

# Year 11 Preliminary Assessment Information



# 2025

**respect | responsibility | personal best**

***ba yilinj ganji buraaja buran***  
*we carry the fire for tomorrow*

## Preliminary Assessment Guidelines

Dear Student and Family

Reaching the Higher School Certificate is a significant milestone for students and one for all to be proud of. The Higher School Certificate is a rigorous credential for students preparing for post-school pathways and as such, we at Vincentia High School are committed to supporting students to achieve their personal best. We recommend that as students receive this copy of this Preliminary Course Assessment Handbook, they understand how everything HSC related works.

Our assessment program encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

Assessment tasks issued at Vincentia High School apply the principles of effective and informative assessment:

1. Clear and direct links to learning outcomes
2. Assessment is integral to teaching and learning
3. Assessment is valid
4. Assessment is fair
5. Assessment engages the learner
6. Assessment values teacher judgment
7. Assessment is time efficient and manageable
8. Assessment recognises individual achievement and progress
9. Assessment for learning

Read this booklet carefully, and if you are confused about any aspect, make sure you speak to your class teacher, the appropriate Head Teacher, Year Adviser, the Careers Adviser or the Deputy Principal for your year group.

Kind Regards

Ruth

Winfield

Principal

Vincentia High School

# Vincentia High School

## Student Responsibilities

### 1 Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

### 2 Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

### 3 Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is attendance.

### 4 Clashes

It is your responsibility to let the Head Teacher know if there is a clash, such as a compulsory excursion on the same day as an Assessment Task. A Special Circumstances Form must be completed.

### 5 Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.

### 6 Assessment Requirements

Ensure you have a copy of the assessment requirements for EACH course you are studying and that you are aware of course requirements.

### 7 Vincentia High School Assessment Guidelines

Be aware of the assessment guidelines and procedures of Vincentia High School as detailed in this booklet and elaborated on in the Assessment section of our school website in the Assessment Guidelines documentation.













### 8 Advice

It is your responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a class or KLA. You can speak with the Head Teacher, a Learning and Support Teacher, your Year Advisor or Deputy Principal. All of these staff are ready to help you if required.

***To be fair to everyone, the rules must be followed.***

## Vincentia High School Staff Contact Information

### KEY CONTACTS

			
<b>Ruth Winfield</b> <i>Principal</i>	<b>Simon Flanigan</b> <i>Deputy Principal</i> <i>Years 8.9.11</i>	<b>Sue Fisher</b> <i>Deputy Principal</i> <i>Years 7.10.12</i>	<b>Toni Smith</b> <i>Deputy Principal</i> <i>Inclusion and Support</i>
			
<b>Tamara Sharp</b> <i>Year Advisor</i>	<b>Tye Langford</b> <i>Year Advisor</i>	<b>Corey Ryan</b> <i>Head Teacher</i> <i>Wellbeing</i>	<b>Gai Brown</b> <i>Aboriginal Education</i> <i>Coordinator</i>
			
<b>Brock Balgowan</b> <i>Director</i> <i>Clontarf Academy</i>	<b>Maree McNeil</b> <i>Careers Advisor</i>	<b>Lisa Raftery</b> <i>Head Teacher</i> <i>Learning &amp; Support</i> <i>Program (LaSP)</i>	<b>Sport Coordinator</b> <i>Haidee Lynch</i>

Students are supported by the following Head Teachers & staff & participate in the following subjects:

			
<b>English</b> <i>Ashley Oxley</i>	<b>Mathematics</b> <i>John Powter</i>	<b>Science</b> <i>Patrick Twining</i>	<b>HSIE</b> <i>Michael Matuschka</i>
			
<b>PD/H/PE</b> <i>Peter Raftery</i>	<b>TAS</b> <i>Andrew Newton</i> <i>Mon Tue Wed</i>	<b>TAS</b> <i>Carrie McIntyre</i> <i>Thur Fri</i>	<b>CAPA</b> <i>Jaz Corr</i>
			
<b>Mudjingaal</b> <i>Kathryn Antonio</i>	<b>Gumbari</b> <i>Tom Mason</i>	<b>Teaching and Learning</b> <i>Kylie Newton</i> <i>Mon Tue Wed</i>	<b>Teaching and Learning</b> <i>Jess Holloway Fry</i> <i>Thu Fri</i>
			
<b>VET Coordinator</b> <b>Vocational Education &amp; Training</b> <i>Amy Harper</i>			

## ***The Higher School Certificate***

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment. It is important that students, parents and teachers read this booklet, understand it and follow the procedures within it.

It ensures a consistent approach to practice and process at Vincentia High School. It needs to be noted, however, that the Principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

Eligibility requirements for the HSC To be eligible for the award of the Higher School Certificate, students must:

- satisfactorily complete Years 9 & 10 or gain other qualifications that satisfy NESA;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college or TAFE;
- have completed HSC: All My Own Work (or its equivalent) unless you have only entered for Year 11 and Year 12 Life Skills courses;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.
- meet the minimum standard of literacy and numeracy within five years of starting your HSC course.

If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:

- repeat some or all Stage 6 courses;
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC; or
- complete the requirements for the HSC within 5 years of the first HSC examination being sat.

## ***School Assessment***

School assessment is an integral part of a student's Higher School Certificate. This internal school assessment counts for 50% of a student's overall mark in each course and is reported on the Higher School Certificate Record of Achievement. Each subject has developed an Assessment Schedule in strict accordance with the NSW Education Standards Authority (NESA) guidelines. School-based assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- Tests which may take a written, practical, and oral form
- Class essays, research tasks, assignments, portfolios, logbooks
- Practical tasks and major works
- Fieldwork and Projects

During an assessment period, students may be required to do multiple assessment tasks or examinations on any one day. As well, students may be required to hand in more than one prepared HSC assessment task on any one day. Assessment in the HSC courses is the ranking of students across the allotted tasks in components as determined by the NESA for each subject.

The exact date of each assessment task will be notified in writing at least two weeks in advance. In special circumstances the school reserves the right to vary this information, subject to written notification.

The school submits to the NSW Education Standards Authority (NESA) in September the assessment marks awarded at the school in each subject. These assessment marks indicate the rank order and relative performance of all candidates in each course. NESA moderates these marks according to the HSC examination performance of the students in the cohort. The rank order is not altered, but the marks themselves may be higher or lower than the marks submitted depending on the examination performance.

### ***School Responsibilities***

The school is required to provide students with the following information:

- ***An Assessment Calendar*** – this outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- ***Written Assessment Notification*** - this notification outlines a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks in advance. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases Class Teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- ***Assessment Task Feedback and Record of Progress*** - at the completion of each task, students will receive a mark, rank and cumulative rank, detailed marking criteria and written feedback concerning areas for development. A register will be maintained for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- ***Official NESA non-completion of a course warning letter*** - official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the HSC course requirements.

### ***Student Responsibilities***

- Students must attend classes regularly and ensure their attendance does not fall below 85%.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day an assessment task notification is issued then it is her responsibility to contact the teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their Class Teacher or Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment policy.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.

## **School Based Assessment - VET**

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO. Work placement is a mandatory HSC component in some courses and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

### **HSC examination is only available in some VET courses.**

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. The HSC examination is independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken. If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam. Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.



### ***Absence from excursions and fieldwork***

- Some course rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of any concession is at the discretion of the Principal.

### ***Late to formal exam***

- Students must make sure that they carefully read their examination timetable and are punctual for all formal examinations.
- If a student is up to 15 minutes late after the start of a formal examination they will complete the examination and no extra time will be given.
- If a student is more than 15 minutes late to a formal examination they are to report directly to the Deputy Principal, where a decision regarding the completion of the task will be negotiated.

### ***Submission of hand-in assessment task***

- Submission time for a hand-in task will be by **clearly outlined on the assessment notification** for that specific task. Receipt of the task will be acknowledged by the teacher.
- Failure to submit a task on time will result in a zero mark being awarded.
- If a student is absent on the day the hand-in task is due they should arrange to have the task delivered to the school office or, where appropriate, email their task to: **Vincentia-h@det.nsw.edu.au**
- If applying for illness/misadventure students should follow the procedures outlined in this booklet.
- If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date.

### ***Unfair advantage on the day of, or week prior, to a task***

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons on a day that an assessment task is scheduled or a hand-in task is due.
- To absent yourself from any lessons or normal school routine on the day that a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.
- Misuse of Senior Study Centre or Library – being present in your timetabled

classes. If a student is late, they must report directly to the Deputy Principal of the year group.

A student deemed to have unfair advantage may incur a zero (0) mark for the given task.

### ***Changes to Course Assessment Schedules***

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

## ***Keeping Copies of Assessment Tasks***

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format.

This copy will:

1. provide the student with the opportunity to submit a replacement task; and
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted without being re-done. It should not be assumed that an illness and misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should not be deleted, until you have the marked task back from your teacher. It is also recommended that students back-up assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of tasks processes as directed by the school.

## ***Malpractice***

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs, or workmanship of others without acknowledgement
- copying from another student
- submitting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an examination or task will result in a zero being awarded for the task. Students may appeal any such decision using the appeals procedures existing within the school.

In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with the NSW Education Standards Authority (NESA).

### ***Non-Serious or Non-Attempts***

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task. A non-serious attempt may include things such as, but is not limited to:

- only multiple-choice questions completed in a task or an examination paper;
- repeating the question as the answer.
- malpractice in some or all of the task; and/or
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt, will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within 2 school days of being informed by the Course Teacher or Head Teacher.

### ***Applying for illness/misadventure***

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively. Students wishing to apply for illness/misadventure should follow the procedures outlined below. Procedures to follow in the case of:

- Absence due to illness/misadventure on the day of an in-school assessment task.
  - The student or family member is requested to contact the school on the morning the task is scheduled.
  - Students must report to the relevant faculty Head Teacher on the first day of their return to school and collect an Illness/Misadventure form.
  - Completed forms must be returned to the Head Teacher within two days.
- Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted.
  - The student or family member is requested to contact the school on the same day a task is due to be submitted.
  - Students should make every attempt to have the task delivered or submitted via email.
  - If a task is not submitted on the due date, the student must submit the task to the relevant faculty Head Teacher on the first day of the student's return to school, and complete an Illness/Misadventure form.
  - Completed forms must be returned to the Head Teacher within two days.
- Illness/misadventure during an in-school assessment.
  - The student must notify the supervisor of the task that they are feeling unwell before they view the task. At this stage the student will need to decide;
    - (a) To sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness.
    - (b) Leave the task and apply for illness/misadventure. The student must then collect an Illness/Misadventure form from the relevant faculty Head Teacher and follow the Illness/Misadventure process. A medical certificate dated the day of the task will be required.

- Illness/misadventure during an examination period.
  - The student or family member is requested to contact the school on the morning of any scheduled examination if they will miss the examination.
  - Prior to their return to school the student must contact the Deputy Principal in charge of the Year group to negotiate and organise a rescheduling of the affected exam(s).
  - Students must report to the Deputy Principal on the first day of their return to school and collect an Illness/Misadventure form.
  - Completed forms must be returned to the Deputy Principal within two days.
- Illness/misadventure for a Group performance.
  - When a group performance cannot go ahead on a scheduled date, all students affected need to complete an Illness/Misadventure form.
  - This form needs to be collected from and returned to the relevant Head Teacher within two days.
  - The faculty Head Teacher will reschedule an alternative date for the performance.

### ***Outcome of illness/misadventure***

The Deputy Principal for that year group will consider all illness/misadventure cases. They will judge the presented evidence and decide whether the application is to be upheld or rejected. If the application is upheld one of three things may occur:

- Original or substitute task completed - A zero will be recorded for the original task and the student will be required to complete the task or a substitute task. The mark gained for this task will replace the zero.
- Awarded mark remains - The performance may be unaffected, and the student's result in the task will remain as marked.
- Maintain rank applied to task - In exceptional circumstances, where undertaking an alternative task is not possible, the Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the 'zero'.

In all cases, students may lodge and appeal to the Principal in writing to reconsider the decision. Students must follow the appeal process and the appeal must be submitted within two days of receiving the initial decision.

## ***HSC Minimum Standards***

Everyone needs reading, writing and numeracy for everyday life. This is why the HSC minimum standard tests have been introduced. The short online reading, writing and numeracy tests are designed to assess a student's skills for everyday life. To meet the HSC minimum standard student's need to achieve Level 3 or 4. Students will be allowed to undertake the tests four times each year from Year 10 to up to five years after starting their first HSC course.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Records of School Achievement

Only students who meet the HSC minimum standard will receive a HSC testamur.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/resultsdocumentation>

## ***Life Skills Courses***

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an intellectual disability for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

## ***Disability Provisions***

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a 'Disability Provision's form from the Deputy Principal, or Head Teacher Learning and Support early in Term 1.

All students applying for disability provisions must inform the Deputy Principal.

If this condition occurs later in the year, it must be registered with the Deputy Principal immediately

- Students may need provisions for:
  - a permanent condition, such as diabetes or reading difficulty
  - a temporary condition, such as a broken arm, or
  - an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

## PROCEDURE FOR ILLNESS/MISADVENTURE

### STEP ONE: Contact School

A family member/carer is requested to contact the school and advise relevant Deputy Principal of student's absence.



### STEP TWO: Obtain Relevant Documentation

For illness, a medical certificate must be obtained for the period of absence

For misadventure, students should obtain a statement or supporting document outlining the nature of the misadventure.



### STEP THREE: On First Day of Return

It is the student's responsibility to:

- Report to the Deputy Principal concerned for missed in-school assessment tasks and hand-in tasks.
- Report to the relevant Deputy Principal for missed examinations.
- Complete an illness/Misadventure Application form including Deputy Principal comments and Parental Signature.



### STEP FOUR: Submission, Resolution and Feedback

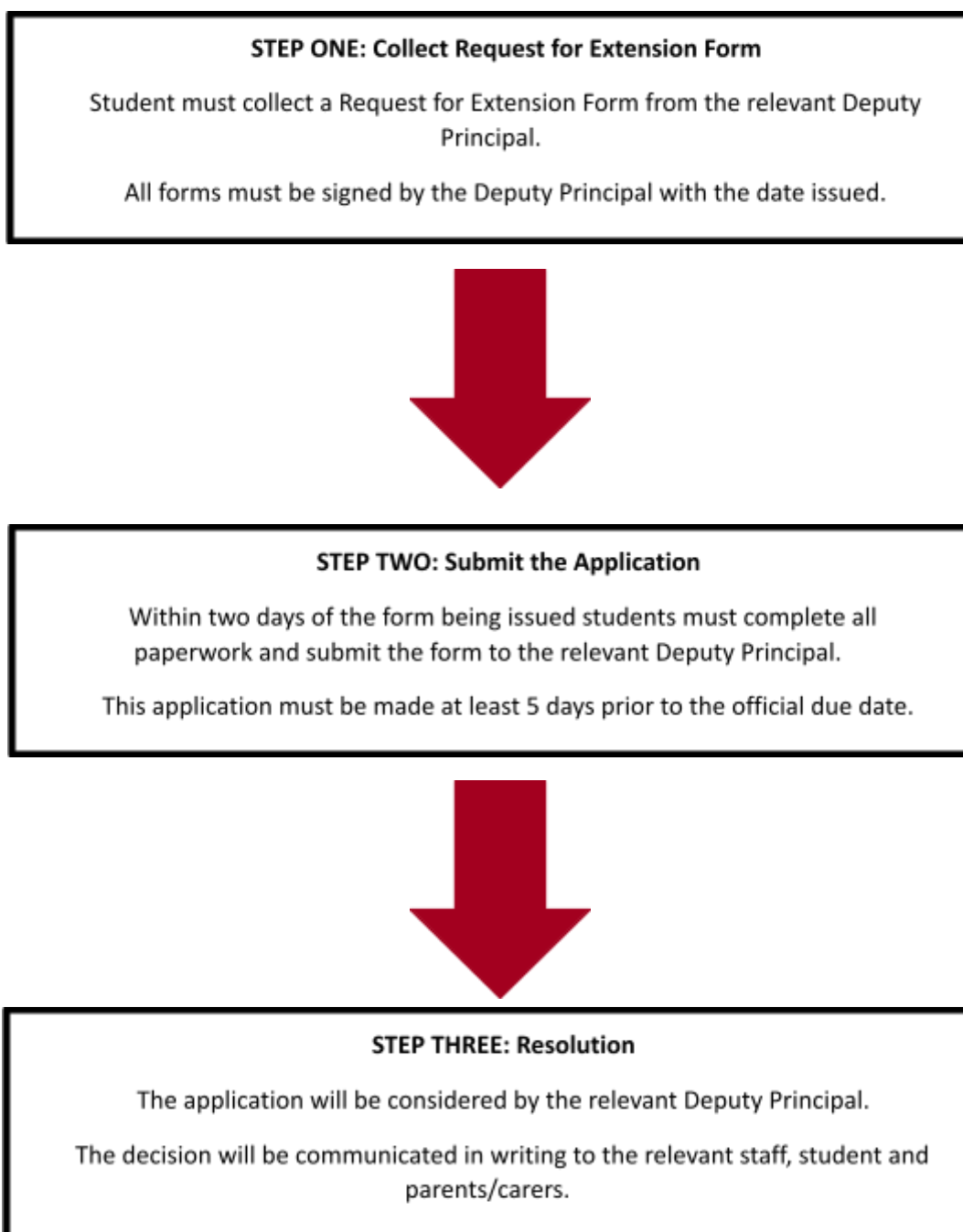
- Submit the application form to the relevant Deputy Principal within 2 days of your return.
- The Deputy Principal will consider the application.
- Resolution and feedback will be given to the Head Teacher, Teacher, Student and Parents.

## PROCEDURES FOR REQUESTING AN EXTENSION

All students are provided with the opportunity to request an extension if they feel they have a genuine inability to meet a scheduled due date. These applications are to be expressed in writing using the request for extension form provided by the school.

These forms are to be collected from the Deputy Principal and must be returned to the relevant Deputy Principal within two days of issue.

All applications for an extension must be made at least 5 school days prior to the due date. Students wishing to request an extension must follow the procedure outlined below:





## PROCEDURES FOR MALPRACTICE – ISSUING AND APPEAL

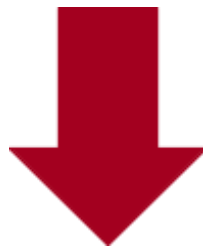
### STEP ONE: Teacher Suspects Student of Malpractice

The student, parent/caregiver will be informed (verbally or in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner.



### STEP TWO: Teacher Issues an N-Warning Letter

An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter.



### STEP THREE: Consideration of Evidence

The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Deputy Principal. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely.



### STEP FOUR: Student Given Right to Appeal

The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 2 school days of verbal/written notification of an incidence of malpractice. (Form in booklet)

## **CONSEQUENCES OF MALPRACTICE**

Proven malpractice will limit a student's marks or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice MUST be registered with NESAs in the Malpractice Register in Schools Online. This will be done by a Deputy Principal (Year 12) with information supplied by the Head Teacher. One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/supervisor;
- withdrawal from a course/s.

## **STUDENT APPEALS: MALPRACTICE**

After being informed of the consequence of proven Malpractice, students have 2 school days to appeal a decision made by the Head Teacher of the course, to the Deputy Principal. The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing.

Notes of any discussion/interview will be made and retained. If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the Principal.

This appeal MUST be made within 2 school days of being informed of the Deputy Principal's decision. The appeal must be made to the Principal in writing and any new evidence provided.

The Principal's decision will be final.

# REQUIREMENTS OF THE 'EDUCATION ACT 1990' - IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

## *Higher School Certificate – section 95*

- (1) Higher School Certificates are to be granted by NESA (previously the Board of Studies) to students who:
  - (a) have been granted a Record of School Achievement or who have attained such other qualifications as NESA considers satisfactory, and
  - (b) have attended a government school, or a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or a school outside New South Wales recognised by NESA or a TAFE establishment, and
  - (c) have participated, to NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  - (d) have been accepted by NESA as having satisfactorily completed those courses of study, and
  - (e) have, to NESA's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  - (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.
- (2) The requisite examination or other assessment must include a public examination conducted on a state-wide basis.
- (3) NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of NESA, be justified.

## *Curriculum for Higher School Certificate candidates – section 12*

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

## REQUIREMENTS OF THE 'EDUCATION ACT 1990' - IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE

Check	Do students who will complete the Higher School Certificate in 2025 meet the following pattern of study requirements?
<input type="checkbox"/>	At least 12 units of Preliminary courses and 10% units of HSC courses. [Ref: Assessment Certification Examination (ACE), ACE 8005]
<input type="checkbox"/>	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course English Studies) at both Preliminary and HSC level.
<input type="checkbox"/>	At least 4 subjects – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
<input type="checkbox"/>	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
<input type="checkbox"/>	Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002]
<input type="checkbox"/>	All students undertaking Preliminary or HSC courses in 20%18 are required to complete the 'HSC: All My Own Work' program (or equivalent) prior to the school's submission of students' 20%17 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.  Exception: Completion of the 'HSC: All My Own Work' program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the 'HSC: All My Own Work' program for students with disability, as necessary.
<input type="checkbox"/>	Board Endorsed Courses have current endorsement
<input type="checkbox"/>	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001, 8010%, 8011, 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via 'Schools Online'.] VET course exclusions are available on the NESA website under Vocational Education.
Check	Reminders
<input type="checkbox"/>	Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website.  NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, English Studies, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.
<input type="checkbox"/>	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
<input type="checkbox"/>	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC disability provisions including the application process is available on the NESA website
<input type="checkbox"/>	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses].

# SPECIAL CIRCUMSTANCES APPEAL

## (ILLNESS/MISADVENTURE/SCHOOL BUSINESS)



**Name** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please describe the Assessment Task(s) missed below:

Course	Teacher	Type of Assessment Task	Original Due Date	New Due Date
1				
2				
3				
4				
5				
6				

Reasons for missing assessment task(s):

\_\_\_\_\_

Reasons for requesting extension:

\_\_\_\_\_

Reason for appeal:

\_\_\_\_\_

I have/have not attached a Medical Certificate from Doctor: \_\_\_\_\_

I have/have not attached a supporting statement from: \_\_\_\_\_

Deputy Principal was notified of this appeal on \_\_\_\_ / \_\_\_\_ / \_\_\_\_ by \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Approved / Denied - Date:** \_\_\_\_\_

**Deputy Principal YEAR 11 / 12:**

**NB: *Students on official school business must complete task BEFORE the due date.***

Notes



## **Assessment Policy Addendum (inserted February 2025) Use and Detection of Artificial Intelligence (AI)**

It is important that our school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure students abide by the principles underlying “All My Own Work”.

In January 2023, the NSW Department of Education publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, edit or review student submissions is prohibited.**

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- Generate all or part of an assessment task
- Improve the standard of their work
- Review or edit work for spelling, punctuation, sentence structure or general language use

Any plagiarised work will be awarded a mark of zero. In Stage 5 and Stage 6 an N warning letter will be sent. In Year 12, plagiarism must also be reported to the Malpractice Register on NESA.

**ASSESSMENT**

**GUIDELINES**

**APPENDIX**



## Illness/Misadventure Application Form

### STUDENT FORM

***Please submit immediately before or after illness/misadventure to the faculty Head Teacher responsible for the task.***

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

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

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

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

Date Due: \_\_\_\_\_

Date of submission of request form: \_\_\_\_\_

Course Teacher/Head Teacher contacted: YES / NO

Date of this contact: \_\_\_\_\_

Nature of request (please select):       ILLNESS       MISADVENTURE

Please provide details and attach independent evidence to this form:

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**PART 2 – STAFF  
ONLY  
Illness/Misadventure  
Application  
Form**

**STEP 1: Head Teacher**

Student name: \_\_\_\_\_ Task name: \_\_\_\_\_

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

- Not Supported                       Supported (GO TO STEP 2)
- Insufficient cause demonstrated – zero marks awarded                       N Warning letter sent
- Student informed and

recorded Additional comments: \_\_\_\_\_

**STEP 2 – Decision**

- New date to complete/submit the same task                      New Due Date: \_\_\_\_\_
- New date to complete task                      New Due Date: \_\_\_\_\_
- Exempt from task (Principal direction only)
- Student/Supervisor informed of decision                       Recorded

Additional comments: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher)                      Date: \_\_\_\_\_ (Head Teacher)

**STEP 3 – Right of Appeal to Deputy Principal**

A student has the right to appeal the decision made in Step 1. The student must present in writing explicit reasons/any new evidence for appealing the HT decision and submit this written appeal to the Deputy Principal (within 2 school days of the HT decision).

- Deputy Principal Decision                       Appeal Supported                       Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student/Supervisor informed                       Head Teacher informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

**STEP 4 – Right of Appeal to Principal**

The student must present in writing explicit reasons/any new evidence for appealing the Deputy Principal decision and submit this written appeal to the Principal (within 2 school days of the DP decision).

- Principal Decision                       Appeal Supported                       Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

- Student informed                       Head Teacher informed                       Deputy Principal informed
- Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_ (Principal)

# Malpractice Appeal

## STUDENT FORM

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

### Step One: Appeal to Deputy Principal

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

### For Office Use Only:

#### Deputy Principal Decision

No change to HT decision     Change to decision: Reason/s and decision outcome: Malpractice Register updated

Reason/s: \_\_\_\_\_

HT Informed     Student/Supervisor informed

Signed: \_\_\_\_\_ (Deputy Principal)    Date: \_\_\_\_\_ (Deputy Principal)

### Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal.

### For Office Use Only:

#### Principal Decision

No change to HT decision     Change to decision: Reason/s and decision outcome: Malpractice Register

Reason/s: \_\_\_\_\_

HT Informed     Student/Supervisor informed

Signed: \_\_\_\_\_ (Principal)    Date: \_\_\_\_\_ (Principal)



## Task Extension Request

### STUDENT FORM

Please submit this form prior to the due date of the task to the Head Teacher of the Faculty responsible for the assessment task.

#### Step One: Request to Head Teacher

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

#### Reason/s for Extension Request:

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#### For Office Use Only:

##### Head Teacher Response

Approval of Task Extension                      New Date: \_\_\_\_\_

Task Extension not approved

Reason/s: \_\_\_\_\_

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HT Recorded                                       Student/Supervisor informed

Signed: \_\_\_\_\_ (Deputy Principal)                      Date: \_\_\_\_\_ (Deputy Principal)

#### Step Two: Appeal to Deputy Principal

Provide the information above to the Deputy Principal and organise a time to discuss this request for a task extension.

#### For Office Use Only:

##### Deputy Principal Decision

No change to HT decision                       Change to decision: Reason/s and decision outcome

Reason/s: \_\_\_\_\_

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HT Informed and task recorded                       Student/Supervisor informed

Signed: \_\_\_\_\_ (Principal)                      Date: \_\_\_\_\_ (Principal)

**SENIOR STUDENT – PATTERN OF STUDY ADJUSTMENT**

**STUDENT FORM**

Student Name: \_\_\_\_\_ ERN: \_\_\_\_\_ Year: \_\_\_\_\_

List of subjects currently studied:

	Category A/B		Category A/B		Category A/B
1.		4.		7.	
2.		5.		8.	
3.		6.		9.	

**Post School Goals:**

**Checklist:**

HSC NESAs Developed Units – minimum 6

HSC ATAR Units – minimum

Category B – VET Units

Pattern of Study Endorsed

**Subject is being:**

Left

Changed

Details:

\_\_\_\_\_ from \_\_\_\_\_

\_\_\_\_\_ from \_\_\_\_\_

I understand the impact of this decision on my HSC pattern of study and have discussed the decision with my parent/carer.

**Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent:** \_\_\_\_\_ **Date** \_\_\_\_\_

*(Office use – turn overleaf)*

**School Administration:**

**Head Teacher Signatures**

*(For all of those involved)*

**Head Teacher:** \_\_\_\_\_

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

I have discussed this decision with the student and endorse their decision.

HT Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

I have discussed this decision with the student, parent and associated staff and endorse this decision.

DP Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: Ms R Winfield

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**OFFICE USE:**

NESA Records Updated:

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Timetable Updated:

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**ASSESSMENT**

**INFORMATION 2**

**ENGLISH**

# ENGLISH STUDIES

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Multimodal Presentation</b> <i>Mandatory Module: Achieving Through English</i>	<b>Collection of Classwork</b> <i>Achieving Through English, MiTunes, Telling Us All About It</i>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 10	Term 3 Week 3	Term 3 Week 7	
<b>Outcomes assessed</b>	ES11-2, ES11-3 ES11-6, ES11.7	ES11-1, ES11-4 ES11-5, ES117 ES11-9, ES11-11	ES11-1, ES11-2 ES11-4, ES11-8	
Components				Weighting %
Knowledge and understanding of course content	15%	20%	15%	50%
<i>Skills in:</i> <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	15%	20%	15%	50%
	30%	40%	30%	100%



# ENGLISH STANDARD

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Writing Portfolio</b> <i>Reading to Write</i>	<b>Multimodal Presentation</b> <i>Module A: Contemporary Possibilities</i>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	EN11-3, EN11-4 EN11-6, EN11-9	EN11-2, EN11-7 EN11-8	EN11-1 EN11-3, EN11-5	
Components				Weighting %
Knowledge and understanding of course content	20%	10%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	20%	20%	50%
	30%	30%	40%	100%

# ENGLISH ADVANCED

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Writing Portfolio</b> <i>Reading to Write</i>	<b>Multimodal Presentation</b> Module A: Narratives that Shape Our World	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	EA11-3, EA11-5 EA11-8, EA11-9	EA11-2, EA114 EA11-6, EA11-7	EA11-1, EA11-3 EA11-5	
Components				Weighting %
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
	30%	40%	30%	100%

# ENGLISH EXTENSION

# 2025

Task	Task 1	Task 2	Task 3	
<b>Task Description</b>	<b>Creative Task</b> <i>Tests, Culture and Value</i>	<b>Essay</b> <i>Texts, Culture and Value</i>	<b>Multimedia Presentation</b> <i>Independent Research Project</i>	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes Assessed</b>	EE1-1, EE11-2 EE11-3	EE11-2, EE11-3 EE1-5	EE11-1, EE11-4 EE11-6	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15%	15%	20%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	15%	20%	50%
	30%	30%	40%	100%

# DRAMA

2025

Task	Task 1	Task 2	Task 3	
<b>Task Description</b>	<b>Elements of Drama and Production</b> <i>Portfolio, Performance, logbook and Reflection</i>	<b>Improvisation, Playbuilding and Group Devising</b> <i>Group performance, Logbook and Directors Folio</i>	<b>Theatrical Traditions and Performance Styles - Epic Theatre</b> <i>End of year Exam</i>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Examination Period	
<b>Outcomes Assessed</b>	P1.2, P1.5, P1.7 P2.1, P2.6	P1.1 P2.1, P2.4		
Components				Weighting %
Making	20%	20%		40%
Performing	20%	20%		40%
Critically Studying			20%	20%
	40%	40%	20%	100%

# MATHEMATICS

# MATHEMATICS STANDARD

2025

Task	Task 1	Task 2	Task 3	
<b>Task Description</b>	In Class Open Book Test	Investigation	Preliminary Examination	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9	
<b>Outcomes Assessed</b>	MS11-2, M11-5 MA11-7, MS11-10	MS11-3, MS11-4 MS11-9, MS11-10	MS11-1, MS11-6 MS11-8, MS11-10	
Components				Weighting %
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
	30%	30%	40%	100%

# MATHEMATICS ADVANCED

# 2025

Task	Task 1	Task 2	Task 3	
<b>Task Description</b>	In Class Open Book Test	Investigation	Preliminary Examination	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9	
<b>Outcomes Assessed</b>	MA11-1, MA11-2 MA11-9	MA11-3, MA11-4 MA11-8	MA11-5, MA11-6 MA11-7	
Components				Weighting %
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
	30%	30%	40%	100%

# MATHEMATICS EXTENSION 1

# 2025

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	In Class Open Book Test	Investigation	Preliminary Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
<b>Outcomes Assessed</b>	ME11-1, ME11-2	ME11-3, ME11-4	ME11-5, ME11-6 ME11-7	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
	30%	30%	40%	100%



**SCIENCE**

# AGRICULTURE

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Farm Case Study	Research Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 1	Term 3 Exam Period	
<b>Outcomes Assessed</b>	P1.1, P1.2 2.3, 3.1 P5.1	P1.1, P1.2 2.1, 4.1, P5.1	P1.1, P1.2 P5.1	
Components				Weighting %
Knowledge and understanding of the physical, chemical, biological, historical and economic factors that interact in agricultural production systems				
Knowledge issues on Australian agriculture systems and understanding of the impact of innovation, ethics and current				
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner				
Knowledge of and skills in, decision making and the evaluation and management techniques used in sustainable agricultural production and marketing				
Skills in effective research, experimentation and communication	40%	35%	25%	100%

# BIOLOGY

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical (Module 1)	Depth Study (Field Trip-Module 3)	Yearly Examination (Modules 1-4)	
<b>Timing</b>	Term 2 Week 3	Term 3 Week 3	Term 3 Exam Period	
<b>Outcomes Assessed</b>	BIO11-8 BIO11-9 BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4	BIO11-10 BIO11-11 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7	BIO11-8 BIO11-9 BIO11-10 BIO11-11 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7	
Components				Weighting %
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
	30%	30%	40%	100%

❖ *This course involves a mandatory fieldwork component*

# CHEMISTRY

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Task (Module 1)	Depth Study (Module 2 or 3)	Final Examination (Modules 1-4)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes Assessed</b>	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-8	CH11/12-1 CH11/12-5 CH11/12-6 CH11/12-7 CH11/12-9	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Components				Weighting %
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
	30%	30%	40%	100%

# EARTH & ENVIRONMENTAL SCIENCE

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Task (Module 1)	Depth Study (Field Trip-Module 3)	Final Examination (Modules 1-4)	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes Assessed</b>	EES11-8 EES11-9 EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5	EES11-10 EES11-11 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7	EES11-8 EES11-9 EES11-10 EES11-11 EES11/12-4 EES11/12-5 EES11/12-6	
Components				Weighting %
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
	30%	30%	40%	100%

# INVESTIGATING SCIENCE

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Data Analysis	Depth Study Models	Journal Review	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes Assessed</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS-8 INS-9	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and understanding	10%	20%	10%	40%
	30%	40%	30%	100%

# PHYSICS

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Data Analysis	Depth Study	Semester 2 Examination	
<b>Timing</b>	Term 2 Week 2 & 3	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes Assessed</b>	PH11-2,3,4,7	PH-11,4,5,7,10	PH11-1-11	
Components				Weighting %
Skills in Working Scientifically	20%	25%	15%	60%
Knowledge and understanding	10%	5%	25%	40%
	30%	30%	40%	100%

**CAPA**

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# MUSIC

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topic 1	Topic 2	Topic 3	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	
<b>Outcomes Assessed</b>	P1, P2, P5, P10	P1, P3, P9, P11	P4, P5, P6, P7	
Components				Weighting %
Performance		10%	15%	25%
Composition	25%			25%
Musicology	10%	15%		25%
Aural			25%	25%
	35%	25%	40%	100%

# PHOTOGRAPHY

2025

Task	Task 1	Task 2	Task 3	
Nature of Task	Module 1	Module 2	Module 3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
Outcomes Assessed	M1, M2 CH1, CH2	M1, M2 CH1, CH2	M1, M2 CH1, CH2	
Components				Weighting %
Making	20%	25%	25%	70%
Critical & Historical Studied	10%	10%	10%	30%
	30%	35%	35%	100%

# VISUAL ARTS

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Module 1	Module 2	Module 3	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
<b>Outcomes Assessed</b>	P1, P2, P3, P4, P5 P6, P7, P8, P9, P10	P1, P2, P3, P4, P5 P6, P7, P8, P9, P10	P1, P2, P3, P4, P5 P6, P7, P8, P9, P10	
Components				Weighting %
Art Making	10%	20%	20%	50%
Critical & Historical Studies	10%	20%	20%	50%
	20%	40%	40%	100%

# VISUAL DESIGN

2025

Task	Task 1	Task 2	Task 3	
Nature of Task	Module 1	Module 2	Module 3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
Outcomes Assessed	DM1, DM2, DM6 CH1, CH2	DM3, DM5 CH3, CH4	DM1, DM2, DM9 CH1, CH3	
Components				Weighting %
Design Making	20%	25%	25%	70%
Critical & Historical Studies	10%	10%	10%	30%
	30%	35%	35%	100%

**HSIE**

# ABORIGINAL STUDIES

# 2025

Task	Task 1	Task 2	Task 3	
<b>Topic</b>	Aboriginality and the Land	Comparative Study	Class Content	
<b>Nature of Task</b>	Annotated Bibliography	Research Presentation	Yearly Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
<b>Outcomes Assessed</b>	P1.2, P2.1, P2.2	P2.2, P3.1, P3.2 P4.1, P4.2, P4.3	P1.2, P1.3, P2.2, P3.1, P3.2, P3.3	
Components				Weighting %
Knowledge and Understanding of content	10%	10%	15%	30%
Investigation, Evaluation and Synthesis of information from a variety of sources and perspectives	10%	10%	10%	30%
Research and Inquiry Methods	5%	5%	10%	25%
Communication of ideas and ideas in appropriate forms	5%	5%	5%	15%
	30%	30%	40%	100%

# ANCIENT HISTORY

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	The Treatment & Display of Human Remains	Historical Investigation Personal Project	Preliminary Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
<b>Outcomes Assessed</b>	AH11.6, AH11.7, AH11.9, AH11.10	AH11.3, AH11.4, AH11.8, AH11.9	AH11.6, AH11.7, AH11.9, AH11.10	
Components				Weighting %
Knowledge and Understanding of course content	10%	5%	20%	35%
Historical skills in the analysis & evaluation of sources and interpretations	10%	5%	10%	25%
Historical inquiry & research	10%	5%		15%
Communication of historical information in appropriate forms	10%	5%	10%	25%
	40%	20%	40%	100%

# FRENCH

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Response to spoken/visual texts/oral presentation	Responses in English and French to a series of emails	Preliminary Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
<b>Outcomes Assessed</b>	2.2, 2.3, 2.6 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4 2.5, 3.1, 3.2, 3.3	
Components				Weighting %
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
	30%	30%	40%	100%



# Business Studies

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Topic Test	Business Plan	Yearly Examination	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	
<b>Outcomes Assessed</b>	P2, P5, P6 P7, P8	P4, P8, P9	P1, P2, P3, P4, P5, P6, P8, P10	
Components				Weighting %
Knowledge & Understanding	20%	5%	15%	40%
Stimulus Based Skills		5%	15%	20%
Inquiry & Research		20%		20%
Communication		10%	10%	20%
	20%	40%	40%	100%

# LEGAL STUDIES

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Task</b> The Legal System	<b>Case Study</b> The Individual and the Law	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
<b>Outcomes Assessed</b>	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9 P10	
Components				Weighting %
Knowledge and Understanding of course content	10%	10%	20%	40%
Analysis and Evaluation		10%	10%	20%
Inquiry and Research	10%	10%		20%
Communication and ideas/concepts in appropriate forms	10%	10%		20%
	30%	40%	30%	100%

# MODERN HISTORY

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	The Decline and Fall of the Romanov Dynasty  Source Analysis	Historical Investigation	Preliminary Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10	
<b>Outcomes Assessed</b>	MH11.3, MH11.6, MH11.7 MH11.9, MH11.10	MH11.1, MH11.2 MH11.3, MH11.4, MH11.5 MH11.8, MH11.9	MH11.1, MH11.3, MH11.4, MH11.5, MH11.6, MH11.9	
Components				Weighting %
Knowledge and Understanding of course content	15%	5%	20%	40%
Historical skills in the analysis & evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry & research	5%	10%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
	35%	30%	35%	100%

# SOCIETY & CULTURE

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Cultural Diversity Essay	Mini PIP	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10	
<b>Outcomes Assessed</b>	P1, P2, P3, P5	P6, P7, P8	P4, P6, P9, P10	
Components				Weighting %
Knowledge and Understanding of course content	15%	15%	20%	50%
Application and evaluation of social and cultural research methodologies	10%	10%	10%	30%
Communication of Information, Ideas and Issues in appropriate forms	5%	10%	5%	20%
	30%	35%	35%	100%

**PDHPE**

# COMMUNITY & FAMILY STUDIES

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Core 1 – RESOURCE MANAGEMENT  Case Study	Core 2 - INDIVIDUALS & GROUPS  Movie Analysis	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8-10	
<b>Outcomes Assessed</b>	P1-1, 4-2, P5-1, P6-1	P2-1, P2-3, P6-2	P1 – P3, P6 – P7	
Components				Weighting %
Knowledge and Understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
	30%	30%	40%	100%

# EXPLORING EARLY CHILDHOOD

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Pregnancy Childbirth Research	Food and Nutrition Practical and Written	Presentation	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 8	Term 3 Week 7	
<b>Outcomes Assessed</b>	1-1, 1-2, 1-4, 5-1 6-1, 6-2	1-3, 3-1, 4-1, 6-1	2-1, 2-3, 2-4 4-2, 4-3	
Components				Weighting %
Knowledge and Understanding of course content	10%	20%	20%	50%
Skills in critical thinking, research, analysis and communicating	15%	15%	20%	50%
	25%	35%	40%	100%

# HEALTH & MOVEMENT SCIENCE

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Depth Study	Collaborative Investigation	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	
<b>Outcomes Assessed</b>	HM-11-03 HM-11-04	HM-11-05 HM-11-06 HM-11-08	HM-11- (01 - 04) HM-11- (06 - 09)	
Components				Weighting %
Knowledge and Understanding of course content	15%	10%	15%	40%
Skills in critical thinking, research, analysis and communicating	15%	20%	25%	60%
	30%	30%	40%	100%



# SPORT, LIFESTYLE & RECREATION

## 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Games & Sports Applications Practical Test & Quiz	Athletics & Video Analysis	Sports Coaching Practical & Diary	
<b>Timing</b>	Term 1 Week 6-7	Term 2 Week 4-5	Term 3 Week 9	
<b>Outcomes Assessed</b>	1-1, 3-1, 4-4	2-5, 3-3, 5-2	2-1, 2-2, 3-2, 4-2	
Components				Weighting %
Knowledge and Understanding	10%	20%	20%	50%
Skills	15%	15%	20%	50%
	25%	35%	40%	100%

**TAS**

# DESIGN & TECHNOLOGY

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Designer Case Study	Charity Project	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 End	
<b>Outcomes Assessed</b>	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	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	10%	30%	20%	60%
	20%	40%	40%	100%

# ENGINEERING STUDIES

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Engineering Fundamentals & Engineered Product Analysis	Engineering Solution & Engineering Report	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	40%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	15%	25%		40%
	25%	35%	40%	100%

# FOOD TECHNOLOGY

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Food Availability and Selection Research Task	Nutrition Investigation	Yearly Examination	
<b>Timing</b>	Term 1 Week 9 Practical Assessment Week 11 Theory Component	Term 3 Week 2 Practical Assessment Theory Assessment	Term 3 Weeks 9-10	
<b>Outcomes Assessed</b>	P2.2, P3.2, P4.1 P4.4, P5.1	P2.1, P3.1, P3.2 P4.1, P4.4, P5.1	P1.1, P1.2, P2.2 P4.4, P5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		10%	30%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	20%	10%		30%
	30%	30%	40%	100%

# INDUSTRIAL TECHNOLOGY

# 2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Design Build - Project 1	Design Build - Project 2	Yearly Examination	
<b>Timing</b>	Term 2 Week 3	Term 3 Week 7	Term 3 End	
<b>Outcomes Assessed</b>	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3 P5.1, P5.2	P1.1, P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.3 P5.1, P6.1, P6.2	P1.1, P1.2, P2.1, P3.1 P6.1, P7.1, P7.2	
Components				Weighting %
Industry Study			15%	15%
Design, Management & Communication	10%	10%	10%	30%
Production	20%	20%		40%
Industry Related Manufacturing Technology	5%	5%	5%	15%
	35%	35%	30%	100%

# TEXTILES & DESIGN

2025

Task	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Communication Techniques Portfolio	Preliminary Textiles Project	Yearly Examination	
<b>Timing</b>	Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 9-10	
<b>Outcomes Assessed</b>	P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2 P2.3, P4.1	P1.1, P1.2, P3.1, P3.2 P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10%	10%	30%	50%
Skills and Knowledge in the design, manufacture and management of textiles projects	10%	30%	10%	50%
	20%	40%	40%	100%

**VET**



## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. You will be deemed “Competent”, if performance in all required assessment activities for the unit of competency is satisfactory, or ‘Not Competent’ if you are still developing skills and/or your performance is at an unsatisfactory level. This means a course mark is not allocated for competency- based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the **VET Student Induction Booklet** for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review. This UoC must be stated in the RTO’s TAS on commencement of the course. **Credit Transfer (CT)** may be given for a unit of competency previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO’s TAS on commencement of the course.

**N Determination** will be issued to a student who does not demonstrate due diligence and sustained effort in the course, and/ or participate in mandatory work placement and /or apply themselves to HSC course outcomes. This process may lead to an N determination for this subject which may prevent the achievement of the HSC. N determination will not be issued for failure to achieve competency but is about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information). For this

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer
- a N determination will be issued if work placement is not satisfactorily completed. This means the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment if one or more unit/s of competency is achieved
- the scheduled date for work placement is shown in the course assessment summary
- you will complete the supplied workplace journal applicable to your placement.

### Work placement advice from NESA in response to COVID-19

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**The HSC examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).** Where applicable this HSC examination is

- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. Where applicable, the satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the trial HSC examination. This mark is only used in the event of misadventure.

### VET Business Services Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business  Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Let's get tech savvy		Task 2 Organising business safety		Task 3 Working in industry		Yearly Exam	
			Week	9	Week	9	Week	10	Week	8 & 9
			Term	1	Term	2	Term	3	Term	3
Code	Unit of Competency	HSC Examinable	Date	28/3/25	Date	27/6/25	Date	26/10/25		
BSBTEC201	Use business software applications	Yes		X						X
BSBTEC202	Use digital technologies to communicate in the work environment	No		X						X
BSBWHS311	Assist with maintaining workplace safety	Yes				X				X
BSBINS302	Organise workplace information	No				X				X
BSBXCM301	Engage in workplace communication	Yes						X		X
BSBOPS201	Work effectively in business environments	No						X		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

**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".

### VET Construction Assessment Schedule Year 11 - 2025

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. <b>*Task 2 completion may be carried over to HSC year</b>			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out	Yearly Exam
			Week 3	Week 10	Week 11	Week 10	Week 9
			Term 1	Term 2	Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 14/2/25	Date 4/7/25	Date 11/4/25	Date 4/7/25	TBA
CPCWHS1001	Prepare to work safely in the construction industry	X	X				X
CPCCCA2002	Use carpentry tools and equipment	X		X			X
CPCCCM2005	Use construction tools and equipment	X		X			X
CPCCCA2011	Handle carpentry materials	X		X			X
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X			X		X
CPCCCM1011	Undertake basic estimation and costing	X				X	X
CPCCOM1015	Carry out measurements and calculations	X				X	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”.

### VET Hospitality (Cookery) Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery  Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1		Task 2		Yearly Exam
			Week	10	Week	3	Week 9
			Term	2	Term	3	Term 3
Code	Unit of Competency	HSC Examinable	Date	4/7/25	Date	8/8/25	TBA
SITXWHS005	Participate in safe work practices	X	X				X
SITXFSA005	Use hygienic practices for food safety	X	X				X
SITXFSA006	Participate in safe food handling procedures	X	X				X
SITHCCC025	Prepare and present sandwiches		X				X
SITXCOM007	Show social and cultural sensitivity	X			X		X
SITXCCS011	Interact with customers	X			X		X

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

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

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

## VET Manufacturing and Engineering Assessment Schedule Year 11 - 2025

<b>Assessment Tasks for</b> MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. <i>*Task 2 completion may be carried over to HSC year</i>		<b>Task 1</b> Welcome to the industry	<b>Task 2</b> Right tool right job	<b>Task 3</b> Engineering in practice
<b>Code</b>	<b>Unit Name</b>	<b>Date 30/5/25</b>	<b>Date 26/9/25</b>	<b>Date 26/9/25</b>
<b>MEM13015</b>	<b>Work safely and effectively in manufacturing and engineering</b>	X		
<b>MEM16006</b>	<b>Organise and communicate information</b>	X		
<b>MEM11011</b>	<b>Undertake manual handling</b>	X		
<b>MEM18001</b>	<b>Use hand tools</b>		X	
<b>MEM18002</b>	<b>Use power tools/hand held operations</b>		X	
<b>MEM12024</b>	<b>Perform computations</b>			X
<b>MEM16008</b>	<b>Interact with computer technology</b>			X
<b>MEM07032</b>	<b>Use workshop machines for basic operations</b>			X

**Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.**

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”.