



**YEAR 11
2025**

**ASSESSMENT SCHEDULE AND
GUIDELINES**

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OVERVIEW

The purpose of this document is to provide information to parents/carers and students regarding their studies in Year 11. Students who satisfactorily complete Year 11 are awarded the Preliminary Record of School Achievement (RoSA).

The Year 11 Assessment Schedule and Guidelines outlines the school-based assessment schedule for every course delivered at Sylvania High School, and the procedural guidelines that underpin the school-based assessment program.

The assessment schedules in this document indicate a term and week in which the Assessment Task will take place. Teachers will provide a written Assessment Task Notification at least two weeks prior to the Assessment Task due date. Notification will be provided to students as a hard copy and may also be provided in electronic/digital format.

Questions relating to specific courses should be directed in the first instance to the classroom teacher of the course. Further clarification can be sought from the Head Teacher/Coordinator of the subject and for all matters relating to the procedures outlined in this document students should see the Year 11 Deputy Principal.

It is important for every student and their parents/carers to review the procedures published in this document as they include the assessment rules all students are expected to follow. Students may be disadvantaged if they do not follow these rules.

One of the keys to students' success is forward planning and the appropriate allocation of time. The most successful students map their commitments on a calendar and start their preparation for assessment tasks many weeks in advance.

Students have access to a range of support people at school including the School Counsellors, Student Support Officer, Careers Adviser, Student Advisers, Head Teacher Wellbeing, Learning Support Coordinator and Deputy Principal who can assist them in managing this time and study routine.

REQUIREMENTS OF STUDENTS

PATTERN OF STUDY

The Year 11 pattern of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study.

ALL MY OWN WORK

HSC: All My Own Work (AMOW) is a **mandatory** program designed to help HSC students to follow the principles and practices of good scholarship.

It consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

All students must have successfully passed each module with a supervising teacher sighting attainment to be eligible for the Preliminary Record of Achievement (RoSA).

Successful completion of AMOW is registered with NSW Education Standards Authority (NESA) per student on commencement of the Preliminary year.

NATIONAL MINIMUM STANDARDS

To be eligible for an HSC students need to demonstrate they have met a minimum standard of literacy and numeracy.

Students will show they meet these standards by passing online tests of basic literacy and numeracy skills. These tests are available in Year 10, 11 and 12 and after the HSC.

Tests opportunities are scheduled four times a year with additional support provided for students where needed to assist them in meeting the minimum standards.

SATISFACTORY COMPLETION OF COURSES

According to NESA, 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:

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

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at and regularly attend school. Once enrolled, children are required to attend school each day it is open for students.

The Department's Student Behaviour and Suspension and Expulsion procedures detail the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning and their behaviour affects the learning of others.**

In Year 11, unsatisfactory participation will be evident in a documented pattern of any one (or combination) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives.
- non-compliance with NESA requirements for the award of an HSC.

If a student fails to complete tasks, (or fails to make a serious attempt), in a course to the value of more than 50% of that course's total assessment, they may be deemed unsatisfactory in that course and ineligible to receive the Preliminary RoSA.

Help for students who find themselves in difficulty is always available from their Student Adviser, the Careers Adviser, School Counsellor, Learning Support Coordinator or Deputy Principal.

DISABILITY PROVISIONS

The school makes disability provisions available for those students who have specific diagnosed disabilities that are likely to affect their results during Year 11.

To access Disability Provisions, students and/or their parents/carers must speak to the Learning Support Coordinator or a School Counsellor. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

THE ROSA (RECORD OF SCHOOL ACHIEVEMENT)

The Record of School Achievement (RoSA) is a credential for all students, beginning with Year 10 and including Year 11 to recognise school achievement prior to the Higher School Certificate (HSC) credential.

Students must complete all mandatory subjects to be eligible for a RoSA. Students who do not complete mandatory subjects will receive a transcript of their studies. Students who leave school prior to completing the HSC are entitled to apply for a RoSA or transcript of studies.

ROSA GRADES

At the completion of Year 11, students will be allocated a grade for each course. Grades are determined by teachers using the NESA Common Grade Scales to ensure consistency of judgement.

Grades in Years 10 and 11 are based on performance in assessment tasks and teacher judgement. The RoSA credential reports on achievements using A to E grades. Grade descriptors are available on the NESA website.

ASSESSMENT

Student performance, application and the achievement of outcomes in Preliminary courses will be measured through an assessment program. This program seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways. Taken together, these provide a valid and reliable assessment of the knowledge, understanding and skills described for each course.

NESA uses a standards-referenced approach to reporting on student achievement in Year 11.

The standards are:

- knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of knowledge, skills and understanding – the performance standards.

ASSESSMENT TASKS

Assessment Tasks allow students to demonstrate their knowledge skills and understanding in a variety of ways that are appropriate to the outcomes being assessed.

Year 11 courses will have up to three formal Assessment Tasks, including a Preliminary Examination. The results of Assessment Tasks are used to give students an indication of their achievement relative to the course performance descriptors.

Assessment components may not all have the same importance or weighting. Assessment Tasks will have different marking guidelines and criteria. The Assessment Task mark represents a measure of achievement against a pre-set standard (performance standards reference).

ASSESSMENT TASK NOTIFICATIONS

Students will be given written notification of every Assessment Task (referred to as Assessment Task Notification). Assessment Task Notifications will be issued a minimum of two weeks prior to the due date of the Assessment Task. This Notification will be provided in hard copy and may also include electronic/digital format.

If a student is absent when an Assessment Task Notification is distributed in hard copy, it is their responsibility to speak to the teacher to receive the hard copy notification, and obtain any materials issued during their absence.

Assessment Task Notifications will include:

- the timing and duration of the task.
- the outcomes to be assessed.
- the nature and form the task will take.
- permitted materials.
- submission requirements.

In addition to an Assessment Task Notification, teachers may provide support materials such as scaffolds, exemplars, study guides, as well as drafting and review opportunities. These support materials are additional to the Assessment Task Notification and not a prescribed requirement.

VARIATION OR CANCELLATION OF TASKS

Circumstances may arise that may necessitate the variation or cancellation of Assessment Tasks.

Variations to tasks in relation to content, process or timing will be determined by the Head Teacher in consultation with the Deputy Principal. In such cases, students will receive a revised written Assessment Task Notification responsive to the nature and timing of changes in the specific context. The principal has the authority to determine the cancellation of a task (or tasks). Parents/carers and students will be informed in writing in such instances.

In the event of a cancelled task, an alternate Assessment Task may be required. This determination is at the discretion of the principal, in consultation with the Head Teacher, and will be communicated to students and parents/carers in writing.

SUBMISSION OF WORK

Students are required to complete assessments by the due date on the Assessment Task Notification. Failure to adhere to the requirements of an Assessment Task may result in the determination of a non-attempt or non-submission.

Assessment Tasks that need to be submitted require students to submit their work to their teacher (or if the teacher is absent, to the Head Teacher of the course) during the timetabled period for that course on the day the work is due, unless they are told otherwise.

LATE SUBMISSION OF TASKS

Submission or completion of Assessment Task after the date due without an approved Illness/Misadventure application will result in a student having a zero mark recorded for that task and an 'N' warning letter issued.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent/carer or with a sibling or express posting it to arrive at the school by the due date.

Technology, including computer/printer failure, will not be accepted as a valid reason for failure to submit an Assessment Task on the due date.

ASSESSMENT RULES

All Assessment Tasks will be administered under the same conditions to ensure the task is a valid and reliable assessment. Assessment Rules for students in Years 7-12 for tasks administered in class are:

- All instructions given by the teacher must be followed.
- No talking during the assessment task.
- If you need to ask a question, raise your hand.
- Sit quietly in your assigned seat.
- Only permitted task equipment is allowed on your desk.
- Mobile phones and wearable devices are not permitted.
- No bathroom breaks.
- If you finish early, sit quietly and review your work.

Examples of assessments administered in class include tests, performance or practical tasks. 'Supervising staff' includes all school staff as well as invigilators (Preliminary Examinations).

USE OF ELECTRONIC DEVICES INCLUDING DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only approved calculators may be used in assessment tasks. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in an examination or assessment task are not permitted under any circumstances.

If students are found to have such a device in an Assessment Task or examination, it will be considered malpractice which mean result in the Assessment Task or examination being determined as invalid with a mark of zero recorded and an 'N' warning letter issued.

MALPRACTICE (HONESTY IN ASSESSMENT)

Malpractice (commonly referred to as cheating) creates an unfair advantage and includes plagiarism, collusion, misrepresentation, intentional wrong-doing and/or failing to comply with assessment conditions and procedures (intentional or unintentional).

Our school treats allegations of malpractice very seriously as the honesty of students in completing assessment tasks, examinations and major projects underpins the integrity of the Preliminary RoSA. Detected malpractice may jeopardise a student's achievement of the Preliminary RoSA.

Assessment marks will be determined by the quality of the work ONLY produced by the student. Any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet must also be acknowledged.

Students are responsible for knowing and complying with the school malpractice rules for all school-based assessments. Students are explicitly advised of the malpractice rules in this document. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

The four key areas of malpractice are outlined below:

Misrepresentation

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 not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

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:

- 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, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

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:

- 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.

Non-compliance with assessment conditions, rules or procedures

Failure to comply with the conditions, rules or procedures set for assessment to gain an unfair advantage include non-compliance with:

- Class assessment rules and procedures
- Examinations rules and procedures
- HSC Minimum Standards Test rules and procedures.

PROCESS IN CASES OF SUSPECTED MALPRACTICE

In the case of suspected malpractice, a malpractice investigation will be led by the relevant Head Teacher with guidance from the relevant Deputy Principal. In this, students will be required to provide evidence of the honesty and integrity of their work to demonstrate that all suspected 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 related to the Assessment Task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- completion of a similar alternate Assessment Task.

Where malpractice has been determined, outcomes include:

- a reduction of marks OR a mark of zero recorded for the Assessment Task.
- an N-Warning letter issued outlining resubmission requirements.

The Head Teacher will discuss the findings of the investigation with the Deputy Principal to determine the malpractice penalty.

APPEALS AGAINST MALPRACTICE DETERMINATION

Appeals regarding a malpractice determination should be addressed following the school's appeals process.

Student appeals concerning malpractice in school-based assessments must be resolved at the school level.

NON-SERIOUS ATTEMPTS / NON-ATTEMPTS

Students are expected to make a serious attempt at all school-based assessment tasks, examinations, and HSC Minimum Standards tests.

A student's work is considered to be a non-attempt if there is no evidence of academic engagement.

The following are considered to be non-serious attempts in response to Assessment Task and/or examination questions:

- only answering one section of an Assessment Task e.g. multiple-choice questions only.
- rewriting the question
- frivolous or objectionable material
- Writing in a language other than English (unless specifically instructed to do so).

In school-based assessment, a non-serious attempt at an Assessment Task may lead to a mark of zero being recorded. The Head Teacher, in consultation with the course teacher(s) involved, shall determine whether the response is a non-serious attempt.

ATTENDANCE

Students absent prior to an Assessment Task or examination could be seen as gaining an unfair advantage as they have additional time to complete and/or prepare. This inequity could adversely affect another students' rank. All students are expected to attend school every day, in line with the Department's and school's policies. Expectations include:

- Students must attend school the day prior to any Assessment Task.
- Students must attend all timetabled periods on the day of an Assessment Task.
- Students must attend every day for the week prior to the Preliminary Examination period.

Students who are absent the day before an Assessment Task due date, or any day in the week prior to the Examination period, must provide a valid Medical Certificate to the Head Teacher of the course immediately upon return to school.

Failure to comply with these attendance expectations may result in a mark of zero recorded for the Assessment Task and an N Warning letter issued.

ILLNESS/MISADVENTURE

Students who are absent the day an Assessment Task/examination OR students who complete an Assessment Task but feel their performance was impacted by extenuating circumstances, must complete and submit an Illness/Misadventure application. It is the student's responsibility to complete and submit an Illness/Misadventure application upon their immediate return to school. This responsibility may extend to coordination with parents/carers as circumstances require.

Students who are absent the day an Assessment Task is due, or the day of an examination, must:

1. Email /phone the school with a message for their teacher and Head Teacher explaining why they are absent/unable to submit the task
2. Download the school's Illness/Misadventure Application form, available on the school website or from the Front Office and complete it.
3. Obtain evidence to substantiate the absence:

ILLNESS: A valid medical certificate

A valid medical certificate needs to refer to symptoms of a 'medical condition' or identify a medical condition. Certificates simply stating 'unfit for school' do not meet policy requirements and will not be accepted.

MISADVENTURE:

Independent evidence such as a report from police or emergency services, a medical note for supporting a hospital patient, photographic evidence (eg: minor traffic accident), paperwork relating to a funeral eg: service booklet.

4. Compile the independent evidence with the application form
5. Meet with the Head Teacher of the course immediately upon return to school for them to complete the Head Teacher section.
6. Submit the **completed** Illness/Misadventure Application to the Front Office with the independent evidence. to the Front Office who will give to the relevant Deputy Principal.

Note: The completed Illness/Misadventure Application must be submitted to the Front Office **within two days of students' return to school**. If the documentation is not submitted on time, a mark of zero will be recorded for the missed Assessment Task or examination, and an 'N' warning letter issued.

The Illness/Misadventure Application form can be viewed at [Appendix A](#)

EXCLUSIONS

Illness/Misadventure from an Assessment Task or examination will not be granted for the following:

- recreational holidays
- difficulties in preparation
- loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of Assessment Task Notifications or task instructions
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which they have been granted disability provisions, unless they experience further difficulties at the time of the assessment or examination.
- poor time management including last minute printing or file complications
- other commitments, such as

- o participation in entertainment, work or sporting events,
- o attendance at school activities without prior approval from the relevant Head Teacher or the Deputy Principal.

ILLNESS/MISADVENTURE OUTCOMES

There are three core outcomes available under this process:

1. **Substitute task**

The student will undertake a substitute Assessment Task: a comparable task assessing the same or similar outcomes as those of the original task and using the same or similar marking criteria. This substitute task will be held at a date/time coordinated by the relevant Head Teacher. The provision of an amended or substitute task provided as an alternate task will assess the same outcomes and standard of the original assessment task.

2. **Task reschedule OR revised due date.**

The student will be provided an alternate submission date or complete an in-class Assessment Task on revised due date. This outcome is only appropriate if it does not compromise the validity or integrity of the assessment. It is at the discretion of the relevant Head Teacher(s) as to the date of an alternate task. This may include sitting or submitting a task on the day of return to school.

3. **Marks consideration.**

A student may apply for marks consideration if they have completed the Assessment Task but feel their performance was impacted by illness/misadventure. This is an end of year review that will compare the student's individual performance to like-tasks or content, using the professional judgement of the Head Teacher in consultation with the Deputy Principal. Previously published course ranks in academic reports may be impacted by this process for both the individual student and the cohort. The Semester 2 Student Academic Report will reflect the correct information.

While these outcomes cover the overwhelming majority of circumstances, the school reserves the right to implement other actions to ensure the goals of student performance and assessment integrity are equally met. Any such outcome will only occur within the rules and policies of the school, NESA and the NSW Department of Education.

EXTENDED LEAVE

NSW Department of Education emphasises that family travel and holiday plans should take place during set school holiday periods. Extended leave during school term(s) requires a special extended leave application to the Principal.

If the extended leave is approved by the Principal, Assessment Tasks during the leave period will be supported under Misadventure and the task rescheduled. Students are expected to undertake all outstanding assessments promptly on return to school in negotiation with relevant Head Teacher(s) and Deputy Principal.

If the application for extended leave is not approved then a mark of zero may be recorded for the missed Assessment Task(s).

N WARNING PROCESS

The N Warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. This support may include working with the teacher, Head Teacher or Learning Support Coordinator to resolve incomplete work, meetings with the Deputy Principal, parent/carer interviews with Head Teachers and the Deputy Principal, and the provision of a Student Improvement Plan overseen by the Deputy Principal.

Students studying a Preliminary course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

N WARNING LETTERS

An N Warning letter may be issued to parents/carers to formally advise a student is 'at risk' of an N Determination for the following reasons:

- non-completion of class work and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- non-completion or non-serious attempts on assessment tasks.

The N Warning letter will advise the student of the tasks or actions to be undertaken in a specific period of time. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the N Warning will be considered 'resolved'.

Note that the 'N' Warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due.
- the assessment weighting for the task
- the student's 'actions required'.
- the due date for 'actions required'

If applicable, the letter will also detail that a zero mark has been recorded. There is a section that should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' Warning letter can be found in [Appendix B](#)

RESOLVING N WARNINGS

The purpose of the N Warning process is to identify course outcomes that a student has not demonstrated and provide opportunity to achieve them.

Students who complete the 'actions required' in the N-Warning letter by the revised due date demonstrate their achievement of the identified outcomes.

Students must consult with the teacher or Head Teacher if they are unsure of what or how to complete the 'actions required.'

The Head Teacher will determine if a student has satisfactorily completed the required work. If satisfactory, the N-Warning remains will be marked as resolved. If unsatisfactory or not completed by the due date, the N Warning remains for that course.

N-Warnings must be resolved by the deadline identified in the N-Warning letter.

N DETERMINATION

An N Determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written N warning letters can be regarded as not having satisfactorily completed the course resulting in an N Determination for that course.

If an N Determination reduces the total number of units studied to less than 12, the student will not be eligible for their Preliminary RoSA. Satisfactory completion of all Preliminary courses is a prerequisite for entry into the HSC pattern of study.

N Determinations are issued along with the Student Appeal form, to any student issued with an N Determination in any course. The Principal will advise the student's parents/carers (if the student is under 18 years of age) in writing of the decision to issue an N Determination.

ZERO MARK RECORDED

If students engage in malpractice, make a non-serious attempt or fail to meet an assessment deadline without an approved Illness/Misadventure application, a zero mark will be recorded for the Assessment Task and an N Warning letter will be issued to parents/carers. Students are still required to complete the Assessment Task to demonstrate their achievement of course outcomes. They will be given two weeks to complete this.

In these circumstances, the N-Warning is marked as 'resolved', however the mark of zero will remain as the Assessment Mark.

APPEALS

The school recognises that students, parents, staff and members of the wider school community may have concerns about academic and/or assessment management including incidents, relationships, decisions and even the complaints management process.

The appeals procedures for school-based assessment are applicable to staff, students and parents/carers. Person(s) seeking an appeal must be personally impacted by the issue.

ASSESSMENT

Where concerns develop, the school seeks to prevent them from escalating by encouraging open communication as well as efficient and effective resolution.

The Head Teacher is generally the best person to handle concerns about matters within learning areas including assessment specifics and issues arising from Assessment Tasks or examinations.

If someone is unsure where to raise a concern regarding assessment, they should speak with a Deputy Principal.

To lodge an assessment appeal, the impacted party(ies) must submit a written statement (e-mail accepted) to the school detailing the circumstances and nature of the appeal with reference to published school policy (including this document). They should also outline any attempts to seek clarification on the matter.

The school will acknowledge receipt of the appeal within 3 school days of receipt.

An Appeal Manager will be appointed by the Principal who will investigate the concerns including consultation with relevant staff and students and may request further information from the applicant. The Appeal Manager will make the recommendation to the Principal who will determine whether the appeal is upheld or denied.

The determination will be made within 20 school days, and the applicant will be notified in writing. The Principal's determination is final.

N DETERMINATION

To lodge a Student Appeal against an N Determination, the student and parent/carer must complete the NESAs approved Student Appeal Form and submit this to the Principal by the required due date.

The Principal will form a panel to manage the appeal and make a recommendation based on the submission. The panel will consist of three staff members and must include a Deputy Principal and where possible, a Head Teacher not supervising the N Determined courses.

The Principal will the students and parents/carers with the outcome of the appeal.

Students and parents/carers have the option to escalate the appeal to NESAs via the school.

NESA – DIRECTIVE TERMS

These are key words that appear frequently in NESAs syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

YEAR 11 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 11 courses running in 2025. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Key Dates

Year 11 Assessment Information Session: Term 1, Week tbc (evening)

Preliminary Examinations: Term 3, Weeks 8-9

The Preliminary Examination timetable will be published in Term 3. Students are responsible for ensuring they know their examination timetable and all permitted materials. Students should ask the relevant classroom teacher, Head Teacher or Deputy Principal if they have any questions or concerns.

Students are encouraged to view the [Assessment Calendar](#) summary in planning their assessment revision and completion.

ANCIENT HISTORY

Course Outcomes:

AH 11-1	describes the nature of continuity and change in the ancient world
AH 11-2	proposes ideas about the varying causes and effects of events and developments
AH 11-3	analyses the role of historical features, individuals and groups in shaping the past
AH 11-4	accounts for the different perspectives of individuals and groups
AH 11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH 11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH 11-7	discusses and evaluates differing interpretations and representations of the past
AH 11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH 11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH 11-10	discusses contemporary methods and issues involved in the investigation of ancient history

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	In-Class Task	Historical Investigation	Final Examination	
Timing	Term 1 Week 8	Term 3 Week 1	Term 3 Week 8-9	
Outcomes Assessed	AH11-4, AH11- 6, AH11-7, AH11-9	AH11-1, AH11-2, AH11- 5, AH11-6, AH11- 8, AH11-9	AH11-1 – AH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10	-	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total Weighting (%)	30	30	40	100

Course Outcomes:

BIO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Field Skills Task	Depth study Practical Task	Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	BIO11-3 BIO11-4 BIO11-5 BIO-6 BIO-11	BIO11-1 BIO11-4 BIO11-5 BIO11-7 BIO11-8	BIO11-1, BIO11-2 BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	
Skills in working scientifically	25	25	10	60
Knowledge and understanding of course content	10	5	25	40
Total Weighting (%)	35	30	35	100

Course Outcomes:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	In-Class Task	Research Task: Business Report	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	P1, P2, P6, P8	P4, P5, P7, P8 & P9	P1, P2, P3, P4, P5, P6, P8, P9 & P10	
Knowledge and understanding of course content	15	10	15	40
Stimulus-based skills	5	5	10	20
Inquiry and research	-	20	-	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total Weighting (%)	25	40	35	100

CHEMISTRY

Course Outcomes:

CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Depth Study	Skills task	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	CH11-1 CH11-6 CH11-7 CH11-8	CH11-4 CH11-5 CH11-9	CH11-1, CH11-2 CH11-4, CH11-5 CH11-6, CH11-7 CH11-8, CH11-9 CH11-10, CH11-11	
Skills in working scientifically	5	30	25	60
Knowledge and understanding of course content	20	5	15	40
Total Weighting (%)	25	3	40	100

COMMUNITY AND FAMILY STUDIES (CAFS)

Course Outcomes:

- P1.1** describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** proposes effective solutions to resource problems
- P2.1** accounts for the roles and relationships that individuals adopt within groups
- P2.2** describes the role of the family and other groups in the socialisation of individuals
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1** explains the changing nature of families and communities in contemporary society
- P3.2** analyses the significance of gender in defining roles and relationships
- P4.1** utilises research methodology appropriate to the study of social issues
- P4.2** presents information in written, oral and graphic form
- P5.1** applies management processes to maximise the efficient use of resources
- P6.1** distinguishes those actions that enhance wellbeing
- P6.2** uses critical thinking skills to enhance decision making

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Resource Management: In Class Task	Families and Communities: Investigation and Report	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8-9	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2, P5.1	P2.2, P2.4, P3.1	P1.1 - P6.1	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysing and communicating	20	15	25	60
Total Weighting (%)	30	30	40	100

Course Outcomes:

- P1.1** Understands dance as the performance and communication of ideas through movement and in written and oral form.
- P1.2** Understands the use of dance terminology relevant to the study of dance as an artform.
- P1.3** Develops the skills of dance through performing, composing and appreciating dance.
- P1.4** Values the diversity of dance as an artform and its inherent expressive qualities.
- P2.1** Identifies the physiology of the human body as it is relevant to the dancer.
- P2.2** Identifies the body's capabilities and limitations.
- P2.3** Recognises the importance of safe dance practice.
- P2.4** Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
- P2.5** Performs combinations, phrases and sequences with due consideration of safe dance practices.
- P2.6** Values self-discipline, commitment and consistency in technical skills and performance.
- P3.1** Identifies the elements of dance composition.
- P3.2** Understands the compositional process.
- P3.3** Understands the function of structure as it relates to dance composition.
- P3.4** Explores the elements of dance relating to dance composition.
- P3.5** Devises movement material in a personal style in response to creative problem-solving tasks in dance composition.
- P3.6** Structures movement devised in response to specific concept/intent.
- P3.7** Values their own and others' dance activities as worthwhile.
- P4.1** Understands the socio-historic context in which dance exists.
- P4.2** Develops knowledge to critically appraise and evaluate dance.
- P4.3** Demonstrates the skills of gathering, classifying and recording information about dance.
- P4.4** Develops skills in critical appraisal and evaluation.
- P4.5** Values the diversity of dance from national and international perspectives.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Performance, Interview and Logbook Submission	Composition, Rationale, and Interview	Examination, Performance, and Logbook submission	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes Assessed	P1.1 P1.3 P2.3 P2.4 P2.5	P3.2 P3.3 P3.4 P3.5 P3.6	P1.3 P3.4 P3.5 P3.6 P4.2 P4.4	
Performance	30	-	10	40
Composition	-	20	10	30
Appreciation	-	10	20	30
Total Weighting (%)	30	30	40	100

Course Outcomes:

- P1.1** examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1** identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2** explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1** investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1** uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2** uses resources effectively and safely in the development and production of design solutions
- P4.3** evaluates the processes and outcomes of designing and producing
- P5.1** uses a variety of management techniques and tools to develop design projects
- P5.2** communicates ideas and solutions using a range of techniques
- P5.3** uses a variety of research methods to inform the development and modification of design ideas
- P6.1** investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2** evaluates and uses computer-based technologies in designing and producing

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Project 1 Furniture Design Task and Folio	Project 2 Design Practical Project and Folio	Examination	
Timing	Term 2 Week 5	Term 3 Week 5	Term 3 Week 8-9	
Outcomes Assessed	P4.1, P5.1, P6.1, P4.2, P4.3, P6.2	P1.1, P2.1, P2.2, P3.1	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	
Knowledge and understanding of course content	10	15	30	55
Knowledge and skills in designing, managing, producing, and evaluating design projects	25	20	-	45
Total Weighting (%)	35	35	30	100

Course Outcomes:

- P1.1 Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 Demonstrates performance skills appropriate to a variety of styles and media
- P1.4 Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 Understands the dynamics of actor-audience relationship
- P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Group Play building Performance and Logbook	Scripted Drama Performance, Logbook and Essay	Individual Project, Rationale and Logbook	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes Assessed				
Making	20	-	20	40
Performing	15	15	-	30
Critically Studying	-	20	10	30
Total Weighting (%)	35	35	30	100

Course Outcomes:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Stimulus Task	In-Class Task	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8-9	
Outcomes Assessed	P1, P5, P10, P11	P7, P8, P9	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	
<i>Knowledge and Understanding of course content</i>	-	-	40	40
<i>Stimulus – Skills based</i>	20	-	-	20
<i>Inquiry and research</i>	-	20	-	20
<i>Communication of economic information, ideas and issues in appropriate forms</i>	-	20	-	20
Total Weighting (%)	20	40	40	100

The due date for Assessment Task 2 may change depending on the release of the federal Budget.

Course Outcomes:

- EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** investigates and explains the relationships between texts
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Writing In class	Multi-modal Hand in	Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	EN11-1 EN11-3 EN11-5	EN11-2 EN11-3 EN11-7 EN11-9	EN11-1 EN11-3 EN11-4 EN11-6 EN11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	20	50
Total Weighting (%)	25	35	40	100

Course Outcomes:

- EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-6** investigates and evaluates the relationships between texts
- EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Writing In class	Multi-modal Hand in	Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	EA11-1 EA11-3 EA11-7	EA11-2 EA11-3 EA11-4 EA11-9	EA11-1 EA11-3 EA11-6 EA11- 8	
Knowledge and 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
Total Weighting (%)	30	40	30	100%

Course Outcomes:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Writing In class	Independent Related Project Multi – Modal - Hand in	Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	EE11-2 EE11-3	EE11-1 EE11-4 EE11-5 EE11-6	EE11-2 EE11-3 EE11-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total Weighting (%)	30	40	30	100

Course Outcomes:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Engineered product analysis	Engineering solution & Report	Examination	
Timing	Term 2 Week 4	Term 3 Week 1	Term 3 Week 8-9	
Outcomes Assessed	P1.2, P2.1, P3.3, P4.1	P1.2, P2.1, P3.3, P4.2	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	15	15	15	45
Knowledge and skills in research, problem solving, and communication related to engineering practice	15	20	20	55
Total Weighting (%)	30	35	35	100

GEOGRAPHY

Course Outcomes:

- GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Broadsheet & Viva Voce	Geographical Investigation	Final Examination	
Timing	Term 1 Week 11	Term 2 Week 3	Term 3 Weeks 8-9	
Outcomes Assessed	GE-11-01 GE-11-02 GE-11-05 GE-11-09	GE-11-01 GE-11-05 GE-11-06 GE-11-07 GE-11-09	GE-11-01 GE-11-02 GE-11-03 GE-11-04 GE-11-07 GE-11-08 GE-11-09	
Knowledge and understanding of course content	15	5	20	40
Geographical skills and tools	5	5	10	20
Geographical inquiry and research, including fieldwork	5	15	-	20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	20
Total Weighting (%)	30	35	35	100

Course Outcomes:

- HM-11-01 Interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02 Analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03 analyses the systems of the body in relation to movement
- HM-11-04 investigates movement skills and psychology to improve participation and performance
- HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Core 2 – Research Report: Critical Analysis of human performance	Core 1 – Analysis: In class Health Promotion evaluation	Final Examination	
Timing	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8-9	
Outcomes Assessed	HM-11-03 HM-11-04 HM-11-06 HM-11-08 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-07 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-08 HM-11-09	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysing and communicating	20	15	25	60
Total Weighting (%)	30	30	40	100

Course Outcomes:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Industry Study	Folio and Project	Examination	
Timing	Term 2 Week 5	Term 3 Week 6	Term 3 Week 8-9	
Outcomes Assessed	P1.1 P1.2 P5.1 P7.1	P3.2 P4.1 P4.2 P5.2	All	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication, and production of projects	10	30	20	60
Total Weighting (%)	20	40	40	100

Course Outcomes:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Introduction Speech and Response to Texts	Day In My Life Vlog	Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8-9	
Outcomes Assessed	1.1, 1.3, 2.1, 2.4, 3.1	1.2, 2.5, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening	-	20	10	30
Reading	10	-	20	30
Speaking	10	10	-	20
Writing	5	5	10	20
Total Weighting (%)	25	35	40	100

Course Outcomes:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	In-Class Short Answer and Essay	Research Media File and Report	Final Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8-9	
Outcomes Assessed	P1, P2, P7, P8, P9	P4, P6, P7, P8, P9	P1-P10	
Knowledge and understanding of course content	10%	10%	20%	40
Analysis and evaluation	-	10%	10%	20
Inquiry and research	15%	5%	-	20
Communication of legal information, ideas and issues in appropriate forms	10%	10%	-	20
Total Weighting (%)	35%	35%	30%	100

Course Outcomes:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	In Class	Investigative task	Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9	
Outcomes Assessed	MA11-1, MA11-2	MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 to 9	
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
Total Weighting (%)	35	25	40	100

MATHEMATICS EXTENSION 1

Course Outcomes:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Investigative task	In Class	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3	ME11-1 to 7	
Understanding, fluency and communicating	10	20	20	50
Problem solving, reasoning and justification	15	15	20	50
Total Weighting (%)	25	35	40	100

MATHEMATICS STANDARD

Course Outcomes:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	In Class	Investigative task	Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9	
Outcomes Assessed	MS11-1, 2, 3, 4, 6, 7	MS11-1, 2, 5, 6, 7, 9, 10	MS11-1 to 10	
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
Total Weighting (%)	35	25	40	100

MODERN GREEK BEGINNERS

Course Outcomes:

- 1.1 establishes and maintains communication in Modern Greek
- 1.2 manipulates linguistic structures to express ideas effectively in Modern Greek
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Greek-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Greek-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Modern Greek
- 3.4 applies knowledge of the culture of Greek-speaking communities to the production of texts.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Response to spoken/visual texts/oral presentation	Response to written text/interview	Examination	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8-9	
Outcomes Assessed	1.1, 1.2, 2.1, 2.3	1.1, 1.2, 1.3, 2.1, 2.3	2.1, 2.2, 2.3, 3.1, 3.2	
Listening	20		10	30
Reading		20	10	30
Speaking	10	10		20
Writing			20	20
Total Weighting (%)	30	30	40	100

MODERN HISTORY

Course Outcomes:

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Essay	Historical Investigation	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	MH11-1 MH11-3 MH11-4 MH11-5 MH11-7 MH11-9	MH11-6 MH11-7 MH11-8 MH11-9 MH11-10	MH11-1 MH11-2 MH11-5 MH11-6 MH11-9	
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total Weighting (%)	30	30	40	100

MUSIC 1

Course Outcomes:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Topic 1 Performance/Viva Voce	Topic 2 Composition/ Musicology	Examination and Performance	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8-9	
Outcomes Assessed	P1, P2, P4, P5, P6, P9, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10	P1, P2, P4, P5, P6, P9, P10, P11	
Performance	10	-	15	25
Composition	-	25	-	25
Musicology	15	10	-	25
Aural	-	-	25	25
Total Weighting (%)	25	35	40	100

Course Outcomes:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Depth Study Investigation and Report	Practical Examination	Examination	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8-9	
Outcomes Assessed	PH11-1 PH11-3 PH11-6 PH11-7 PH11-8 PH11-9	PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-11	PH11-2 PH11-4 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total Weighting (%)	30	30	40	100

SOCIETY & CULTURE

Course Outcomes:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	Group Project and Individual Reflection	Research Report (Hand in)	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes Assessed	P1, P6, P7, P8, P10	P2, P3, P5, P7, P9	P1 – P10	
Knowledge and understanding of course content	10	15	25	50
Application and understanding of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total Weighting (%)	25	35	40	100

VISUAL ARTS

Course Outcomes

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting (%)
Nature of task	'Art Making' & Essay	Body of work & Historical and Critical Study	Examination	
Timing	Term 2 Week 2	Term 3 Week 4	Term 3 Week 8-9	
Outcomes Assessed	P1, P6, P10, P7	P3, P4, P5, P9	P8, P2	
Art Making	20	30	-	50
Art Criticism and Art History	10	15	25	50
Total Weighting (%)	30	45	25	100

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students

wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

CONSTRUCTION AND HOSPITALITY

The following applies to all Industry Curriculum Framework (ICF) courses delivered at Sylvania High School.

Dual accreditation

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two purposes:

1. Australian Quality Framework (AQF) Qualifications

To achieve an AQF qualification, students are assessed on their achievement of competencies.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing, integrated or holistic.

Students must also, complete Cluster tasks (as supplied by the Registered Training Organisation –Ultimo containing both written and practical work.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

A student's record of their Units of Competency will be stored electronically at the school and distributed to students during each reporting period.

At the conclusion of the course, a student who fulfils the requirements of an AQF VET qualification will receive the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

2. Assessment for Higher School Certificate (HSC)

Work placement

To be eligible for a HSC in a VET course, students must complete a mandatory work placement in both the Preliminary and HSC courses. A total of 70 hours for a 240-hour 2-unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students will be issued an 'N' determination.



School Name: Sylvania High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 8	Week 3
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 20.06.25	Date 08.08.25
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

ILLNESS/MISADVENTURE APPLICATION



This form must be completed and submitted to the Front Office **within two days of returning to school.**

SURNAME: _____ GIVEN NAME: _____ YEAR _____

Complete the sections below for each subject related to the application

Subject	Date of Task	Nature of Task e.g. ATI	Teacher	Outcome Requested (circle)		
				Task reschedule	Marks * consideration	Other (provide details)
1.				Reschedule	MC	Other
2.				Reschedule	MC	Other
3.				Reschedule	MC	Other
4.				Reschedule	MC	Other
5.				Reschedule	MC	Other
6.				Reschedule	MC	Other

* Reviewed by panel at end of year

BASIS FOR APPLICATION (Illness OR Misadventure): _____

SUBSTANTIATING EVIDENCE ATTACHED: (medical certificate or other documentation): Circle: YES / NO

Signed: _____ (student) _____ (parent/carer) _____ Date _____

HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:
Subject 1:	Subject 2	Subject 3	Subject 4	Subject 5
Rescheduled date: _____	Rescheduled date: _____	Rescheduled date: _____	Rescheduled date: _____	Rescheduled date: _____
Signed: _____	Signed: _____	Signed: _____	Signed: _____	Signed: _____
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____

DETERMINATION BY DEPUTY PRINCIPAL:

Upheld <input type="checkbox"/>	Declined <input type="checkbox"/>	Notes: (if applicable)
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Signed: Deputy Principal _____ Date: _____

FRONT OFFICE ONLY

SUBMISSION TO FRONT OFFICE:

NOTES:

RECEIVED: ___/___/___ BY: _____ ENTERED: ___/___/___ BY: _____

SAMPLE N WARNING LETTER

Dear Parent / Carer

OFFICIAL WARNING: Non-completion of a RoSA/Higher School Certificate Course

I am writing to advise that <student full name> is in danger of not meeting the requirements for satisfactory completion of the HSC course in <course studied>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

<Student first name> is not currently meeting one or more of these requirements.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if they have not satisfactorily completed the Preliminary Course.

In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Weighting	Original due date	Action required by student	Date for completion

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her and encourage and support him/her to carry out the

APPENDIX C

GLOSSARY OF KEY WORDS AS SPECIFIED BY NES A FOR USE IN HSC COURSES

Key words that appear frequently in NES A syllabuses, performance descriptions and examinations.

Account	Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meanings and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate Details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from; investigate
Investigate	Plan, inquire into and draw conclusions about
Justify	Support and argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information

Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant Details
Synthesise	Putting together various elements to make a whole

STUDENT ASSESSMENT SCHEDULE

	Week	Course	Assessment Task Description
Term 1, 2025	7	Legal Studies	In class
	8	Ancient History	In-class
	8	CAFS	In class
	8	Mathematics Advanced	In class
	8	Mathematics Standard	In class
	8	Society & Culture	Research Presentation (in class)
	9	Business Studies	In-class
	9	Mathematics Ext 1	In class
	9	Modern History	In-class
	10	Biology	In class
	10	Chemistry	Submission - Depth Study
	10	Economics	In-class
	10	Music	performance
	10	PDHPE	Hand in
	11	English Adv	In class
	11	English Ex 1	In class
	11	English Standard	In class
	11	Geography	In-class
	11	Physics	Submission - Depth Study

Term 2, 2025	Week	Course	Assessment Task Description
	2	Visual Arts	Art Making and Essay
	3	Geography	Hand in
	4	Engineering Studies	Engineered product analysis
	5	Design and Technology	Project 1 Furniture Design Task and Folio
	5	Industrial Technology Timber	Industry Study
	5	Legal Studies	Hand in
	6	Economics	In-class
	7	CAFS	Hand in
	8	Mathematics Advanced	Hand in
	8	Mathematics Standard	Hand in
	8	Physics	in Class
	8	VET Hospitality	Task 1
	9	Business Studies	In-class
	9	Chemistry	in Class
	9	Mathematics Ext 1	Hand in
	9	Society & Culture	In class
	10	Biology	In class - Depth Study
	10	English Advanced	Hand in
	10	English Ex 1	Hand in - Individual Project
10	English Standard	Hand in	
10	Modern History	Hand in	
10	Music	Composition	

Term 3, 2025	Week	Course	Assessment Task Description
	1	Ancient History	In-class
	1	Engineering Studies	Engineering Solution and Report
	2	PDHPE	In class
	4	VET Hospitality	Task 2
	4	Visual Arts	Hand in
	5	Design and Technology	Project 2 Design Practical Project and Folio
	6	Industrial Technology Timber	Folio and Project
S		Ancient History	Final Examination See published examination timetable
		Biology	
		Business Studies	
		CAFS	
		Chemistry	
		Design and Technology	
		Economics	
		Engineering Studies	
		English Advanced	
		English Ex 1	
		English Standard	
		Geography	
		Industrial Technology Timber	
		Legal Studies	
		Mathematics Advanced	
		Mathematics Ext 1	
		Mathematics Standard	
		Modern History	
		Music	
		PDHPE	
		Physics	
	Society & Culture		
	VET Hospitality		
	Visual Arts		