap
Total Hours				265												



St Clare's High School

HSC Assessment Program 2026

Course: Industrial Technology - Metal

		Task 1	Task 2	Task 3
	Task Type	Term 1, Week 9	Term 2, Week 6	Term 3, Week 5
	Weight	Project & Folio of Work Progression	Industry Study	Completed Project & Folio of Work & Examination
Components (Syllabus)				
Industry Study	15%		15%	
Design	10%	5%		5%
Management and Communication	20%	5%	5%	10%
Production	40%	20%		20%
Industry-Related Manufacturing Technology	15%	5%		10%
Totals	100%	35%	20%	45%
Outcomes assessed by Task		P1.2, P3.1, P3.2, P4.1, P4.3, P5.1, P6.1	P1.1, 1.2, 7.1, 7.2	P1.1 – P7.2

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Preliminary HSC Assessment Program 2026
Course: Industrial Technology - Timber

Components (Syllabus)	Task Type	Task 1	Task 2	Task 3
	Weight			
Industry Study	15%	Term 1, Week 9 Project & Folio of Work Progression	Term 2, Week 6 Industry Study	Term 3, Week 5 Completed Project & Folio of Work (20%) & Examination (25%)
Design	5%	5%		
Management and Communication	15%	5%	5%	5%
Production	30%	20%		10%
Industry-Related Manufacturing Technology	10%	5%		5%
Knowledge and understanding of course content	25%			25%
Totals	100%	35%	20%	45%
Outcomes assessed by Task		P1.2, P3.1, P3.2, P4.1, P4.3, P5.1, P6.1	P1.1, 1.2, 7.1, 7.2	P1.1 – P7.2

* Specific dates will be provided with the assessment task notification.



St Clare's High School

Preliminary HSC Assessment Program 2026
Course: Japanese Beginners

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Task 1	Task 2	Task 3
	Weight	Task 1	Task 2	Task 3
Speaking Objective: <i>Interacting</i>	20%	Term 2 Week 1 21 st April 2026 Self-introduction Multi-Modal 10	Term 2 Week 9 17 th June 2026 Reading and Responding 10	Term 3 Week 8 Exam Period Final Examination 10
Listening Objective: <i>Understanding Texts</i>	30%	20		10
Reading Objective: <i>Understanding Texts</i>	30%		20	10
Writing Objective: <i>Producing Texts</i>	20%		10	10
Totals	100%	30%	30%	40%
Outcomes assessed by Task		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

* Specific dates will be provided with the assessment task notification.



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Preliminary HSC Assessment Program 2026

Course: Japanese Continuers

Components (Syllabus)	Due Date*		Task 1	Task 2	Task 3
	Task Type	Weight	Task 1	Task 2	Task 3
Speaking		20%	Term 2 Week 1 27 st April 2026 Reading and Responding	Term 2 Week 9 16 th June 2026 Self-Introduction Multi-Modal	Term 3 Week 8 Exam Period Final Examination
Listening and Responding		30%		10	10
Reading and Responding		30%	20	20	10
Writing		20%	10		10
Totals		100%	30%	30%	40%
Outcomes assessed by Task			2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

Preliminary HSC Assessment Program 2026

Course: Legal Studies

Components (Syllabus)	Task 1		Task 2		Task 3	
	Due Date*	Task Type	Task 1	Task 2	Task 3	Task 3
			Term 2 Week 1 Friday 24 th April	Term 3 Week Friday 24 th July	Term3 Week 8 & 9 7 th to 18 th September	
			The Legal system: Researched based Report	Individual and the Law: Researched based Short Answers	The Legal System, Individual and the Law & The Law in practice	
			30%	30%	Final Examination 40%	
Knowledge and Understanding of course content	40%		10	10	20	
Analysis and Evaluation	20%		5	10	5	
Inquiry and Research	20%		10	5	5	
Communication of Legal information, issues and ideas in appropriate forms	20%		5	5	10	
Totals	100%		%	%	%	
Outcomes assessed by Task			P1, P2, P3, P4, P6, P8	P1, P2, P3, P4, P5, P6, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	



St Clare's High School

Preliminary Assessment Program 2026
 Course: MATHEMATICS Advanced

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type			
Knowledge and understanding of course content	50%	Week 9, Term 1 Topic Test 1	Week 10, Term 2 Assignment	Week 8/9, Term 3 Final Examination
	50%	15%	15%	20%
Skills in Working mathematically	50%	15%	15%	20%
Totals	100%	30%	30%	40%
Outcomes assessed by Task		MAV - 11 - 01, MAV - 11 - 02, MAO - WM - 01	MAV - 11 - 04, MAV - 11 - 05, MAV - 11 - 06, MAO - WM - 01	MAV - 11 - 01, MAV - 11 - 02, MAV - 11 - 03, MAV - 11 - 04, MAV - 11 - 05, MAV - 11 - 06, MAV - 11 - 07, MAV - 11 - 08, MAV - 11 - 09, MAV - 11 - 10, MAO - WM - 01

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.



St Clare's High School

Preliminary Assessment Program 2026

Course: MATHEMATICS Standard

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type			
Knowledge and understanding of course content	Weight	Topic Test 1	Research Assisted Task	Final Examination
	50%	15%	15%	20%
Skills in Working mathematically	50%	15%	15%	20%
Totals	100%	30%	30%	40%
Outcomes assessed by Task		MST-11-01, MST-11-05 MAO – WM – 01	MST-11-02, MST-11-03 MST-11-06, MST-11-08 MAO – WM – 01	MST-11-01, MST-11-02 MST-11-03, MST-11-04, MST-11-05, MST-11-06 MST-11-07, MST-11-08 MAO – WM – 01

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.



St Clare's High School

Preliminary Assessment Program 2026
 Course: MATHEMATICS Extension 1

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type			
	Weight			
Knowledge and understanding of course content	50%	Week 2, Term 2 Topic Test 1 15%	Week 2, Term 3 Research Assisted Task 15%	Week 8/9, Term 3 Final Examination 20%
Skills in Working mathematically	50%	15%	15%	20%
Totals	100%	30%	30%	40%
Outcomes assessed by Task		MAO-WM-01, ME1-11-01, ME1-11-04	MAO-WM-01, ME1-11-02, ME1-11-03	MAO-WM-01, ME1-11-01, ME1-11-02, ME1-11-03, ME1-11-04 ME1-11-05

* Actual day will be decided by the class teacher(s) and given out as a notification sheet two weeks before the due date.



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St Clare's High School

Preliminary HSC Assessment Program 2026

Course: Modern History

Components (Syllabus)	Due Date*	Task 1	Task 2	Task 3
	Task Type	Source Analysis	Historical Investigation	Yearly Examination
Knowledge and understanding of content	Weight			
	40	15	5	20
Historical skills in the analysis and evaluation of sources and interpretations	Weight			
	20	5	5	10
Historical inquiry and research	Weight			
	20	10	10	
Communication of historical understanding in appropriate forms	Weight			
	20	5	5	10
Totals	100%	35	25	40
Outcomes assessed by Task		MH11-6 MH11-7	MH11-6 MH11-7 MH11-8	MH11-1 MH11-2 MH11-3
		MH11-10	MH11-9	MH11-4 MH11-5 MH11-9

* Specific dates will be provided with the assessment task notification.



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St Clare's High School

Preliminary HSC Assessment Program 2026

Course: Society and Culture

		Task 1	Task 2	Task 3
Due Date*		Term 1 Week 9 Mon 23 rd March	Term 2 Week 8 Tues 9 th June	Term 3 Week 8/9
Task Type		The Social and Cultural World	Personal and Social Identity	Yearly Examination
Weight		Source-based Extended response	Cross Generational Study	
Knowledge and understanding of course content	50 %	5%	10%	35%
Application and evaluation of social and cultural research methods	30 %	15%	15%	0%
Communication of information, ideas and issues in appropriate forms	20 %	10%	5%	5%
Totals	100%	30%	30%	40%
Outcomes assessed by Task		1,3,6,9,10	1,2,3,5,7,8,10	1,3,4,7,8,10

* Specific dates will be provided with the assessment task notification.

Cohort: 2026-2027	Qualification: SIS30521 Certificate III in Sport Coaching	NESA Course Number: 50418 240 hours -2 units x 2 years	Training package rules: 10 units total – 6 core units, 4 elective units (1 unit from Groups A,B,C, or at least 1 unit from group E, up to 2 units from elsewhere in SIS TP or any of TP or accredited course or all units in group D)	Year 11							Year 12				Assessment instrument Observation, questioning, structured activity
				Unit Code	Unit title	TP status Core/elective	HSC Status	NESA Hours	1	2	3	4	5	6	
Safety & Risk Management	BSBOPS403	Apply business risk management processes	Core	Core	25	X								Task 1	
	HLTWH5001	Participate in workplace health and safety	Core	Core	15	X									
Community Coaching	SISSSCO002	Work in a Community Coaching Role	Core	Core	25		X	X						Task 2	
	SISSSCO003	Meet participant coaching needs	Core	Core	30		X	X	X						
	SISSSCO005	Continuously improve coaching skills and knowledge	Core	Core	30		X	X	X						
First Aid	HLTAID011	Provide First Aid (external provider)	Core	Core	20		X							External provider Task 3	
Intermediate Coaching	SISSSCO012	Coach sport participants up to an intermediate level	Elective A	Elective	30				X	X					
	SISXCAI009	Instruct strength and conditioning techniques	Elective E	Elective	25				X	X					
Sport, Fitness, Recreation Events	SISSSOF002	Continuously improve officiating skills and knowledge	Elective E	Elective	15							X	X	Task 4	
	SISXIND006	Conduct sport, fitness or recreation events	Elective E	Elective	30						X	X			
Total Hours				245											



St. Clare's High School

Year 11 Assessment Schedule 2026
 Course: Studies in Catholic Thought

Syllabus Components	Task Type	Task 1			Task 2			Task 3		
		Research Task	Presentation		Yearly Examination		Yearly Examination		Yearly Examination	
	Due Date	Who is the Human Person?	The Trinitarian God and Humanity		Yearly Examination		Yearly Examination		Yearly Examination	
	20%	Term 1, Week 9	Term 2, Week 9		Term 3 Week 7		Term 3 Week 7		Term 3 Week 7	
	10%	5	5		10		10		10	
<ul style="list-style-type: none"> Religious skills in: <ul style="list-style-type: none"> using Scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources 										
Inquiry and research skills	10%	10								
Communication of religious ideas and understanding in appropriate forms	10%		5		5		5		5	
Weight Total		15%	15%		20%		20%		20%	
Outcomes		SCT 11.1, 11.8, 11.9, 11.10	SCT 11.1, 11.2, 11.10		SCT 11.1, 11.3, 11.4, 11.5, 11.6, 11.7, 11.10		SCT 11.1, 11.3, 11.4, 11.5, 11.6, 11.7, 11.10		SCT 11.1, 11.3, 11.4, 11.5, 11.6, 11.7, 11.10	

*Dates are estimate and exact dates will be published on task notifications.



St. Clare's High School

Year 11 Assessment Schedule 2026

Course: Studies of Religion I

Syllabus Components	Task Type	Task 1		Task 2		Task 3	
		Topic Test Nature of Religion and Beliefs Term 1 Week 9	10	Research Task Religious Tradition Study Term 2 Week 9	10	Yearly Examination Examination Block Term 3	20
Knowledge and understanding of course content	40%	10		10		20	
source-based skills	20%	10				10	
Investigation and research	20%			20			
Communication of information, ideas and issues in appropriate forms	20%	5		5		10	
Weight Total		25%		35%		40%	
Outcomes		P1, P2, P6, P8,		P3, P4, P5, P6, P7, P8, P9		P1, P2, P3, P4, P5, P6, P8, P9	

*Dates are estimate and exact dates will be published on task notifications.



St. Clare's High School

Year 11 Assessment Schedule 2026

Course: Studies of Religion II

Syllabus Components	Task Type	Task 1			Task 2		Task 3	
		Nature of Religion and Beliefs	Topic Test	Research Task	Yearly Examination	Due Date	Weight	Assessment Dates
Nature of Religion and Beliefs	Due Date	Term 1 Week 9		Religious Tradition Study		Examination Block Term 3		
Knowledge and understanding of course content	40%	10		Term 2 Week 9	10	20		
source-based skills	20%	10				10		
Investigation and research	20%				20			
Communication of information, ideas and issues in appropriate forms	20%	5			5	10		
Weight Total		30%			35%	40%		
Outcomes		P1, P2, P6, P8,		P3, P4, P5, P6, P7, P8, P9		P1, P2, P3, P4, P5, P6, P8, P9		

*Dates are estimate and exact dates will be published on task notifications.



St Clare's High School

Preliminary HSC Assessment Program 2026
Course: Visual Arts

		Task 1	Task 2	Task 3
Due Date*		Term 2 Week 4 <i>Monday 11th May</i>	Term 3 Week 7 <i>Wednesday 2nd September</i>	Term 3 Week 8-9 <i>Monday 7th – Friday 18th September</i>
Task Type		Section I Response Modernism Artwork Portfolio	Section II Response Body of Work Artwork	Yearly Examination
Weight		25%	25%	
Artmaking		25%		
Art Critical/Art historical		15%	15%	20%
Totals		40%	40%	20%
Outcomes assessed by Task		P1, P2, P3, P4, P5, P6, P7, P8, P9	P2, P4, P5, P6, P7, P8, P9, P10	P7, P8, P9, P10

* Specific dates will be provided with the assessment task notification.



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