



ALBION PARK HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

YEAR 11 COURSE

ASSESSMENT POLICY AND SCHEDULE



**INFORMATION FOR STUDENTS ON
COURSES TO BE EXAMINED**

IN 2025

Our Values

RESPECT RESPONSIBILITY COMMITMENT

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1. INTRODUCTION

Year 11 Courses of the Higher School Certificate are internally assessed within Albion Park High School. There are NO external examinations. Students will work towards satisfactory completion of the Year 11 course as a prerequisite for commencement of HSC course and the ROSA. The ROSA is a cumulative credential showing Year 10 and Year 11 grades courses completed.

Schools are required to submit grades for all students completing any Stage 6 Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

The grade awarded to each student at the completion of a Stage 6 Year 11 course will indicate the student's overall achievement in relation to the Common Grade Scale for Year 11 courses. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus.

This document provides information relating to the assessment of Year 11 courses at Albion Park High School. Further information relating to HSC courses examined in 2023 will be provided early in Term 4.

2. YEAR 11 COURSE ASSESSMENT

School based assessment for Year 11 Courses is carried out to determine if students have satisfactorily completed requirements for each Year 11 Course being studied.

The standards-based approach to assessment and reporting in Year 11 consists of a range of school-based assessment tasks that measure overall achievement in each course. Each student's achievement is reported using detailed and meaningful information on what he or she knows, understands and can do.

Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award students at the end of the Year 11 course.

3. THE ASSESSMENT PROGRAM

The Assessment Program will commence from Week 5 of Term 1, 2023 and conclude at the end of Term 3, 2023, with final formal exams in most subjects.

To coordinate the timing of assessment tasks in different courses the following procedures will apply:

- each student will be provided with an assessment task schedule which will indicate when assessment tasks in each course will occur (See attached schedule).
- class teachers will provide students with a schedule of assessment tasks for each course specifying the various tasks (tests, assignments, etc) and the marks allocated for each task.

While the schedule is provided as a guide to when assessment tasks will occur, unforeseen circumstances may result in a change of dates for an assessment task, which will be made in writing. Where possible, students should expect at least two weeks' notice of the change of date for that assessment task

4. ASSESSMENT ADVICE FOR HSC VET COURSES

Assessment in VET courses is competency-based. This means that you need to demonstrate that you 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 demonstrations, portfolios, or assignments.

You may be deemed 'Competent' if your performance in all required assessment activities is satisfactory or 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. 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 you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternatively, 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 yet achieved'. You 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 issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

Credit Transfer will 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. **(Refer to the specific course assessment summary for more detailed information).**
Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you 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. (Refer to the specific course assessment summary for more detailed information).

- 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. 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the Trial HSC. The Trial HSC exam mark will be used to determine an estimated mark, which will be submitted to NESA.

5. SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

(i) Albion Park High School Requirements

Students are expected to make a reasonable attempt at all tasks in each of the courses they are studying.

Students are expected to have a satisfactory attendance record to enable them to achieve the course outcomes for each course studied. Parents/guardians will be notified in writing if a student's progress is being affected by absences.

Students and their parents/guardians will be notified in writing if the possibility exists that a student might not satisfactorily complete a Higher School Certificate Course. Any appeal relating to a Higher School Certificate Course **NOT SATISFACTORY COMPLETED** must be made to the Principal during September 2025. Appropriate forms will be made available for this purpose.

(ii) NSW Education Standards Authority (NESA) Requirements

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

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

6. TYPES OF ASSESSMENT TASKS

(i) FORMAL ASSESSMENT TASKS

Students may be given Formal Assessment Tasks as per the individual course schedule. A Year 11 Examination period may also be included as part of the assessment. The purpose of Formal Assessment Tasks is to determine a Final Assessment Mark for the Year 11 Course being studied and assist in providing evidence a student has satisfactorily completed a Year 11 Course.

Students will be provided with information for each course being studied, which will outline the nature of the Formal Assessment Tasks and the Assessment Period when they will occur.

Student responsibilities related to Formal Assessment Tasks are found elsewhere in this booklet.

(ii) CLASS TASKS

In addition to the Formal Assessment Tasks, students will be required to complete class tasks such as class assignments, practical work and reports, written work, guided revision, pre-reading tasks and associated homework tasks.

The satisfactory completion of class tasks will assist in providing evidence that a student has satisfactorily completed a Year 11 Course.

7. ATTENDANCE AND SATISFACTORY COMPLETION OF A COURSE

Principals may determine that, as the result of absence, the course completion criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

Late arrival without an adequate excuse will be considered as a partial absence and may lead to an unsatisfactory record of attendance.

8. NON-COMPLETION OF COURSE REQUIREMENTS - 'N' DETERMINATION

Students judged not to have satisfactorily met course requirements will have neither Assessment nor examination marks reported.

When a candidate has not satisfied requirements for a course the Principal must:

- indicate to NESA that a student has not satisfactorily completed a course by inserting an 'N' in the space next to the school assessment grade on the Assessment Collection Schedule
- advise the student of the determination, its consequences, and the student's right to a school review and subsequent appeal to the NESA.

If a student is at risk of not meeting the assessment requirements in a course, a warning must be given.

9. STUDENT RESPONSIBILITIES

(i) Assessment Schedule

Students must:

- have a copy of the Assessment Schedule for Formal Assessment Tasks for each course studied
- present work according to the schedule of dates for assessment tasks
- be aware of the penalties for non or late submission of assessment tasks
- be aware of the procedure to be followed if absent when a task is to be submitted, or completed in class
- satisfactorily explain all full and partial absences.

(ii) Presenting Work

Students must:

- present their own work
- submit work in an appropriate format as instructed in the task notification
- not interfere with the efforts of others
- maintain a back-up copy of work completed electronically. (A computer crash or hardware failure or software malfunction will not be accepted as a reason for not completing or submitting a task.)
- take responsibility for ensuring that tasks submitted via email have been received by their teacher.

10. TEACHER RESPONSIBILITIES

Class teachers must:

- ensure that students have a copy of the Assessment Schedule for their course
- follow the Assessment Schedule for their subject
- give students AT LEAST TWO WEEKS notice of the date of an assessment task ensuring that absent students receive the information the next time the student attends the class. The notice should include outcomes to be tested by the task, administrative information concerning the task, an outline of the nature of task, and criteria by which the task will be assessed
- where an assessment task needs to be rescheduled, negotiate with students concerning a suitable date. TWO WEEKS notice should be given.

11. NON-COMPLETION OF ASSESSMENT TASKS

To satisfactorily complete a course, students will have attempted all assessment tasks.

In cases where a candidate fails to complete an assessment task, a zero will be recorded for that task.

When a student fails to complete assessment tasks which contribute in excess of 50% of available marks, then the student will AUTOMATICALLY be deemed to HAVE NOT SATISFACTORILY COMPLETED that course.

(i) ABSENCE FROM AN ASSESSMENT TASK

When the Absence will be known in advance

If a student knows that they will be unavoidably absent when an in class assessment task is scheduled, they must submit an illness/misadventure application before the absence. If accepted they must negotiate with the class teacher concerning rescheduling of the task.

Note: Exams may not be rescheduled, an estimate may be provided. Documentary evidence must be supplied to support a valid reason for absence.

This requirement also applies if the student will be absent while representing the school on sporting, cultural, or educational representative duties.

When the Absence was not known in advance:

If absent from school when an assessment task was completed, students must complete an illness/misadventure form and provide documentary evidence (eg a doctor's certificate or other valid explanation) to support their reason for absence on the next day the student attends school. If the absence is longer than three days, documentary evidence must be sent to the school by the third day after the task.

If the illness/misadventure is accepted, then the student must negotiate with the class teacher and Head Teacher concerning whether the task or substitute task may be carried out or an estimate be provided.

For exams, an Illness and Misadventure appeal must be completed for each affected exam. These forms are available from the Head Teacher, Administration – Mrs Cole.

(ii) LATE SUBMISSION OF TASKS/MISADVENTURE/ILLNESS

When a student has been ill or has been adversely affected during a particular task, it may be possible to apply for an extension of time or to complete a substitute task. This application with supporting documentation where appropriate, should be made to the relevant course teacher and approved by the Head Teacher. If the Principal considers that a valid reason exists for non-completion of a task, then an estimate based on other evidence may be made.

If a student submits a task after the due date for submission, then a **ZERO** assessment will be given for that task unless an extension of time has been granted in writing.

However, submission of the task is essential for satisfactory completion of the course.

12. MALPRACTICE

- (i) The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.
- (ii) Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:
 - a) [All My Own Work](#) (or its equivalent), and
 - b) [HSC Rules and Procedures Guide](#), and
 - c) [HSC minimum standard: Malpractice and breaches of test rules](#), and
 - d) [HSC practical exams](#).
- (iii) NESAs rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.
- (iv) Malpractice is any attempt to gain an unfair advantage over other students.
- (v) Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).
- (vi) Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- (vii) Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- (viii) Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

- (i) Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- (ii) Misrepresentation can include but is not limited to:
 - a) making up journal entries for a project, and/or
 - b) submitting falsified or altered documents¹, and/or
 - c) referencing incorrect or non-existent sources, and/or
 - d) contriving false explanations to explain work not handed in by the due date.

Plagiarism

- (i) Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
- (ii) When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
- (iii) Plagiarism includes but is not limited to:
 - a) copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b) using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c) building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d) using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

- (i) Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- (ii) Collusion includes but is not limited to:
 - a) sharing answers to an assessment with other students, and/or
 - b) submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c) contract cheating by outsourcing work to a third party, and/or
 - d) unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

- (i) All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.
- (ii) When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
- (iii) A breach of assessment conditions includes any breach of:
 - a) HSC exam rules and procedures, and
 - b) HSC minimum standard test rules and procedures.
- (iv) Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Cases of malpractice will be dealt with in line with the school's malpractice policy. Any case of proven dishonesty or malpractice by a student in an assessment task *may* result in a zero mark being awarded for the task. Parents will be informed by letter from the Principal in such cases.

MALPRACTICE



Aim	To ensure fairness and integrity in all school assessments by upholding academic honesty, protecting student rights, promoting ethical conduct, complying with regulations, and encouraging transparency and accountability.		
Rationale	This policy ensures that school assessments are fair and honest. By promoting academic honesty and protecting student rights, we create a trustworthy environment. Encouraging ethical behaviour among students and staff fosters responsibility and respect. Following educational regulations helps avoid disputes, and being transparent and accountable maintains the credibility of our assessments. Overall, this policy supports the quality and reliability of our assessments.		
Identification of Malpractice	Any student who is suspected of Malpractice will be managed in line with the steps below;		
	CT HT	1. Teacher identifies potential malpractice. Where malpractice is suspected teachers can utilise draftback, google history, AI detectors etc 2. Teacher refers to Head Teacher, evidence is collected for referral to Deputy Principal. 3. Head Teacher collaborates with relevant Deputy Principal, collates information to be presented to the Malpractice Panel.	
Investigating Malpractice	DP	4. Deputy Principal takes information to the Malpractice Panel (DP, HT T&L and/or HT Wellbeing, Teacher Representative).	
	CT	If it is not deemed to be malpractice, the student has nothing to answer to, teacher marks assessment task as per usual.	
	DP	If deemed malpractice:	
	Student	a) DP Contacts student and parent. b) The student is given the opportunity to produce evidence that they have not engaged in malpractice within an appropriate time frame. It is the student's responsibility to prove this, samples of evidence could include, but not limited to: i. Draft document ii. Google review history iii. Reference links to sources iv. Evidence of group collaboration	
	Panel	c) Panel makes a final decision and outcome, based on the schools and student's evidence	
Communication		d) Panel refers final decision to the principal.	
	Principal	e) Principal informs via letter of final decision and outcome ie. Zero, Partial marking, Alternative Task etc	
	DP	DP Updates Schools Online with Plagiarism	
Evaluation	<p><i>This policy will be reviewed as part of the school's three-year review cycle</i></p> <p><i>This policy was last ratified by School P&C in September 2024</i></p>		

13. MISADVENTURE

Occasionally there may be circumstances where a scheduled assessment task needs to be cancelled or the results of a task discarded where there has been reasonable concern that the validity or security of the task has been compromised. In any such circumstance the course teacher(s), following approval from the appropriate Head Teacher, may set an alternative, but similar task. Due regard will be given to students' assessment schedules. The Principal will be informed in such a circumstance.

14. RIGHTS OF APPEAL

Appeals in relation to assessment generally may only be made in the circumstances outlined below. There is a standard procedure for making an appeal in each circumstance and information regarding appeals must be made available to students or the parent/guardian on request.

A **student** may appeal against a mark and ranking awarded for an assessment task **ONLY** at the time that information is supplied to the student by the course teacher. While the course teacher may deal with an informal appeal, students are advised to make appeals **in writing**.

A student or their parent/guardian (if the student is under 18 years of age) may appeal against an 'N' determination. Information regarding the appeal process and the time limit for the submission of the appeal will be supplied to the student or the parent/guardian at the time they are advised of the 'N' determination.

15. ASSESSMENT OF DISTANCE EDUCATION SUBJECTS AND SUBJECTS DELIVERED BY TAFE OR OTHER ACCREDITED OUTSIDE PROVIDERS.

The small number of Albion Park High School students who either study a subject through the Distance Education School, the Open High School, TAFE or some other accredited provider, will be assessed by the relevant school or provider. Each of these schools or providers will provide assessment information to their students.

16. FURTHER INFORMATION

Further information relating to general issues may be obtained from the

Deputy Principal	Ms Catherine Cohen
Principal	Mr Neal Reed
Year Adviser	Mr Sam Kilborn
Exam Coordinator	Mrs Frances Cole

ILLNESS AND MISADVENTURE FORM

If illness, accident, misadventure or special circumstances prevents a student from completing a set task on or by the due date, the school must be advised immediately the situation is known. On the day of returning to school this form must be completed and returned to the Head Teacher of the subject affected.

Students are responsible for the completion of Part A of the illness and misadventure form as well as ensuring that it is handed to the subject Head Teacher.

Part A

1. Family Name: _____ First Name: _____ Year 10 11 12
2. Assessed Task: _____

3. Due Date: ____ / ____ / ____

4. Reason for this application:

☐ Absence ☐ Non-completion

Due to . . .

☐ Illness ☐ Accident/Misadventure ☐ Special circumstances

Attach supporting documents such as Medical Certificates (the signature and endorsement of the Principal, Deputy or School counsellor may be sought for details in this part)

Details:

Medical Certificate from _____ (Doctor) Attach a copy

Signature of Student Date ____ / ____ / ____ Signature of Parent

Part B

5. Subject KLA: _____
Class teacher Comment: _____

6. Head Teacher/s Decision

☐ Not supported: Insufficient cause, assessment confirmed

Warning letter to be issued immediately

☐ Supported

7. Resolution agreement:

Extension ☐ of time without penalty OR
Set a ☐ substitute task OR
Give an ☐ estimate based on the evidence OR
☐ Assessment confirmed

Completion Date: ____ / ____ / ____ Student Signature: _____

Head Teacher Signed: _____ ☐ SENTRAL Entry

(Note: A copy of this is to be kept in faculty records, original in student file)

COURSE: YEAR 11 ANCIENT HISTORY 2024



Assessment Task		Task 1 Archaeological Skills & Source Analysis Exam	Task 2 Historical Investigation Research Task	Task 3 Yearly Examination
Due Date		Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 8 - 9
Outcomes		AH11-1, AH11-2, AH11-4, AH11-6, AH11-10	AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-3, AH11-5, AH11-6, AH11-7, AH11-9
Component	Weighting			
Knowledge & understanding of course content	40%	10%	5%	25%
Historical skills in the analysis & evaluation of sources & interpretations	20%	0%	10%	10%
Historical inquiry & research	20%	10%	10%	0%
Communication of historical understanding in appropriate terms	20%	10%	5%	5%
Total	100%	30%	30%	40%

COURSE: YEAR 11 BIOLOGY 2025



Assessment Task		Task 1 Aspect of Depth Study	Task 2 Practical Investigation	Task 3 Yearly Examination
Module		Module 4	Module 1	Modules 1,2,3,4
Due Dates		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8 - 9
Outcomes		BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-11	BIO11/12-2 BIO11/12-5 BIO11/12-6 BIO11-8	BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Component	Weighting			
Knowledge & understanding of course content	40%	15%	15%	10%
Skills in working scientifically	60%	25%	25%	10%
Total	100%	40%	40%	20%

COURSE: YEAR 11 BUSINESS STUDIES 2025



Assessment Task		Task 1 Small Business in Australia – Media Analysis	Task 2 Business Research Report	Task 3 Yearly Examination
Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8 - 9
Outcomes		P2, P3, P6, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P10
Component	Weighting			
Knowledge & understanding of course content	40%	10%	15%	15%
Stimulus-based skills	20%	0%	0%	20%
Inquiry & research	10%	5%	5%	0%
Communication of business information, ideas and issues in appropriate forms	30%	10%	15%	5%
Total	100%	25%	35%	40%

COURSE: YEAR 11 CHEMISTRY 2025



Assessment Task		Task 1 Practical Investigation	Task 2 Depth Study	Task 3 Yearly Examination
Module		Module 1	Modules 1 & 2	Modules 1, 2, 3 & 4
Due Dates		Term 2 Week 3	Term 3 Week 2	Term 3 Week 8-9
Outcomes		CH11/12-2 CH11/12-5 CH11/12-6 CH11-8 CH11-9	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8 CH11-9	CH11/12-1 CH11/12-2 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11
Component	Weighting			
Knowledge & Understanding of Course Content	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
Total	100%	30%	30%	40%

COURSE: YEAR 11 ENGLISH ADVANCED 2025



Assessment Task		Task 1 Reading to Write Portfolio and Reflection	Task 2 Module A: Narratives that Shape Our World Multimodal Presentation	Task 3 Yearly Examination
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 - 9
Outcomes		EA11-3 EA11-4 EA11-5 EA11-9	EA11-1 EA11-2 EA11-6 EA11-7	EA11-3 EA11-5 EA11-8
Component	Weighting			
Knowledge & understanding of course content	50%	15%	15%	20%
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	50%	15%	20%	15%
Total	100%	30%	35%	35%

COURSE: YEAR 11 ENGLISH EXTENSION 1 - 2025



Assessment Task		Task 1 Texts, Culture and Value: Creative Writing Task	Task 2 Related Research Project: Multimodal presentation and reflection	Task 3 Yearly Examination
Due Date		Term 2 Week 3	Term 3 Week 4	Term 3 Week 8 - 9
Outcomes		EE11-1 EE11-2 EE11-3	EE11-1 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5
Component	Weighting			
Knowledge & understanding of complex texts & of how & why they are valued	50%	10%	20%	20%
Skills in complex analysis, sustained composition & independent investigation	50%	10%	20%	20%
Total	100%	20%	40%	40%

COURSE: YEAR 11 ENGLISH STANDARD 2025



Assessment Task		Task 1 Reading to Write Portfolio and Reflection	Task 2 Module A: Contemporary Possibilities Multimodal Presentation	Task 3 Yearly Examination
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 - 9
Outcomes		EN11-1 EN11-3 EN11-5 EN11-9	EN11-2 EN11-3 EN11-6 EN11-7 EN11-8	EN11-1 EN11-4 EN11-5
Component		Weighting		
Knowledge & understanding of course content	50%	10%	20%	20%
Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	50%	20%	10%	20%
Total	100%	30%	30%	40%

COURSE: YEAR 11 ENGLISH STUDIES 2025



Assessment Task		Task 1 English in Education, Work and the Community Careers Research Task	Task 2 English and the Media Media Campaign	Task 3 Writing Portfolio
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7
Outcomes		ES11-1 ES11-3	ES11-6 ES11-8 ES11-9	ES11-2 ES11-4 ES11-5 ES11-7 ES11-10
Component	Weighting			
Knowledge & understanding of course content	50%	15%	20%	15%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately & effectively 	50%	10%	15%	25%
Total	100%	25%	35%	40%

COURSE: YEAR 11 HEALTH AND MOVEMENT SCIENCE 2025



Assessment Task		Task 1 In-class task	Task 2 Collaborative Investigation	Task 3 Yearly Examination
Module		Focus Area 1 & Depth Study	Focus Area 2	Focus Area 1 , Focus Area 2 & Depth Studies
Due Date		Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 8 - 9
Outcomes		HMS11-1, HMS11-2, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS11-9, HMS11-10	HMS11-3, HMS11-4, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS11-9, HMS11-10	HMS 11-1, HMS11-2, HMS11-3, HMS11-4, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS11-9, HMS11-10
Course Component	Weighting			
Knowledge & understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing & communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%

**COURSE: YEAR 11 INDUSTRIAL TECHNOLOGY
TIMBER PRODUCTS & FURNITURE
TECHNOLOGIES - 2025**



Assessment Task	Task 1 Industry Study		Task 2 Practical Project with Related Management Folio	Task 3 Yearly Examination
Due Date	Term 2 Week 5		Term 3 Week 7	Term 3 Week 8 - 9
Outcomes	P3.1 P5.1 P3.3, P6.2		P2.2 P3.2 P4.1 P4.2 P4.3 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1 P7.2
Component	Weighting			
Knowledge & understanding of course content	40%	15%	15%	15%
Knowledge & skills in the management, communication & production of projects	60%	15%	30%	15%
Total	100%	30%	40%	30%

COURSE: YEAR 11 INVESTIGATING SCIENCE 2025



Assessment Task		Task 1 Cause and Effect – Observing	Task 2 Models Depth Study	Task 3 Yearly Examination
Module		Module 1	Module 3	Modules 1,2,3,4
Due Dates		Term 1 Week 8	Term 3 Week 4	Term 3 Week 8 - 9
Outcomes		INS11/12-2, INS 11/12-5 INS 11/12-6, INS 11-8 INS 11-9	INS 11/12-1, INS 11/12-3 INS 11/12-4, INS 11/12-7 INS 11-10	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6 INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
Knowledge & understanding of course content	40%	15%	10%	20%
Skills in working scientifically	60%	3%	20%	20%
Total	100%	30%	30%	40%

COURSE: YEAR 11 LEGAL STUDIES 2025



Assessment Task		Task 1 Media Research Presentation	Task 2 Law in Practice – Evaluation Response Task	Task 3 Yearly Examination
Approximate Date		Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 8 - 9
Outcomes		P1, P4, P6, P7, P8	P1, P4, P7, P8, P10	P2, P3, P5, P7, P9
Component	Weighting			
Knowledge & understanding of course content	60%	15%	15%	30%
Research	20%	10%	10%	0%
Communication	20%	5%	10%	5%
Total	100%	30%	35%	35%

COURSE: YEAR 11 MATHEMATICS ADVANCED – 2025



Assessment Task		Task 1 Class Task	Task 2 Class Task	Task 3 Yearly Examination
Due Date		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 8 - 9
Outcomes		MA11-1 to MA11-9	MA11-1 to MA11-9	MA11-1 to MA11-9
Component	Weighting			
[A]: Understanding, fluency & communicating	50%	15%	15%	20%
[B]: Problem solving, reasoning & justification	50%	15%	15%	20%
Total	100%	30%	30%	40%

Dated 13/11/24

COURSE: YEAR 11 MATHEMATICS EXTENSION 1 – 2025



Assessment Task		Task 1 Class Task	Task 2 Class Task	Task 3 Yearly Examination
Due Date		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8 - 9
Outcomes		ME11-1 to ME11-7	ME11-1 to ME11-7	ME11-1 to ME11-7
Component	Weighting			
[A]: Understanding, fluency & communicating	50%	15%	15%	20%
[B]: Problem solving, reasoning & justification	50%	15%	15%	20%
Total	100%	30%	30%	40%

Dated 13/11/2024

COURSE: YEAR 11 MATHEMATICS STANDARD 2025



Assessment Task		Task 1	Task 2	Task 3 Yearly Examination
Due Date		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 8 - 9
Outcomes		MS11-1 to 11-10	MS11-1 to 11-10	MS11-1 to 11-10
Component	Weighting			
[A]: Understanding, fluency & communicating	50%	15%	15%	20%
[B]: Problem solving, reasoning & justification	50%	15%	15%	20%
Total	100%	30%	30%	40%

Dated 15/11/2024

COURSE: YEAR 11 MODERN HISTORY 2025



Assessment Task		Task 1 Case Study	Task 2 Historical Investigation Research Task	Task 3 Yearly Examination
Due Date		Term 1 Week 11	Term 2 Week 8	Term 3 Week 8 - 9
Outcomes		MH11-3, MH11-6, MH11-7 MH11-9, MH11-10	MH11-2, MH11-4, MH11-5, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9
Component	Weighting			
Knowledge & understanding of content	40%	10%	5%	25%
Historical skills in the analysis & evaluation of sources	20%	0%	10%	10%
Historical inquiry & research	20%	10%	10%	0%
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
Total	100%	30%	30%	40%

COURSE: YEAR 11 PHYSICS 2025



Assessment Task		Task 1 Investigation	Task 2 Depth Study	Task 3 Yearly Examination
Module		Module 1-2	Module 3	Modules 1,2,3,4
Due Dates		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8 - 9
Outcomes		PH11/12-1 to 7 PH11 - 10	PH11/12-1 to 7 PH11 - 10	PH11/12-1 to 7 PH1 1- 8 to 11
Component	Weighting			
Knowledge & understanding of course content	40%	5%	10%	25%
Skills in working scientifically	60%	25%	20%	15%
Total	100%	30%	30%	40%

COURSE: YEAR 11 SOCIETY & CULTURE 2025



Assessment Task		Task 1 Social & Cultural World Investigation	Task 2 Presentation & Research Task	Task 3 Yearly Examination
Due Date		Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 8-9
Outcomes		P1, P3, P7, P9, P10	P2, P4, P8, P9, P10	P4, P5, P6, P9, P10
Component	Weighting			
Knowledge & understanding of course content	50%	10%	15%	25%
Application & evaluation of social & cultural research methods	30%	10%	15%	5%
Communication of information, ideas & issues in appropriate forms	20%	5%	10%	5%
Total	100%	25%	40%	35%

COURSE: YEAR 11 VISUAL ARTS 2025



Assessment Task		Task 1 Art Criticism & Art History: Short Answer Responses Art Marking: Artwork & VAPD	Task 2 Art Making: Experimental Drawing VAPD & Portrait Artwork(s)	Task 3 Art Criticism & Art History: Yearly Examination
Due Date		Term 1 Week 10	Term 3 Week 1	Term 3 Week 8 - 9
Outcomes		Art Making: P3 P5 Theory: P9	Art Making: P1 P2	Art Making: P1 P2 P3 P4 P5 P6 Theory: P7 P10
Component	Weighting			
Art Making	50%	20%	30%	0%
Art Critical and Art Historical	50%	20%	0%	30%
Total	100%	40%	30%	30%



School Name: _____

Brick and Block Laying 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. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		X			
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”.



School Name: _____

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week
			Term	Term
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20322 Certificate II in Hospitality.

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".



School Name: _____

Assessment Schedule Year 11 - 2025

Assessment Tasks for 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. *Task 2 completion may be carried over to HSC year		Task 1 Welcome to the industry	Task 2 Right tool right job	Task 3 Engineering in practice
Code	Unit Name	Week Term Date	Week Term Date	Week Term Date
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BMEM10119 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”.

School Name: _____

Blended – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Choose - Care for Livestock or Treat Plants
Code	Unit of Competency	HSC Examinable	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
AHCWHS202	Participate in workplace health and safety processes	√	X					
AHCMOM202	Operate tractors			X				
AHCMOM304	Operate machinery and equipment			X				
AHC BIO203	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
AHCPMG202	Treat plants, pests, diseases and disorders	√						X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BAHC20122 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”.

Year 11 Assessment Schedule, 2025

Subject Distribution

Term 1, 2025

Week	
1	
2	
3	
4	
5	
6	
7	Ancient History Mathematics Extension 1
8	Business Studies Investigating Science
9	English Advanced English Standard English Studies Mathematics Advanced Mathematics Standard
10	Biology Physics Visual Arts
11	Legal Studies Modern History Society & Culture

Year 11 Assessment Schedule, 2025

Subject Distribution

Term 2, 2025

Week	
1	
2	Health & Movement Science
3	Chemistry English Extension 1
4	
5	Ancient History Industrial Technology – Timber Products & Furniture
6	Mathematics Advanced Mathematics Extension 1 Mathematics Standard
7	Business Studies Legal Studies
8	Biology Modern History
9	English Advanced English Standard English Studies Society & Culture
10	Physics

Year 11 Assessment Schedule, 2025

Subject Distribution

Term 3, 2025

Week	
1	Visual Arts
2	Chemistry
3	
4	English Extension 1 Investigating Science
5	
6	Health & Movement Science
7	English Studies Industrial Technology – Timber Products & Furniture
8	YEARLY EXAMS
9	YEARLY EXAMS
10	