

Glen Innes High School



Year 11 Assessment Manual 2025



Contents

Rationale	1
Student Responsibilities	1
Procedures	2
2.1 - Assessment Schedule Time Frame	2
2.2 - Notification of Assessment Tasks	2
2.3 - Absence From Class When A Task Notification Is Given	2
2.4 - Feedback on Draft Versions of Assessment Tasks	2
2.5 - Submission of Tasks	3
2.6 - Leave	3
2.7 - Excursions	3
2.8 - Extensions To Due Dates or Special Considerations	3
2.9 - Absence Due To Illness / Misadventure for Whole School Day	3
2.10 - Prior Knowledge of Absence	5
2.11 - Illness or Misadventure Occurring at School on the Day Of The Task	5
2.12 - Attendance at Scheduled Lessons on Assessment Due Dates	5
2.13 - Late Submission of Tasks	5
2.131 - Deadline for completion and hand-in of Major Projects for Practical Examinations	5
2.14 - Marks Awarded For Alternative Tasks / Extensions of Time	5
2.15 - Technology and Assessment Tasks	6
2.16 - Electronic Submission of Tasks	6
2.17 - Presentation Style Tasks	7
2.18 - Non-Attempt of Tasks	7
2.19 - Non-Genuine Attempt of Tasks	7
2.20 - Completion Of 50% of Total Value of Tasks	7
2.21 - Malpractice in Assessment Tasks	8
2.21.1 - Copying and Non-Original Work	9
2.21.2 - Cheating	9
2.21.3 - Rules For Student Conduct In Examinations	9
2.21.4 - Malpractice	9
2.22 - Zero Marks	9
2.23 - Invalid or Non-Discriminating Tasks	10
2.24 - Course Changes, Late Enrolments, Accelerated Students & Pathways Students	10
2.25 - Parallel Classes	10
2.26 - Reporting	10
2.27 - Warning of 'N' Determination	10
2.28 - Conflict of Interest	11
2.28.1 - Setting Tasks	11

2.28.2 - Marking Tasks	11
2.29 - Special Provisions	12
2.30 - Appeals	12
Vocational Education Assessment	13
3.1 - School Based VET Assessment Policy	13
3.1.1 - AQF Assessment	13
3.1.2 - Higher School Certificate	14
3.1.3 - Work Placement	14
3.1.4 - Assessment Schedule	15
3.1.5 - Appeals Procedure	15
3.1.6 - RPL - Recognition of Prior Learning	15
3.2 - School Based Apprenticeships and Trainees	15
3.3 - Students Attending TAFE (TVET)	15
Students Studying Through Distance Education	16
Assessment for Life Skills Students	16
Assessment Task Variation Form	17
ASSESSMENT TASK REGISTER	18
Glossary of NESA Key Words	19
'N' Determination Letter Template	20
Subject Assessment Schedules	22
Agriculture	22
Ancient History	23
Biology	24
Business Studies	25
Chemistry	26
Community and Family Studies	27
Construction - CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction	28
Fitness – Statement of Attainment towards SIS30321 Certificate III in Fitness	34
Health and Movement Science	35
Hospitality - SIT20421 Certificate II in Cookery	36
Industrial Technology – Metal and Engineering	37
Investigating Science	38
Mathematics Standard	39
Mathematics Advanced	40
Mathematics Extension 1	41
Numeracy	42
Music 1	43

Physics.....	44
Primary Industries – AHC20122 Certificate II in Agriculture.....	45
Visual Arts	46
Work Studies	47
EXAM PERIOD NOTIFICATION	48
Year 11 Assessment Schedule.....	51
Personal HSC Assessment Schedule	52
ASSESSMENT MANUAL ACKNOWLEDGMENT	53

Rationale

The procedures outlined in this manual reflect the schools' Assessment Policy that has been developed in line with requirements and best practice as indicated by the NSW Educational Standards Authority (NESA) and NSW Department of Education (DoE). Please refer to the NESA website for more information.

<http://www.educationstandards.nsw.edu.au>

Student Responsibilities

1. To read and keep the Assessment Booklet in an accessible place for reference.
2. To note any changes given by teachers to assessment task schedules. Changes (and clarification where required) will be issued in writing.
3. To complete tasks to the best of your ability by the required date.
4. To provide appropriate documentation when requesting considerations for any variation to the assessment task requirements, e.g. Assessment Task Variation Form.

Procedures

2.1 - Assessment Schedule Time Frame

Each faculty will provide students with an assessment schedule outlining a timeframe for assessment tasks. The schedule will allow students to plan assessments so that there will not be an overload of tasks in any one period. If students encounter problems with too many tasks scheduled at the same time they should see their Year Advisor immediately.

Students must be informed of the ACTUAL date of the assessment task in writing. Typically, this should occur 14 calendar days before the task.

No assessments should be scheduled in the week immediately prior to a major examination period. Students should devise their own diary of assessment tasks.

2.2 - Notification of Assessment Tasks

The due date for an Assignment or other Assessment Task will typically be notified in writing at least 14 calendar days before the task.

In some circumstances, it may be necessary to alter the Assessment Schedule. When this occurs, students MUST be informed of any changes in writing, and typically 14 calendar days in advance.

The Principal is to be consulted if it is not possible to give 14 days' notice for changed tasks.

If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, or whole school events, e.g. carnivals, then the task will be postponed until the next available day and students will be informed in writing of the re-scheduled date of the task in advance.

2.3 - Absence From Class When A Task Notification Is Given

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified. Absentees on issue dates are not entitled to any automatic extension of time for the task.

2.4 - Feedback on Draft Versions of Assessment Tasks

Students are able to submit one plan of a task, and one draft of a task for the purpose of feedback from their class teacher.

Drafts or plans being submitted for consideration are to be delivered to teachers no later than 3:30pm. No drafts will be accepted by teachers in the three school days before the due date.

2.5 - Submission of Tasks

For assignments which are completed outside the classroom, all tasks are to be submitted by the due date prior to class. All tasks submitted after this time will be deemed LATE (see Late Submission of Tasks).

Students who are absent from school or lessons on the due date in order to complete a task may be given zero for that task without reasonable explanation.

2.6 - Leave

If a student has been granted leave (to attend a school commitment, work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, they must notify their teacher in writing prior to the leave using the Assessment Task Variation Form.

The assessment task should be submitted on the day prior to the leave. The granting of a possible concession / extension is at the discretion of the Principal.

2.7 - Excursions

Some subject rules require students to undertake compulsory field study. Other subject assessment schedules link assessment tasks to excursions and special study days. In the case of absence from such activities, the student must arrange for prior notice to be provided in writing. The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted based on consultation, after negotiation with the Class Teacher and Head Teacher.

2.8 - Extensions To Due Dates or Special Considerations

An extension to the due date of an assignment may be approved by the Head Teacher, in consultation with Principal, only in cases of severe illness or other exceptional circumstances. Approval for an extension MUST be sought well in advance of the due date. A medical certificate will be required in the case of illness. You must submit to the Head Teacher an Assessment Task Variation Form. If your extension is not granted, you must submit the incomplete task on the due date. Unless prior application for an extension has been approved by the Head Teacher in consultation with Principal, the late submission of a task will result in ZERO marks being awarded for that task (see Section 2.20 below).

2.9 - Absence Due To Illness / Misadventure for Whole School Day

It is the STUDENT'S responsibility to perform/submit all tasks, which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Principal).

A student who is absent from school for a valid reason on the day of an assessment task or when a piece of work is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant teacher by the due date or to carry out the following procedures:

ASSESSMENT VARIATION CHECKLIST

If a student has a valid reason for not submitting an assessment task on the due date, he / she should:

Notify the school on or before the due date in writing / in person

OR

Phone the school and provide the following information:

- *Name*
- *Assessment Task Details*
- *Subject*
- *Subject Teacher*
- *Details of the Illness / Misadventure*

On the day the student returns to school he / she must:

- *Report to the Head Teacher of the subject immediately*
- *Hand in Assessment Task Variation Form*
- *Hand in Doctor's Certificate (or other supporting documentation)*
- *Hand in the Assessment Task or organise time to complete the task.*

If more than one assessment task is due, students must provide details of all tasks when notifying the school.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where consideration CANNOT be given:

- *Routine medical appointments (unless arrangements are made PRIOR to the date)*
- *social visits; too tired*
- *Illness without appropriate supporting documentation (e.g. Doctor's certificate)*
- *Misadventure without reasonable proof*
- *Misunderstood times or instructions given.*

2.10 - Prior Knowledge of Absence

If students know in advance that they will be absent (including but not limited to school excursions, medical appointments, work placements, representative sport, or other representative activities) on the day that an assessment task is to be done/submitted, they must NOTIFY THE HEAD TEACHER AND THE CLASS TEACHER, and submit the work the day prior to leave as stated in Section 2.5. Students who fail to submit the task before the due date and do not arrange for its submission on the due date MUST complete an Assessment Task Variation Form as in Section 2.7.

2.11 - Illness or Misadventure Occurring at School on the Day Of The Task

A student who becomes ill or suffers a misadventure at school on the day of an assessment task must report to the Office, the Year Advisor or the relevant teacher. If the student is ill but decides to do the assessment task, the student should notify the supervising teacher before the assessment task commences. A student adversely affected by illness or misadventure on the day of an assessment task may apply for consideration by completing an Assessment Task Variation Form and lodging it as in 2.7 above.

2.12 - Attendance at Scheduled Lessons on Assessment Due Dates

Students must attend ALL of their scheduled classes on the day of an assessment, except in cases of illness or misadventure. Any student who does not attend all scheduled lessons on the day of the assessment may be awarded zero marks for the task.

2.13 - Late Submission of Tasks

All out of class assessments are deemed LATE if they are not submitted to the relevant teacher or Head Teacher by 3.00pm on the due date.

2.131 - Deadline for completion and hand-in of Major Projects for Practical Examinations

Major Projects including folios must be handed in to the supervising teacher by the date and time specified by NESA. No work may be undertaken on projects or folios after this time. An Illness/Misadventure form may be completed and submitted to NESA if required.

2.14 - Marks Awarded For Alternative Tasks / Extensions of Time

In those cases where alternative arrangements have been authorised (in line with procedures listed above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This estimate will be based on a similar task (in format and content), completed at an appropriate negotiated time, which may include the next examination period. Students will be given prior notification if this is to occur. This is necessary as a substitute task does not always duplicate the same conditions and content as the original task.

2.15 - Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their assignments and assessment tasks. Some assessment tasks will require that students submit the task in electronic form via email to DoE account or Google Classroom, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering his / her ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- *When working at home, continually back up all work on the hard drive of your computer, your Google Drive and an external storage device such as a flash drive.*
- *When working at school, save the latest version of your work on your school computer whenever possible, and make use of your student Google drive.*
- *Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.*
- *Work should be submitted as a PDF file, unless specifically stated otherwise by the task.*
- *Save a copy of the final version of your task to your Google Drive and consider using a flash drive as backup.*
- *Submissions on flash drive must be opened and checked in the presence of the teacher.*
- *To submit a hard copy of your task, print the task at home to avoid any software compatibility problems. If you are unable to print your work at home, download the task onto a flash drive or upload to Google Drive and bring it to school for printing. Inform your teacher of this. Printing at school should only be a last resort.*
- *In the event you are unable to upload to Google classroom, students are to email tasks to the appropriate teacher using their student DoE account or submit a dated hard copy.*
- *Sending a link/share to a Google Document is NOT an acceptable method of submission. Google documents need to be submitted via the classroom or saved as PDF and emailed to teachers.*
- *Teachers may choose to provide feedback electronically; however, they will also provide a hard copy of this feedback to individual students.*

2.16 - Electronic Submission of Tasks

Tasks that are required to be submitted electronically must follow the instructions stipulated on task.

This may involve submission via Google Classroom, or email. Where a task is to be submitted by email, students MUST use their DoE email account and send their assignment to the relevant teacher's DoE email account.

In the event that an online submission service is unavailable or suffers technical problems, students should email their assignments to the school's email address as a contingency:

gleninnes-h.school@det.nsw.edu.au

2.17 - Presentation Style Tasks

Students must be ready to present their task from the specified due date. Students must submit all elements of the task (this may include their palm cards, digital files, and any other resources required) by the specified lesson on the due date, in the manner specified by the task notification.

2.18 - Non-Attempt of Tasks

When a student does not attempt a task:

- *a ZERO mark will be awarded for the task*
- *the task will be recorded as a non-attempt*
- *parents / guardians will be informed by letter (Zero Letter Appendix 5.6)*
- *Notification of the letter will be forwarded to the Principal, Deputy Principal, and Year Advisor.*
- *An investigation of how this non-attempt may affect the "50% Regulation" will occur (see Section 2.18).*

2.19 - Non-Genuine Attempt of Tasks

Students must make a genuine attempt at all assessment tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task (see Section 2.17).

A non-genuine attempt is when a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task, and which has been done to the best of the student's ability.

2.20 - Completion Of 50% of Total Value of Tasks

Students studying a Year 11 Course **MUST COMPLETE AND/OR MAKE A GENUINE ATTEMPT** at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has NOT been satisfactorily completed. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

2.21 - Malpractice in Assessment Tasks

What is malpractice?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- *copying someone else's work in part or in whole, and presenting it as your own*
- *using material directly from print or digital mediums without reference to the source*
- *building on the ideas of another person without reference to the source*
- *plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own*
- *using generative AI to complete an assessment task*
- *submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially*
- *using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement*
- *paying someone to write or prepare material*
- *breaching school examination rules*
- *cheating in an in-class assessment/examination, including having access to mobile devices*
- *using non-approved aids during an assessment task*
- *providing false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*

Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance.

Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.

Strategies for students to avoid malpractice include:

- *familiarising themselves with their obligations and responsibilities of authorship to comply with the HSC rules and procedures and the HSC: All My Own Work program*
- *being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively*
- *starting tasks early so that they can seek clarification if needed*
- *saving all drafts and support materials and recording sources/references the way so the reference list does not become a major task at the end*
- *frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late*
- *acknowledging that each student's mark will be determined by the quality of the work produced by the student only.*

2.21.1 - Copying and Non-Original Work

Where there is evidence of copying, use of generative AI or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work. This may also result in a zero for the task or may be considered a non-serious attempt (see Section 2.18).

2.21.2 - Cheating

If a student is found to be cheating (or assisting others to cheat) in any assessment task (including examinations), the task will score zero, parents/guardians will be informed, and the school may take further action as appropriate.

2.21.3 - Rules For Student Conduct In Examinations

If an Assessment Task is an examination, a student must:

- *not speak to any person other than a supervisor during the examination*
- *not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination*
- *not take into the examination room anything other than the equipment specified for the particular examination*
- *not cheat, copy or plagiarise from textbooks, notes or prepared materials.*
- *not have access to a mobile phone / electronic device.*

2.21.4 - Malpractice

Any student found to have been involved in malpractice in a Preliminary course will have their name noted in the school's malpractice register. Any student found to have been involved in malpractice in an HSC course will be lodged with NESA. Information detailed in this register is the student, subject concerned, nature of the offence and the penalty applied by the school.

A committee will review cases of suspected malpractice and make determinations of appropriate actions and make recommendations to the Principal.

2.22 - Zero Marks

ZERO is awarded to:

- *a non-attempt at a task*
- *a non-genuine attempt at a task*
- *a task submitted late (without a VALID reason).*

In such cases:

- *parents/guardians will be notified in writing*
- *the Principal, Head Teacher and Year Advisor will be notified*
- *An investigation of how this non-attempt may affect the completion of 50% total value of tasks (see Section 2.19).*

2.23 - Invalid or Non-Discriminating Tasks

In the case of a task not discriminating (i.e. failing to differentiate results) between students, being invalid or having problems associated with its administration, the school reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the school may add another task (with sufficient notice), and/or adjust the weightings accordingly, upon approval by the Principal. Students and parents will be notified.

2.24 - Course Changes, Late Enrolments, Accelerated Students & Pathways Students

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the Year 11 course. NESA entrance and completion dates for courses must be adhered to.

Accelerated Students should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program.

Pathways students are to meet the same course requirements as other students. In the case of a Pathways student who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted.

2.25 - Parallel Classes

When there is more than one class in a particular course, common assessment tasks will be administered, and arrangements made for marking procedures that maintain relativity across all classes.

2.26 - Reporting

During each course, the school will provide information to students which will show their level of achievement on identified course outcomes.

Formal school reports will be issued by the school at a point midway through the course and at the completion of the course. These reports will indicate cumulative assessment ranks, and examination marks.

2.27 - Warning of 'N' Determination

Students undertaking the HSC Program must make a genuine attempt to complete course requirements. The satisfactory completion of a course requires principals to have sufficient evidence to show that the student has:

- a) *followed the course developed or endorsed by NESA; and*
- b) *applied themselves 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 outcomes*

If it appears that a student is at risk of being found unsatisfactory in attendance, application or achievement of outcomes in any course, the Principal must:

- a) *advise the student of the problem, in writing, allowing sufficient time for the problem to be corrected*
- b) *advise the parent/guardian, in writing*
- c) *retain copies of relevant documentation.*

2.28 - Conflict of Interest

Where possible, it is desirable that the school does not allocate classroom teachers to classes containing their own children. However, when this is not possible the following protocol will be followed.

The protocol provides guidance where a classroom teacher is teaching their own child in Year 7-12 courses or marking assessment tasks of their own child and are designed to ensure fairness for both students and teachers.

Should the school consider that the best option for the whole class is to have the classroom teacher allocated to a class containing their own child, or in situations where a parent marking their own child's assessment task is unavoidable, then the following protocols are designed to cover 'perceived conflict of interest' situations.

This is to ensure that the teacher's child is neither advantaged nor disadvantaged, and the teacher's integrity is not brought into question.

Should circumstances change whereby these protocols prove unworkable, the HT shall liaise with Principal to develop suitable amendments.

Exams will be placed in a secure environment. (i.e. School Safe, with sign in and out)

2.28.1 - Setting Tasks

- *HT* and faculty senior teachers designated by HT/Principal meet with classroom teacher to discuss issues arising from teaching of the topic(s).*
- *HT and designated faculty senior teachers develop and publish a warning notice according to the school assessment guidelines.*
- *HT and designated faculty senior teachers develop the question(s) to be used in the task.*
- *HT organises for the typing and printing of the assessment task*
- *HT oversees security of task until the nominated day of the task.*
- *External exams may be used for trial and final preliminary exams.*

** Where the HT is the parent of the child, this role shall be undertaken by a faculty senior teacher designated by the HT/Principal.*

2.28.2 - Marking Tasks

- *Tasks are marked on a rotational basis according to the faculty marking schedule.*
- *Students are to use HSC student numbers, not names, so that all tasks can be blind marked.*

- *Where the scheduled marker is the parent of a child, a sample of scripts shall be double marked by a faculty senior teacher designated by HT/Principal.*
- *Where further judging is deemed helpful, the HT shall triple mark those scripts requiring clarification.*
- *At the discretion of the HT/Principal, additional marking of a sample of scripts shall be sought from HT/senior teachers outside the school.*

2.29 - Special Provisions

Some students may be eligible for Special Provisions for Assessment Tasks through referral to the school's Wellbeing Team. Students who feel they may need access to these provisions should contact their Year Advisor well in advance.

Special Provisions can include additional time to complete examinations, and provision of readers and writers where appropriate.

2.30 - Appeals

There is an appeal panel within the school. It consists of the Deputy Principal, relevant Year Advisor, and a Head Teacher. The role of the panel is to oversee the implementation of the Assessment Policy and make recommendations to the Principal.

Where the Head Teacher is the teacher responsible for the assessment, he/she may be substituted by the Principal with another suitable staff member, at their discretion.

Where the Year Advisor is the Teacher responsible for the assessment, he/she may be substituted by the Principal with an alternative staff member, at their discretion.

Vocational Education Assessment

3.1 - School Based VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded:

- *Units towards Preliminary and HSC qualification*
- *Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).*

Students will be assessed in both areas during each VET Course.

3.1.1 - AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency Based Assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in Competency Based Assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- *WHS requirement*
- *Cost*
- *Time frame*
- *Supervision required*
- *Resource availability*

Specific information about these competencies will be issued to students at the beginning of the course.

3.1.2 - Higher School Certificate

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses. (refer to school NESA procedures). VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No Assessment mark for VET Courses is required by the NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3.1.3 - Work Placement

Work Placement is a mandatory requirement of curriculum framework VET courses. Mandatory hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met. Learning in the workplace will enable students to:

- *progress towards the achievement of industry competencies*
- *develop appropriate attitude towards work*
- *learn a range of behaviours appropriate to the industry*
- *practise skills acquired in a classroom or workshop*
- *develop additional skills and knowledge, including key competencies*

Note:

- *The Information Technology Course may simulate 35 hours of work placement. This must be documented and authorised by the school.*
- *In the Entertainment Industry course, it is permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by the school.*

3.1.4 - Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency.

3.1.5 - Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

3.1.6 - RPL - Recognition of Prior Learning

Students may apply for recognition of prior learning with evidence.

3.2 - School Based Apprenticeships and Trainees

As a School-based Apprentice or Trainee students have added responsibilities to meet. These include:

- *To ensure that the school is aware of your TAFE days and working days.*
- *To catch up on work missed whilst they are out of school.*
- *Not take on extra days of work during the school week unless approved by the Principal.*
- *Show your logbook to the Careers Advisor once a term.*
- *Inform the school if you are not available for assessment work or exams due to your work commitments and complete the Assessment Task Variation form for each task being missed.*

The most important thing to remember is that this is a school-based activity and regular attendance at school is mandatory and will determine your continuation in this program.

3.3 - Students Attending TAFE (TVET)

Attending TAFE entails students undertaking extra responsibilities other than the school program. These include:

- *Regular attendance at TAFE and school*
- *Catching up of school work missed due to TAFE attendance*
- *Travel away to TAFE this is to be organised through your parents/carers*
- *Whilst away from the school environment, adherence to the code of conduct of Glen Innes High School or disciplinary measures will be taken*
- *Dress appropriately whilst attending TAFE and follow the Code of Conduct of the TAFE you are attending.*

Students Studying Through Distance Education

Studying through Distance Education requires extra responsibilities. These include:

- Completion of your studies in the Library in the periods allocated. Report to the Librarian for attendance checking.
- Hand in work when it is due to Mrs. Muggleton, the Distance Education Coordinator, or electronically as outlined by your Distance Education Teacher. If you are experiencing problems with this you MUST contact your Distance Education Teacher.
- Remember you are under the supervision of the Distance Education School, and you must correspond with your teacher.
- Maintain contact with your teacher, as arranged, via phone, email and or video conferencing.
- Be aware that procedures for assessments apply to ALL Distance Education Courses including adhering to due dates and special considerations.
- The Distance Education School operates on a different whole school assessment to Glen Innes High School. You are responsible for maintaining your attendance schedule and collection of subject materials, regardless of commitments at Glen Innes High School.

Assessment for Life Skills Students

Students completing Life Skills Stage 6 will have a set of outcomes which will differ from those of mainstream students. Any Examination or Assessment Task required by the students completing a Life Skills course, will need to be notified or adjusted to assess the student's performance on the outcomes identified in any set course.

Adjustments to Assessment task; a student may complete a different task or may do the task verbally.


It is expected that students completing Life Skills Courses in the mainstream setting will have some form of modified/adjusted assessment implemented.

Expectations of students in terms of indicative hours and effort sustained, should be the same as those in mainstream courses.

Glen Innes High School**Appendix A****Assessment Task Variation Form**

Principal Determination			
Principal Signature		Date	

This form is to be used when a student has not submitted or been present for an Assessment Task

	ILLNESS Absence on the day of the task due to illness	MISADVENTURE Something unexpected occurs on the day of the task	SPECIAL CONSIDERATION Some reason you cannot sit/submit the task when scheduled
---	---	---	---

Name		Course	
Task Number		Task Description	
Due Date/ Time		Teacher	<small>Teacher Initials</small>

I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons:

The following documentary evident is attached (e.g. Doctor's Certificate, Funeral Notice, Parent Letter):

--

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	YES	NO	Date

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

ASSESSMENT TASK REGISTER

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

[illegible]

Glossary of NESA Key Words

Verb	NESA Meaning
Define	State meaning and identify essential qualities
Recall	Present remembered ideas, facts or experiences
Recount	Retell a series of events
Clarify	Make clear or plain
Describe	Provide characteristics and features
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Outline	Sketch in general terms; indicate the main features of
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Apply	Use, utilise, employ in a particular situation
Calculate	Ascertain/determine from given facts, figures or information
Construct	Make; build; put together items or arrangements
Demonstrate	Show by example
Explain	Relate cause and effect ; make the relationship between things
Predict	evident; provide why and/or how Suggest what may happen based on available information
Analyse	Identify components and the relationship between them; draw out and relate implications
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Examine	Inquire into
Classify	Arrange or include in classes
Deduce	Draw conclusions
Investigate	Plan, inquire into and draw conclusions about
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to
Discuss	Identify issues and provide points for and/or against
Evaluate	Make a judgment based on criteria; determine the value of
Extract	Choose relevant and/or appropriate details
Justify	Support and argument or conclusion
Recommend	Present reasons in favour

'N' Determination Letter Template



Glen Innes High School

Edward Street
Glen Innes NSW 2370
Ph: 02 6732 1322
Fax:
Email: gleninnes-h.school@det.nsw.edu.au

Mr & Mrs <Surname>
<Address>
GLEN INNES NSW 2370

<Date>

Ref. No: 000XXXXX

N Award Official Warning - Non Completion of a Higher School Certificate Course

Dear Mr & Mrs <Surname>

I am writing to advise that your child <Student> is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course <Subject>.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves 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 outcomes.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **First Official Warning** we have issued concerning your child's participation in <Subject>.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, 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.

To date <Student> has not satisfactorily met criteria a, b and c of the Course Completion Criteria.

Please discuss the matter with <Student> and contact the School if further information or clarification is needed.

Yours Faithfully,

<Teacher's Name>, Head Teacher

Mr Adam Forrester, Principal

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempts has not been made. In order for to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Operations	XX%	<Due Date>	Complete Task	<Due Date>

.....
(Please detach and return to the school)

Ref. No: 000XXXXX

I have received the letter dated <Date> indicating that <Student> is in danger of not satisfactorily completing <Subject>.

I am aware that this course may not appear on <Student's> Higher School Certificate Record of Achievement. I am also aware that the 'N' Determination may result in <Student> being ineligible for the award of Higher School Certificate.

Signature of parent/guardian _____

Date _____

Signature of student _____

Date _____

Subject Assessment Schedules

Agriculture

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Plant/Animal Trial	Farm Case Study	Yearly Examination	
Timing	Term 2, Week 3	Term 3, Week 6	Term 3, Week 9/10	
Outcomes assessed	P2.1, P3.1, P5.1	P1.1, P2.1, P2.3, P3.1, P5.1	P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	15	15	40
Skills in effective research, experimentation and communication	10	5	5	20
Total %	30	30	40	100

Outcomes

- P1.1** describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2** describes the factors that influence agricultural systems
- P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3** describes the farm as a basic unit of production
- P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1** applies the principles and procedures of experimental design and agricultural research
- P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Ancient History

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Source analysis and research Investigating Ancient History	Research essay and presentation Historical Investigation	Yearly Examination Features of Ancient Societies	
Timing	Term 2, Week 2	Term 3, Week 2	Term 3, Week 9/10	
Outcomes assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Component	Weighting %			
Knowledge and understanding of course content	10	20	10	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 information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	40	30	100

Outcomes

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

Biology

Task number	Task 1	Task 2	Task 3	
Nature of tasks	First Hand Investigation	Depth Study	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO1-7	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO1-7	BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Component	Weighting %			
Cells as the Basis of Life	30		10	40
Organisations of Living Things		10	10	20
Biological Diversity		10	10	20
Ecosystem Dynamics		10	10	20
Total %	30	30	40	100

Skills in Working Scientifically

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

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

Business Studies

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Media File analysis Nature of Business	Business Report for SME Nature of Business, Business Management	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	P1, P2, P7, P8, P9	P1, P2, P4, P5, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content	15	10	15	40
Analysis and evaluation		5	15	20
Historical inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

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-medium enterprises
- P4** assesses the processes and interdependence of key business functions
- P5** evaluates 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

Chemistry

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Test Module 1 - Properties and Structure of Matter Module 2 - Quantitative Chemistry	Depth Study Report Module 2 - Quantitative Chemistry Module 3 - Reactive Chemistry	Yearly Examination Module 1 - Properties and Structure of Matter Module 2 - Quantitative Chemistry Module 3 - Reactive Chemistry Module 4 - Drivers of Reactions	
Timing	Term 2, Week 3	Term 3, Week 3	Term 3, Week 9/10	
Outcomes assessed	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Component	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

Skills in Working Scientifically

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

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

Community and Family Studies

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Interview Resource Management	Observation Individuals and Groups	Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2	
Component	Weighting %			
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communication	20	20	20	60
Total %	30	35	35	100

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
- 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

School Name: _____

Tiling

Assessment Schedule Year 11 – 2025

Code	Unit of Competency	HSC Examinable	Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year				Task 4 Working it out	Yearly Examination
			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out		
CPCWHS1001	Prepare to work safely in the construction industry		X				Week Term Date	Week 9/10 Term 3
CPCCCA2002	Use carpentry tools and equipment			X				
CPCCCM2005	Use construction tools and equipment	✓		X				
CPCCCA2011	Handle carpentry materials			X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X			
CPCCCM1011	Undertake basic estimation and costing					X		
CPCCOM1015	Carry out measurements and calculations	✓				X		

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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".

Design and Technology

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Designer Case Study and Mini Project	Preliminary Project	Yearly Examination	
Timing	Term 2, Week 3	Term 3, Week 7	Term 3, Week 9/10	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

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

English Studies

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Mandatory Module: Achieving through English Multimodal - Formal Job Interview & Resume	Module F: MiTunes and Texts: Narrative <i>The Boat That Rocked</i>	Module H: Part of a Family <i>Collection of Work</i> Term 1: Job Investigation Booklet Term 2: STEP UP lyric analysis Term 3: Diary entries Culmination: Reflection	
Draft Due	Term 1, Week 7	Term 2, Week 8	Term 1, Week 7 Term 2, Week 7 Term 3, Week 5	
Final Due	Term 1, Week 10 (Booked interview times – all week)	Term 2, Week 10 (Lesson 2)	Term 3, Week 8 (Last lesson)	
Outcomes assessed	ES11-1, ES11-3, ES11-5	ES11-2, ES11-8, ES11-9	ES11-4, ES11-6, ES11-7, ES11-10	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Outcomes

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

English Standard

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading To Write Writing folio <i>Selection of texts</i>	Module B: Close Study of Literature Essay exam <i>The Handmaid's Tale</i>	Module A: Contemporary Possibilities Multimodal Presentation <i>Sherlock Holmes</i>	
Draft Due	Checkpoints throughout term	Term 2, Week 8	Term 3, Week 7	
Final Due	Term 1, Week 11 (Lesson 2)	Term 2, Week 10 (Lesson 2)	Term 3, Week 9 (Exam block)	
Outcomes assessed	EN11-1, EN11-3, EN11-9	EN11-4, EN11-7, EN11-8	EN11-2, EN11-5, EN11-6	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

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

English Advanced

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write Feature Article & Reflection <i>The Great Gatsby</i>	Module B: Critical Study of Literature Analytical response <i>Wilfred Owen</i>	Module A: Narratives that Shape our World Multimodal presentation <i>Othello</i>	
Draft Due	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	
Final Due	Term 1, Week 11 (Last lesson)	Term 2, Week 10 (Lesson 2)	Term 3, Week 9 (Exam Block)	
Outcomes assessed	EA11-3, EA11-6, EA11-9	EA11-2, EA11-4, EA11-7	EA11-1, EA11-5, EA11-8	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

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
- EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- 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

English Extension

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Imaginative response & reflection	Critical response with related text	Independent Research Project	
Draft Due	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	
Final Due	Term 2, Week 1	Term 2, Week 9	Term 3, Week 10	
Outcomes assessed	EE11-1, EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-3, EE11-4, EE11-5, EE11-6	
Component	Weighting %			
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in complex analysis composition and investigation	15	15	20	50
Total %	30	30	40	100

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

Fitness – Statement of Attainment towards SIS30321 Certificate III in Fitness

RTO - NSW Department of Education - 90333

Fitness
Qualification: SIS30321 Certificate III in Fitness
Cohort 2025 - 2026
Training Package SIS Sport, Fitness and Recreation

Education



Assessment Schedule Year 11 - 2025

School Name: _____

Assessment Tasks for SIS30321 Certificate III in Fitness		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.		The fitness Industry	Planning, organising and maintaining in the fitness industry
		Week	Week
		Term	Term
		Date	Date
Code	Unit Name		
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	
BSBPEF301	Organise personal work priorities	X	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISXFAC002	Maintain sport, fitness and recreation facilities		X
HLTWHS001	Participate in workplace health and safety		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

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”.

Health and Movement Science

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study/ Research Health for individuals and communities	Collaborative Investigation The Body and Mind in Motion	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	HM-11-01 HM-11-02 HM-11-09 HM-11-10	HM-11-05 HM-11-06 HM-11-07 HM-11-XX*	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-08 HM-11-09	
Component	Weighting %			
Knowledge and understanding of course content	15	10	15	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15	30	15	60
Total %	30	40	30	100

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

Hospitality - SIT20421 Certificate II in Cookery


Education **Cookery**
 Qualification: SIT20421 Certificate II in Cookery
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

School Name: _____ **Assessment Schedule Year 11 – 2025**

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2	Yearly Examination	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week Term	Week Term		Week 9/10 Term 3
			Date	Date		Date
Code	Unit of Competency	HSC Examinable				
SITXWHS005	Participate in safe work practices	✓	X			
SITXFSA005	Use hygienic practices for food safety	✓	X			
SITXFSA006	Participate in safe food handling procedures	✓	X			
SITHCCC025	Prepare and present sandwiches		X			
SITXCOM007	Show social and cultural sensitivity			X		
SITXCCS011	Interact with customers	✓		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”.

Industrial Technology – Metal and Engineering

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Task set by Instructor.	Preliminary Major Project.	End of Year Exam.	
Timing	Term 2, Week 3	Term 3, Week 4	Term 3, Week 9/10	
Outcomes assessed	P2.1, P2.2, P4.1, P4.2, P6.2,	P3.1, P3.2, P3.3, P4.3, P5.2	P1.2, P7.2, P7.1,	
Component	Weighting %			
Knowledge and understanding of course content	15	15	10	40
Knowledge and skills in the management, communication and production of projects	20	20	20	60
Total %	35	35	30	100

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

Investigating Science

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1–4	
Timing	Term 2, Week 9	Term 3, Week 7	Term 3, Week 9/10	
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Component	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	20	10	40
Total %	30	40	30	100

Skills in Working Scientifically

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

Mathematics Standard

Task number	Task 1	Task 2	Task 3	
Nature of tasks	In-class test	Assignment	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-5, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS-10	
Component	Weighting %			
Concepts, Skills and Techniques	15	20	15	50
Reasoning and Communication	15	20	15	50
Total %	30	40	30	100

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

Mathematics Advanced

Task number	Task 1	Task 2	Task 3	
Nature of tasks	In Class Test	Assignment	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Component	Weighting %			
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Total %	30	30	40	100

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

Mathematics Extension 1

Task number	Task 1	Task 2	Task 3	
Nature of tasks	In Class Test	Assignment	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	All to date	All to date	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Component	Weighting %			
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Total %	30	30	40	100

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

Numeracy

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Assignment Renovate, redecorate	Assignment Epidemic	Assignment Travel guide	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	N6-1.2, N6-2.3, N6- 3.2	N6-1.1, N6-2.2, N6-2.3, N6-3.2	
Component	Weighting %			
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

Outcomes

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Music 1

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Performance	Musicology and Composition	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Component	Weighting %			
Performance	10		15	25
Composition		25		25
Musicology	5	10	10	25
Aural	10	5	10	25
Total %	25	40	35	100

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

Physics

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Assessment Task Module 3 Waves and Thermodynamics	Depth Study Rocketry Assessment Task	Yearly Examination	
Timing	Term 1, Week 6	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	PH11-3, PH11-4 PH11-5, PH11-6 PH11-10	PH11-1, PH11-2 PH11-3, PH11-4 PH11-7, PH11-8 PH11-9	PH11-1, PH11-2 PH11-3, PH11-4 PH11-5, PH11-6 PH11-7, PH11-8 PH11-9, PH11-10 PH11-11	
Component	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

Skills in Working Scientifically

- PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5** analyses and evaluates primary and secondary data and information
- PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- 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

Primary Industries – AHC20122 Certificate II in Agriculture



Education

Primary Industries

Qualification: AHC20122 Certificate II in Agriculture

Cohort 2025 - 2026

Training Package AHC Agriculture, Horticulture and Conservation and Land Management

RTO - NSW Department of Education - 90333

School Name: _____

Livestock – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture		Task 1 WHS		Task 2 Operate Tractors		Task 3 Biosecurity		Task 4 Communicate and Work Effectively		Task 5 Handle and Observe Livestock		Task 6 Care for Livestock		Yearly Examination	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week		Week		Week		Week		Week		Week		Week	
*Handle and Observe Livestock and Care for Livestock completion may be carried over to HSC year		Term		Term		Term		Term		Term		Term		Term	
Code		Date		Date		Date		Date		Date		Date		Date	
Unit of Competency		HSC		Examinable											
AHCWHS202	Participate in workplace health and safety processes	✓				X									
AHCMOM202	Operate tractors					X									
AHCMOM304	Operate machinery and equipment					X									
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity							X							
AHCWRK212	Work effectively in industry	✓						X							
AHCWRK213	Participate in workplace communications							X							
AHCLSK205	Handle livestock using basic techniques									X					
AHCLSK204	Carry out regular livestock observation									X					
AHCLSK202	Care for health and welfare of livestock	✓										X			

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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”.

Visual Arts

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Anger and Dissent VAPD and associated works medium: drawing Short answer in class task. - The Conceptual Framework - The Frames - Artist Practice	Someone I love VAPD and associated works (Painting/Printmaking)	Yearly Examination Art Criticism and Art History Written Examination	
Timing	Term 2, Week 2	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	P4, P5, P8, P9, P10	P1, P2, P3, P6	P8, P9, P10	
Component	Weighting %			
Art Making	20	30		50
Art Criticism and Art History	10		40	50
Total %	30	30	40	100

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

Work Studies

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research / Course work Module 2: Preparing Job Applications	Research / Course work Module 3: Workplace Communication	Research / Course work Core: My Working Life	
Timing	Term 1, Week 6	Term 2, Week 4	Term 3, Week 6	
Outcomes assessed	1, 2, 3, 4, 6, 7, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 5, 8, 9	
Component	Weighting %			
Knowledge & Understanding of course content	10	10	10	30
Skills	20	20	30	70
Total %	30	30	40	100

Outcomes

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

EXAM PERIOD NOTIFICATION

The examination timetable may not require the school to schedule exams on all of these days; however, students are advised to ensure they are available on ALL of these dates.

Year 11 EXAMINATIONS Weeks 9 & 10 Term 3

Monday September 15th through to Thursday September 25th

Acknowledgement

I am aware that the major examination periods for the 2025 Year 11 Assessment Schedule are as shown above.

I am aware that I am expected to complete examinations during the times listed above.

I understand that it is my responsibility to attempt to re-arrange any Work Placement or TAFE commitments during this time.

Any absences during these times need to have a valid reason and relevant supporting documentation as evidence of these reasons (e.g. medical or legal reasons).

I understand the scheduling of family vacations or other leisure pursuits (e.g. concerts, music festivals) are not considered valid reasons, and may result in zero marks for any examinations missed.

Signature	
Name	
Date	

STUDENT COPY

EXAM PERIOD NOTIFICATION

Year 11 EXAMINATIONS Weeks 9 & 10 Term 3

Monday September 15th through to Thursday September 25th

The examination timetable may not require the school to schedule exams on all of these days, however, students are advised to ensure they are available on ALL of these dates.

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Signature	
Name	
Date	

SCHOOL COPY

EXAM PERIOD NOTIFICATION

Year 11 EXAMINATIONS

Weeks 9 & 10 Term 3

Monday September 15th through to Thursday September 25th

The examination timetable may not require the school to schedule exams on all of these days, however, students are advised to ensure they are available on ALL of these dates.

EXAMINATIONS

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I understand the scheduling of family vacations or other leisure pursuits (e.g. concerts, music festivals) are not considered valid reasons and may result in zero marks for any examinations missed.

Signature	
Name	
Date	

Year 11 Assessment Schedule

Term	Week	Commencing	Assessments Due
Term 1 2025	2	Feb 3	
	3	Feb 10	
	4	Feb 17	
	5	Feb 24	
	6	Mar 03	Phy(30%), WorkSt(30%)
	7	Mar 10	EngStud Draft x 2
	8	Mar 17	Bio(30%)
	9	Mar 24	Bus(30%), EngAdv Draft, EngEx Draft, MthStd(30%), MthAdv(30%)
	10	Mar 31	CAFS(30%), EngStud(30%), MthEx(30%), Mus(25%), Num(30%)
	11	Apr 07	EngStd(30%), EngAdv(30%)
Term 2 2025	1	Apr 28	EngEx(30%)
	2	May 5	Anc(30%), Vis(30%)
	3	May 12	Ag(30%), Chem(30%), D&T(30%), Metal(35%)
	4	May 19	WorkSt(30%)
	5	May 26	
	6	Jun 02	
	7	Jun 09	CAFS(35%), EngStud Draft, EngEx Draft, Mus(40%)
	8	Jun 16	Bus(30%), EngStud Draft, EngStd Draft, EngAdv Draft
	9	Jun 23	Bio(30%), EngEx(30%), Inv(30%), MthStd(40%), MthAdv(30%), Num(30%), Phy(30%)
	10	Jun 30	EngStud(30%), EngStd(30%), EngAdv(30%), MthEx(30%), Vis(30%)
Term 3 2025	1	Jul 21	
	2	Jul 28	Anc(40%)
	3	Aug 04	Chem(30%),
	4	Aug 11	Metal(35%)
	5	Aug 18	EngStud Draft
	6	Aug 25	Ag(30%), WorkSt(40%)
	7	Sept 01	D&T(40%), EngStd Draft, EngAdv Draft, EngEx Draft, Inv(40%)
	8	Sept 08	**ASSESSMENT FREE WEEK** EngStud(40%), Num(40%)
	9	Sept 15	**YEARLY EXAMINATION** EngStd(40%), EngAdv(40%)
	10	Sep 22	**YEARLY EXAMINATION** EngEx(40%)

Personal HSC Assessment Schedule

Term	Week	Commencing	Assessments Due
Term 1 2025	2	Feb 3	
	3	Feb 10	
	4	Feb 17	
	5	Feb 24	
	6	Mar 03	
	7	Mar 10	
	8	Mar 17	
	9	Mar 24	
	10	Mar 31	
	11	Apr 07	
Term 2 2025	1	Apr 28	
	2	May 5	
	3	May 12	
	4	May 19	
	5	May 26	
	6	Jun 02	
	7	Jun 09	
	8	Jun 16	
	9	Jun 23	
	10	Jun 30	
Term 3 2025	1	Jul 21	
	2	Jul 28	
	3	Aug 04	
	4	Aug 11	
	5	Aug 18	
	6	Aug 25	
	7	Sept 01	
	8	Sept 08	
	9	Sept 15	
	10	Sep 22	

ASSESSMENT MANUAL ACKNOWLEDGMENT

Acknowledgement

I have read the *Year 11 Assessment Manual 2025* and am aware of my responsibilities:

1. To keep the *Year 11 Assessment Manual 2025* in an accessible place for reference.
2. To note any changes given by teachers to assessment task schedules. Changes (and clarification where required) will be issued in writing.
3. To complete tasks to the best of my ability by the required date.

Signature	
Name	
Date	

Please return to Principal - Mrs Millar, or Deputy Principal - Mrs Woods via the office.