

Stage 6 - Preliminary Assessment Guidelines



**THE JANNALI
HIGH SCHOOL**

CONNECT | THRIVE | ACHIEVE

THE JANNALI HIGH SCHOOL

2025

For students, parents and teachers

2025 Calendar

January

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December

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Term Dates & Vacation Dates 2025

Term 1 (11 weeks)	Thursday, 6 February 2025	Friday, 11 April 2025
Autumn Vacation	Monday, 14 April 2025	Tuesday, 29 April 2025
Term 2 (10 weeks)	Wednesday, 30 April 2025	Friday, 4 July 2025
Winter Vacation	Monday, 7 July 2025	Monday, 21 July 2025
Term 3 (10 weeks)	Tuesday, 22 July 2025	Friday, 26 September 2025
Spring Vacation	Monday, 29 September 2025	Monday, 13 October 2025
Term 4 (10 weeks)	Tuesday, 14 October 2025	Friday, 19 December 2025

Public Holidays

New Year's Day	Wednesday, 1 January
Australia Day	Monday, 27 January
Good Friday	Friday, 18 April
Easter Monday	Monday, 21 April
Anzac Day	Friday, 25 April
King's Birthday	Monday, 9 June
Labour Day	Monday, 6 October
Christmas Day	Thursday, 25 December
Boxing Day	Friday, 26 December

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PRELIMINARY HIGHER SCHOOL CERTIFICATE

ASSESSMENT POLICY AND SCHEDULE

Information for students and parents

The Purpose of Preliminary Assessment

Assessment is carried out by schools for the NSW Education Standards Authority (NESA). It consists of set assessment tasks in each subject.

As well as preparing students for the HSC Assessment Program, the Preliminary HSC Assessment Program is designed to give students credit for:

- aspects of their courses which are not tested by the HSC Examination, eg practical skills, research skills, field studies and oral skills.
- their overall achievement in a Preliminary HSC course

At the end of the Preliminary HSC course, schools must provide the NESA with an indication of each student's performance. Student achievement will be reported using A – E grades (see page 7).

Completion of the "All My Own Work" program is mandatory for all Year 11 students and a prerequisite for student enrolment with NESA.

Reporting to Parents

Students will receive feedback on individual assessment tasks, as well as formal school reports.

At the beginning of Year 11, students and parents will receive an Interim Report (in Term 1) that provides generalised information about each student's application and behaviour in each course, as they transition to the senior school.

In addition to this, two formal school reports will be provided on a student's progress during the Preliminary HSC assessment period. Each report will provide an indication of:

- the student's exam mark and exam rank; and
- the student's cumulative rank, based on the cumulative assessment mark for that period.

If students have questions about marks awarded for ANY task, they must raise them with their teacher when the task is returned from marking. If, after consultation with the teacher, there is still a problem, they should consult with the Head Teacher of the Faculty concerned and then the Principal if there is still concern.

SCHOOL ASSESSMENT GUIDELINES – General Requirements

The NSW Education Standards Authority requires that each school develop an Assessment Program for each subject course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course using course outcomes
- specify the mark value for each task
- inform students of the Preliminary / HSC Assessment requirements for each course
- keep records of each student's performance on each task
- provide students with information on their progress

The assessment guidelines provided in this handbook were prepared from NESA subject guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed. Students may obtain advice regarding their Preliminary assessments from their subject teacher, the subject Head Teacher, or from their Student Adviser and Careers Adviser.

The School reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised to the students concerned.

School Assessment

This information applies to all subjects.

The assessment mark is calculated using a series of **tests, assignments, field study work, research projects, oral and aural work, performances and examinations** conducted during the Preliminary School Certificate course that commences Term 1, 2025. The assessment mark measures student achievement relative to a set of predetermined standards. Assessment does not take into account student conduct.

Since there are only limited tasks in most of the Assessment Schedules, it is important to realise that in order to gain competence in the skills required to complete these tasks and/or examinations, there will be other tasks required from the students. **If students do not attempt these non-assessable tasks, they will not only have missed out on important practice and feedback from their teachers, but they may also have their eligibility for the Record of School Achievement (RoSA) revoked for not having satisfactorily completed a subject.**

It is the responsibility of each student to read their assessment schedules so as to be aware of the nature and timing of assessable tasks. Not knowing about a deadline will not be an acceptable excuse for lateness or non-completion.

Assessment Practices in Action

Each subject will provide adequate time when providing written notifications of formal assessment tasks (usually up to 2 weeks' notice will be provided depending on the task). It is expected that students acknowledge receipt of assessment notification through the Google classroom to indicate they have:

- received the task notification
- submitted the task for marking

Common Grade Scale for Preliminary Courses

The Common Grade Scale, shown below, will be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels across all Key Learning Areas and Subjects:

Grade	Performance Descriptor
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Each teacher will assess student levels of achievement in their subject and then judge their level of performance based on the Course Performance Descriptors. Students need to be aware of the demands of each grade in order to assess what they need to do to improve their level of attainment.

The Grades for the ROSA, listed above, include both formal assessment and all informal assessment as well. As a result, classroom learning experiences and homework become important indicators of the student's level of achievement, not just the formal assessment task results.

“N” Determinations

Any student considered not to have met the minimum requirements for a Preliminary course will be issued with a *Non-Completion of Course (“N” Determination)*. Students will be issued with at least 2 warning letters prior to the issue of an “N” determination. Warning letters can be issued for non-completion of set work and/or unsatisfactory participation in lessons.

School Procedures for students who would be under consideration for ‘N’ award or ineligibility for the RoSA are listed below:

- 1 Initially a letter will be sent to students by class teachers and Head Teachers outlining the area or areas where problems exist, if a task or classwork needs to be completed and the consequences of not addressing these. This letter will be supplemented if necessary by counselling/interview. Warning letters can be issued for non-completion of set tasks and/or unsatisfactorily following the course and/or lack of diligence and sustained effort.
- 2 If there is insufficient improvement, a further letter will be sent to the student again outlining consequences of failure to meet requirements. This letter will be accompanied by additional interview/counselling by the Head Teacher and class teacher of the relevant subject/s. This will also include the construction of an improvement plan. The Deputy Principal may become involved at this stage.
- 3 Failure to address the issues of concern can lead to an ‘N’ determination in that subject.
- 4 Copies and a record of these letters and interviews will be maintained by the Head Teacher and Deputy Principal.

Assessment of Industry Curriculum Framework Courses (VET courses)

For all industry curriculum framework courses (i.e. Hospitality and Construction), all assessment is competency based. An assessment mark is not required by NESAs. NESAs require a list of units of competency achieved to be submitted.

For 240 hour courses (i.e. 2 unit courses) there are two assessment components:

Internal Assessment Requirements

- Assessment tasks are competency-based;
- Judgement of competency is made on the basis of performance against performance criteria. The criteria are set out under each element of competency in the industry curriculum framework;
- A student’s performance is determined as being competent or not yet competent;
- Judgement is made on the basis of evidence that may be in a variety of forms;
- Assessment tasks will enable students to show that they can apply knowledge to particular circumstances and integrate skills and knowledge learned;
- The units of competency within each course are divided into Preliminary and HSC
- In each course the student is assessed as successfully achieving the units of competency across the Preliminary and HSC years.

External Assessment Requirements

- The optional examination is a two-hour written paper and is worth 100 marks. The paper is, however, marked out of 80. The total marks gained are then converted to a final mark out of 100;
- Students will be required to notify NESA during the HSC year if they do not wish to be present for the examination;
- The external examination will test a sample of the units of competencies outlined in the examination specifications;
- No internal assessment mark is required for submission to NESA;
- The examination result is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for Australian Qualifications Framework (AQF) qualifications. The external examination only may contribute to the calculation of the student's Australian Tertiary Admissions Rank (ATAR);
- The examination will provide 100% of the mark for ATAR purposes.

Note: Only students who wish their VET course to be included in their ATAR need present for the external examination.

Recognition of Prior Learning (RPL)

- A student's prior learning and experience, including study in other systems and life/work experience, may exempt the student from certain requirements;
- A student who has achieved units of competency through study or experience other than the VET Curriculum Framework courses is not required to be assessed for recognition of those units of competency as long as a qualified assessor from a Registered Training Organisation (RTO) has assessed those competencies (for full details of this, check with the Deputy Principal).

Illness/Misadventure

If absent from an assessable task due to illness or a proven misadventure, then the student must:

- Substantiate illness with a doctor's certificate or independent documented evidence
- Fill out the Illness/Misadventure Form – See Appendix 1 on page 53.
- Report before roll call on the first day back at school, to the Head Teacher of the faculty for which the assessment task is due, to determine the appropriate course of action. *NOTE - Repeated absences from tasks, even with Medical Certificates may lead to a review of the student's eligibility for inclusion of that subject in their total units.*

Note: For assessment tasks set in advance to be completed wholly or in part at home, Medical Certificates or Illness Misadventure applications covering only the final days prior to submission of the task will not be sufficient.

There is no provision in the Assessment Policy (as per NESAs guidelines) to compensate a student for factors such as extended illness, misadventure or domestic problems. Marks cannot be given for work not done. Notification must be given to the school as soon as practicable, by either student or parent/caregiver, if a student is unable to attend an examination due to illness. A medical certificate or independent documented evidence, e.g. Police event number, will be required to explain such absences. This documentation must be presented to the school on the first occasion the student returns to the school even if it is during the exam period.

Note: A student whose task that is affected by an incident of Illness/Misadventure will have their task reviewed against their prior performance of the student, considering their current rank in the course. This is in keeping with processes used by NESAs.

YR11-12 Assessment Task Rules

The day of an assessment task as a student I must:

- ✓ submit my work by recess or at the specific time
- ✓ attend all timetabled lessons

But if I am away sick

I will hand in my doctor's certificate to the Head Teacher before ROLL CALL the first day I come back to school and hand in my work or organise another time!



Extended Absence with Leave

If a student is to be absent for an extended period with leave (eg. overseas travel), substitute tasks are to be negotiated with each subject, prior to departure. Note that The Jannali High School requires a special application to approve absences of greater than 10 days.

Lateness of Assessment Tasks

All assessments must be handed in by 3pm on the day the task is due, unless otherwise specified. If not, they will be treated as late and the following penalties will apply:

The work will be reviewed but **no marks will be awarded**. The students will be given advice on ways to improve but the mark recorded will be **zero**. If an assessment is not submitted by the due date, the student will receive a N-warning letter.

Students should not leave assignments until the last minute. No allowance will be made for students whose illness is restricted to the final days before a long-term assignment is due. If a student knows in advance that he/she will be absent on the day an assignment is due, the work must be handed in before the due date.

Unfair Advantage - Attendance on the day of Assessable Tasks

So that no student will be given an **unfair advantage over others**, students must attend **ALL timetabled lessons on any day they have an assessable task or substitute task scheduled**. Breaches of this rule will mean the task will not be accepted from the student and "0" will be recorded as the mark.

In the case of a genuine illness a medical certificate will be required and a misadventure form. In other exceptional circumstances, the student's case may be considered by the school's Assessment Review Panel (A.R.P.) which consists of the School Deputy Principal (or the Principal's nominee) and two Head Teachers.

TAFE College Assessments

Students undertaking courses at TAFE colleges receive all assessment details from their TAFE teachers. The school has no input regarding the requirements, procedures or timing of TAFE course assessments. Note that special rules covering attendance are in force. **Students who are absent for more than three (3) lessons may be deemed ineligible for that course regardless of the reason for the absence.**

Vocational Education Training (VET) Courses

All these courses are nationally accredited by ASQA, and are based on proven competencies including a mandatory period of work placement. **Students must complete all requirements set out in the course competencies including satisfactorily completing all hours of training at work placements.** No provision is made for special consideration as accreditation depends on the competencies being met. Students should check with their teachers for specific details relating to these courses. Note that assessment for the purpose of NSW Education Standards Authority accreditation is as for other Board Developed courses. For full details of VET assessment policies see pages 8 & 9.

Plagiarism Policy

TJHS seeks to give students the skills of ethical research while emphasising the need to acknowledge other people's work in their pursuit of academic excellence.

It is important as part of their learning that students demonstrate their ability to locate information and more importantly show their understanding of what they read.

TJHS regards the submission of people's work, unacknowledged as unacceptable and constitutes Plagiarism.

Malpractice and breaches of examination rules

Examination and assessment rules are to be strictly adhered to in all circumstances. These rules are set out in the booklet *Rules and Procedures – Higher School Certificate*.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) **must be a student's own work**. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise a student's HSC results.

(From the NESA Assessment, Certification and Examination Manual)

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own; using material directly from books, journals, CDs or the internet without reference to the source. Plagiarism also involves students who choose to copy work from their peers. **Zero may be awarded to both the 'copier' and the 'author'.**
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- **breaching school examination rules** (included on Page 15);
- **using non-approved aides during an assessment task/ examination;**
- contriving false explanations to explain work not handed in by the due date;
- **assisting another student to engage in malpractice.**
- Work that is generated by digital means such as AI or generative technology and presented as your own.

Any student found to have cheated in an examination or assessable task will have his/her paper or task cancelled and a zero awarded.

Students are also reminded that **assisting others in the act of cheating** will be detrimental to their own progress. They **will also be awarded a zero.**

Any suspected plagiarism/ malpractice will be reported by the Head Teacher to the Senior Executive who will recommend a meeting of the **Assessment Review Panel** (A.R.P.). This panel will ask that students present all their preparatory work as evidence that their task is the student's own intellectual property. Questions may also be asked of the student to test their level of understanding prior to a decision about the authenticity of the task being made. Parents will be informed, in writing, of any breaches of the rules.

Students are reminded that unsatisfactory completion of any course means that a student is ineligible to include that course in the units required for the award of a HSC. This may mean that the student is also ineligible for the award of a Higher School Certificate.

Queries

If any student has questions about marks awarded for ANY task, they must raise them with their teacher when the task is returned from marking (within one school day of receiving the task back). If, after consultation with the teacher, the student feels there is still a problem, they should consult with the Head Teacher of the Faculty (within two school days of the return of the task) concerned and then the Deputy Principal if there is still concern (within five school days of the return of the task).

Appeals

Students have the right to appeal if they feel that they have, in any way, been disadvantaged or treated unfairly with regard to an assessment task. Appeals must be in writing using the school *Assessment Task Appeal* form (see page 53). This must be returned within 2 school days of the issue arising; i.e. when the task is handed back or a request for special consideration is denied.

The appeals committee for that task will meet and make a determination within 7 school days of the appeal submission. The appeals committee will consist of the relevant Deputy Principal, a Head Teacher and the classroom teacher.

A final appeal to the Principal can be made if the student feels the process has not been properly carried out. The student and parent/caregiver should discuss the issue with the Principal who will advise about any next steps.

Matters that may be considered as grounds for appeal include but are not limited to:

- Any issue relating to the marking criteria or a computation error in determining the mark.
- If a student believes the assessment procedures were not followed correctly.
- Any issues with the administration of the task; e.g. timing errors or errors in the task.

Cheating in Exams or Assessable Tasks

Examination and Assessment rules are to be strictly adhered to in all circumstances. Any student found to have cheated in an examination or assessable task will have his/her paper or task cancelled and a zero awarded. Parents will be informed in writing of any breaches of the rules. Students are reminded that unsatisfactory completion of any course means that a student is ineligible to include that course in the units required for the award of a HSC. This may mean that the student is also ineligible for the award of a Preliminary Record of Achievement.

Special Note regarding Presentation of Assessment Tasks

All assessment tasks must be presented in hard copy format on A4 paper unless specifically stated otherwise. This means that tasks on computer disks are not acceptable (unless specifically stated). Claims that computer malfunction caused late submission of assignments *will not be accepted* unless they can be substantiated by the production of draft work in hard copy format.

Best practice in relation to the use of computer technology and assessment work involves:

- a) Initial work, notes, planning etc in hand written form,
- b) Regular saving or backup of work,
- c) Production of hard copy of draft work as each page is completed.

If this process is followed, any hardware or software malfunction can be legitimately supported by the production of the above draft work.

Transfers

Students enrolling in the school during Year 11 will be graded on their performance whilst at this school but advice may be sought from their previous school.

Disability Provisions

Disability Provisions may be provided for students who require additional support during timed school-based assessment tasks. Disability Provisions may include reader, scribe, rest breaks, small group supervision, separate supervision etc. Disability Provision requests should be made to Student Services as soon as an assessment notification has been received to ensue appropriate resource allocation.

To apply for Disability Provisions for external HSC exams, schools must submit an online application to NESA. This application tells NESA which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments Please contact Student Services to obtain an application form. Forms can also be downloaded from the NESA website.

School Examination Rules

NOTE: "Students who do not comply with the NSW Education Standards Authority (NESA) examination rules for a course may have their paper cancelled for that course. This may render the student ineligible for the award of a Record of School Achievement and/or a Higher School Certificate." *NESA ACE Manual*

- No mobile phones are allowed in the examination room of formally scheduled exams, e.g. half yearly or trial exams
- During the examination period, unless specified otherwise, students are required to be at school only when they are doing an examination. At other times students are expected to be undertaking private study at home. There is also the opportunity to use the school library for private study during the exam period. It is the responsibility of parents/carers to organise appropriate travel to and from school.
- All students must be seated at least five (5) minutes before the examination is due to commence.
- Student mobile phones are not to be in pockets or on a student's person as they enter the Examination space. A student, once their phone is switched off, must hand their device to the exam convenor to be collected at the end of the exam.

Any breach of this will be referred to the Head Teacher / Senior Executive.

- Any article that could be considered an aid must not be taken to the examination tables, (e.g. books, notes, loose sheets of paper, mobile phones, ear buds/pods and smart watches etc). All materials are subject to confiscation.
- An attendance slip is to be completed for each examination session.
- Students must not bring their own writing paper. All necessary writing paper will be provided and is not to be removed from the examination room.
- Any special equipment required (e.g. set squares, calculators) must be provided by the student.
- There is to be no communication of any sort between students while inside the examination room. In particular, the borrowing of equipment or materials is prohibited.
- Students should ensure that they have more than one set of pens, pencils, etc and tissues. All supplies must be in a clear plastic bag (not your normal pencil case).
- All students are required to be as quiet as possible, both during and at the conclusion of their examination.
- When in the examination room, students must remove watches and place them in clear view on the examination table.
- No student will be permitted to leave the examination room early.
- Students should consult the timetable carefully. No allowance will be made where candidates fail to attend an examination because of an alleged misreading of the timetable. Note that times for the start and finish of examinations vary.
- If a student is unable to attend an examination due to illness, the school should be notified by telephone as soon as practicable. A doctor's certificate (or independent documented evidence) is required to explain the absence. This certificate must be presented to the Deputy Principal or the relevant Head Teacher on the first occasion the student returns to school, even if this is during the examination period (see Appendix A).
- Any student who is absent from an examination must report to the relevant Head Teacher(s) immediately after the illness/misadventure to arrange alternative times for missed exams. Failure on the part of the student to arrange an alternative time immediately after the illness/misadventure will result in a zero for the examination for that student.
- Normal lessons recommence on the first school day after the final timetabled exam. All students must be in attendance. This is especially important so teachers may complete syllabus requirements.
- Students are to wear full school uniform during examinations.

YEAR 11 ASSESSMENT SCHEDULE SEMESTER 1 2025																						
	Term 1											Term 2										
Subject	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	
Ancient History																						
Biology																						
Business Studies																						
Community & Family Studies																						
Construction																						
Design & Technology																						
Chemistry																						
Drama																						
Economics																						
English Ext.																						
English Advanced																						
English Standard																						
English Studies																						
Exploring Early Childhood																						
Food Technology																						
Geography																						
Health & Movement Science																						
Hospitality																						
Industrial Technology																						
Investigating Science																						
Legal Studies																						
Maths Advanced																						
Maths Ext. 1																						
Maths Standard																						
Maths Numeracy																						
Modern History																						
Music 1																						
Photography, Video & Digital Imaging																						
Physics																						
SLR																						
Society & Culture																						
Textiles & Design																						
Visual Arts																						
Visual Design																						

YEAR 11 ASSESSMENT SCHEDULE SEMESTER 2 2025																				
	Term 3										Term 4									
Subject	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Ancient History																				
Biology																				
Business Studies																				
Community & Family Studies																				
Construction																				
Design & Technology																				
Chemistry																				
Drama																				
Economics																				
English Ext.																				
English Advanced																				
English Standard																				
English Studies																				
Exploring Early Childhood																				
Food Technology																				
Geography																				
Health & Movement Science																				
Hospitality																				
Industrial Technology																				
Investigating Science																				
Legal Studies																				
Maths Advanced																				
Maths Ext. 1																				
Maths Standard																				
Maths Numeracy																				
Modern History																				
Music 1																				
Photography, Video & Digital Imaging																				
Physics																				
SLR																				
Society & Culture																				
Textiles & Design																				
Visual Arts																				
Visual Design																				

TJHS ASSESSMENT SCHEDULES FOR YEAR 11 COURSES

INTERIM REPORT TERM 1 WEEK 8

ENGLISH

SUBJECT: English Advanced

Preliminary 2025 Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module: Reading to Write Imaginative text and multimodal reflection	Module A: Narratives that Shape our World Extended response	Module B: Critical Study of Literature Critical response (Preliminary Course Exam)	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EA11-1, EA11-2, EA11-4, EA11-5, EA11-6, EA11-9	EA11-3, EA11-6, EA11-7, EA11-8,	EA11-1, EA11-3, EA11-5, EA11-7, EA11-8	
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%
TOTAL %	30%	40%	30%	100%

ENGLISH

SUBJECT: English Extension

Preliminary 2025 Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative response	Comparative Essay	Multimodal Task	
Timing	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Components				Weighting
Knowledge and understanding of texts and why they are valued	15%	15%	20%	50%
Skills in complex analysis composition and investigation	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

ENGLISH

SUBJECT: English Standard

Preliminary 2025 Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Common Module: Reading to Write Imaginative text with multimodal reflection	Module A: Contemporary Possibilities Extended Response	Module B: Close Study of Literature Analytical response (Preliminary Course Exam)	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-9	EN11-3, EN11-6, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-7, EN11-8	
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%
TOTAL %	30%	40%	30%	100%

ENGLISH

SUBJECT: English Studies

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of task	Multimodal presentation Mandatory Module: Achieving through English	Exam Elective Module	Collection of Classwork Elective Module	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	
Outcomes assessed	ES11-1, ES11-2, ES11-3, ES11-6	ES11-5, ES11-7, ES11-8	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10	
Components				Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

MATHEMATICS

SUBJECT: Mathematics Standard

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	In Class Task	End of Preliminary Exams	
Timing	Term 1 Week 11	Term 2 Weeks 9 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

MATHEMATICS

SUBJECT: Mathematics Advanced

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	In Class Task	End of Preliminary Exams	
Timing	Term 1 Week 11	Term 2 Weeks 9 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

MATHEMATICS

SUBJECT: Mathematics Extension 1

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	In Class Task	End of Preliminary Exams	
Timing	Term 1 Week 11	Term 2 Weeks 9 –10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

MATHEMATICS

SUBJECT: Numeracy (Content Endorsed Course)

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	Assignment/Research Task	End of Preliminary Exams	
Timing	Term 1 Week 11	Term 2 Weeks 8-10	Term 3 Weeks 9-10	
Outcomes assessed (Content may vary based on student progression)	N6-1 N6-2 N6-3	N6-1 N6-2 N6-3	N6-1 N6-2 N6-3	
Components				Weighting
Knowledge and skills	15%	15%	20%	50%
Applications	15%	15%	20%	50%
TOTAL	30%	30%	40%	100%

SCIENCE

SUBJECT: Biology

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Depth Study	Final Exam	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes assessed	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO 11-11	BIO11/12-1 to 11/12-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				Weighting
Knowledge	10%	10%	20%	40%
Working Scientifically	20%	30%	10%	60%
TOTAL %	30%	40%	30%	100%

SCIENCE

SUBJECT: Chemistry

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Depth Study	Final Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9, CH11-10, CH11/12-3, CH11/12-4	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting
Knowledge	10%	10%	20%	40%
Working Scientifically	10%	30%	20%	60%
TOTAL %	20%	40%	40%	100%

SCIENCE

SUBJECT: Investigating Science

Preliminary 2025 Internal Assessment Program

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

SCIENCE

SUBJECT: Physics

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Exam	Depth Study	Final Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-6, PH11-9	PH11/12-1, PH11/12-2 PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-5, PH11/12-6 PH11/12-7, PH11-8 PH11-9, PH11-10, PH11-11	
Components				Weighting
Skills in working scientifically	25%	20%	15%	60%
Knowledge and understanding	5%	15%	20%	40%
TOTAL %	30%	35%	35%	100%

HSIE

SUBJECT: Ancient History

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of the Task	Source Analysis	Historical Investigation	Preliminary Exam	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9/10	
Outcomes Assessed	AH11-3, AH11-6, AH11-7, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-8, AH11-9	AH11-1, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Components				Weighting
Knowledge and understanding of course content	20%		20%	40%
Historical skills in analyses and evaluation of courses and interpretations`	5%	5%	10%	20%
Historical inquiry and research		20%		20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Business Studies

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Business Report	Small Business Plan	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9-10	
Outcomes assessed	P1, P2, P3, P4, P6, P9	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10%	5%	25%	40%
Stimulus-Based Skills	10%		10%	20%
Inquiry & Research	5%	15%		20%
Communication of Business Ideas, Information & Issues in Appropriate Forms	5%	10%	5%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Economics

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Economies: their Similarities and Differences Research Task	In-Class Test	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1, P4, P7, P9, P10, P12	P1, P2, P3, P5, P7, P8, P11	P1, P2, P3, P5, P6, P7, P8, P10, P11,	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills		10%	10%	20%
Inquiry and research	15%		5%	20%
Communication of economic information, ideas and issues in appropriate forms	5%	10%	5%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Geography

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Topic	Skills analysis & extended response: Geographical tools & Earth's Natural Systems	Geographical Inquiry: Geographical Investigation	Yearly examination: Geographical tools, Earth's Natural systems, People, patterns and processes, Human-environment interactions	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes assessed	GE-11-01, GE-11-02, GE-11-04, GE-11-08, GE-11-09	GE-11-03, GE-11-06, GE-11-07, GE-11-09	GE-11-01, GE-11-05, GE-11-08, GE-11-09	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Geographical tools and skills	10%		10%	20%
Geographical inquiry and research, including fieldwork	5%	10%	5%	20%
Communication of geographical information, ideas and issues in appropriate forms	5%	10%	5%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Legal Studies

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and In-Class Task Topic: CORE	Focus Groups Topic: Law Reform in Action	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, P2, P3, P4, P5, P8, P9, P10	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Analysis and evaluation	5%	5%	10%	20%
Inquiry and research	10%	10%		20%
Communication of legal information, issues and ideas in appropriate form	5%	5%	10%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Modern History

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis Extended Response	Historical Investigation Research Task/Presentation	Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9-10	
Outcomes assessed	MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	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	20%		20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research		15%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
TOTAL %	30%	30%	40%	100%

HSIE

SUBJECT: Society & Culture

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Extended response in class Topic: The Social & Cultural World	Primary Research Investigation Topic: Personal and Social Identity	Preliminary Examination Topic: All topics examined	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9-10	
Outcomes assessed	P1, P3, P5, P6, P9, P10	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P7, P9, P10	
Components				Weighting
Knowledge and understanding of course content	15%	5%	30%	50%
Application and evaluation of social and cultural research methodologies	5%	20%	5%	30%
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	20%
TOTAL %	30%	30%	40%	100%

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

SUBJECT: Exploring Early Childhood

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Real Care Baby Experience	Growth and Development Lesson Plan Task	Health and Safety Google Form	
Timing	Term 1 Weeks 5-10	Term 2 Week 6	Term 3 Week 8	
Outcomes assessed	1.1 5.1	1.2 1.3 4.1 4.2	1.2 1.3 2.4 2.5 6.1	
Components				Weighting
Core A: Pregnancy and Childbirth	40%			40%
Module: Growth and Development		30%		30%
Module: Health and Safety			30%	30%
TOTAL %	40%	30%	30%	100%

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

SUBJECT: Health and Movement Science (HMS)

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Focus Area One Health For Individuals and Communities Written Task	Collaborative Investigation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes assessed	HM 11.01, HM 11.02, HM 11.09, HM 11.10	HM 11.02, HM 11.03, HM 11.05, HM 11.06, HM 11.07	HM 11.02, HM 11.03, HM 11.04, HM 11.05, HM 11.06, HM 11.07, HM 11.08, HM 11.09	
Components				Weighting
Knowledge and understanding of course content	20%	5%	15%	40%
Skills in critical thinking, research, analysis and communicating	20%	25%	15%	60%
TOTAL %	40%	30%	30%	100%

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

SUBJECT: Sport Lifestyle & Recreation

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Fitness: Research and Responding	Athletics Practical Task	First Aid and Sport Injuries Examination	
Timing	Term 1 Week 10	Term 2 Weeks 1-10	Term 3 Weeks 9-10	
Outcomes assessed	P1.2, P1.3, P2.2, P2.5, P3.2, P3.3, P4.1, P4.4	P1.2, P1.3, P2.1, P2.2, P2.5, P3.2, P3.3, P4.4	P1.3, P2.5, P3.6, P4.2, P4.4, P4.5	
Components				Weighting
Module: Fitness	35%			35%
Module: Athletics		30%		30%
Module: First Aid			35%	35%
TOTAL %	35%	30%	35%	100%

CREATIVE & PERFORMING ARTS

SUBJECT: Drama

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Scripted Performance Style Scenes & Extended Response	Playbuilt Group Performance	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Topic	Theatrical Traditions & Performance Styles (Verbatim/Non-Nat)	Improvisation, Playbuilding & Acting (GP)	Elements of Production (Ruby Moon)	
Outcomes assessed	P.1.3, P1.4, P2.4, P3.1	P1.1, P1.2, P2.1, P2.3	P3.2, P3.3	
Components				Weighting
Making	20%	20%		40%
Performing	10%	20%		30%
Critically Studying	10%		20%	30%
TOTAL %	40%	40%	20%	100%

CREATIVE & PERFORMING ARTS

SUBJECT: Music 1

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Part a) Performance of one piece representing the topic of Popular Music Part b) 500-word musicology analysis on chosen song	Part a) Composition of one work representing the topic of 'Music for Radio. Film. Television and Multimedia' Part b) Musicology reflection portfolio	Part a) Preliminary Performance Exam. One song. Part b) Preliminary Aural Exam Topic: Technology and its influence on Music	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	P1, P2, P4, P9	P3, P5, P7, P8	P6, P7, P10, P11	
Components				Weighting
Performance	10%		15%	25%
Composition		25%		25%
Musicology	10%	15%		25%
Aural			25%	25%
TOTAL %	20%	40%	40%	100%

CREATIVE & PERFORMING ARTS

SUBJECT: Photography, Video and Digital Imaging

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portraiture Task	The Arranged Image	Photographic Portfolio	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Outcomes Assessed	M3, M6, CH1	M1, M4, CH2	M2, M5, CH3	
Components				Weighting
Making	20%	25%	25%	70%
Critical and Historical Studies	10%	10%	10%	30%
TOTAL %	30%	35%	35%	100%

CREATIVE & PERFORMING ARTS

SUBJECT: Visual Arts

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Art through the Ages: The Timeline Task Part A- Analysis Part B- Artwork	Self-Designed, Self-Initiated Collection of Works & VAPD	Preliminary Examination	
Timing	Term 1 Week 10	Term 3 Week 8	Term 3 Weeks 9 & 10	
Outcomes assessed	P3, P4, P10	P1, P2, P5, P6	P7, P8, P9	
Components				Weighting
Art History and Criticism	25%		25%	50%
Artmaking VAPD	10%	40%		50%
TOTAL %	35%	40%	25%	100%

CREATIVE AND PERFORMING ARTS

SUBJECT: Visual Design

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Interior Design Pitch	Set Design & Scale Model	Design Collection Group Task	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	DM1, CH1	DM4, DM3	DM2, DM6, CH4	
Components				Weighting
Critical and Historical Studies	10%		20%	30%
Designing and Making	20%	30%	20%	70%
TOTAL %	30%	30%	40%	100%

TAS – HOME ECONOMICS

SUBJECT: Community & Family Studies

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Interview & Report	Leadership Case Study	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P2.2, 2.4, 3.1, 3.2, 6.2	
Components				Weighting
Knowledge and understanding of course content	10%	10%	15%	35%
Skills in critical thinking, research methodology, analysing and communicating	20%	25%	20%	65%
TOTAL %	30%	35%	35%	100%

TAS – HOME ECONOMICS

SUBJECT: Food Technology

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Food Availability and Selection Research	Nutrition Investigation	Yearly Exam	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P3.2, P4.1	P2.1, P3.1, P3.2, P5.1	P1.1 – P5.1	
Components				Weighting
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%
TOTAL %	30%	30%	40%	100%

TAS – HOME ECONOMICS

SUBJECT: Textiles and Design

Preliminary 2025 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Project and Portfolio	Project and Portfolio	Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P1.2, P3.2, P4.1	P2.1, P3.1, P3.2, P5.1	P1.1 – P5.1	
Components				Weighting
Knowledge and understanding of course content	10%	5%	35%	50%
Skills in experimenting with and preparing food by applying theoretical concepts	20%	25%	5%	50%
TOTAL %	30%	30%	40%	100%



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 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	Week 6 Term 2 Date	Week 7 Term 3 Date
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM (Optional)
Week 9&10 Term 3 Date

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

*** Examinable units to be confirmed by teacher.**

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”.



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 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
		Week 4	Week 9	Week 8	Week 7	Week 9,10
		Term 1	Term 1	Term 2	Term 3	Term 3
		Date	Date	Date	Date	Date
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	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		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

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

* **Examinable units to be confirmed by teacher.**

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”.

TAS – INDUSTRIAL ARTS

SUBJECT: Design & Technology

Preliminary 2025 Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Assessment Task 1	Assessment Task 2: Minor Design Project	Assessment Task 3: Examination	
Timing	Term 1, Week 10	Term 3, Week 6	Term 3, Week 9	
Outcomes assessed	P4.1, P4.2, P5.1, P5.2, P6.2	P3.1, P4.3, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P5.2, P6.1	
Components				Weighting
Knowledge and understanding of course content	5%	5%	30%	40%
Knowledge and skills in the design, management, communication and production of a major project	20%	30%	10%	60%
TOTAL %	25%	35%	40%	100%

TAS – INDUSTRIAL ARTS

SUBJECT: Industrial Technology

Preliminary 2025 Internal Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Project #1	Project #2	Yearly Examination / Practical Component	
Timing	Term 1, Week 10	Term 3, Week 5	Term 3, Weeks 9-10	
Outcomes assessed	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1,	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2, P6.2	P1.1, P1.2, P2.1, P6.1, P7.1, P7.2	
Components				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	20%	30%	10%	60%
TOTAL %	30%	40%	30%	100%

APPENDIX A

X Attach any supporting evidence here with a staple or a pin

THE JANNALI HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's name: Year: Roll class:

Parent's name: Daytime contact phone no:

Exam or assessment task affected:

..... Due date of task: / /

Subject: Class teacher's name:

Type of claim: (please tick ✓) ☐ Illness ☐ Misadventure

Describe your reasons for submitting this claim (describe the illness or misadventure).
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....

INSTRUCTIONS: (please read the following instructions carefully)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred (it may also be submitted before the task is due).
- Failure to comply with these instructions may result in a zero assessment being recorded.

ON YOUR FIRST DAY BACK TO SCHOOL

Day and date claim received by Head Teacher: M T W T F / /

Outcome: Has the application been approved? YES NO (circle one)

Action: 'When, where and how will the task be completed'

.....
.....

Head Teacher's name: Signature:

Return completed form to the Deputy Principal within 2 days of date of issue

APPENDIX No. B

X Attach any supporting evidence here with a staple or a pin

THE JANNALI HIGH SCHOOL
ASSESSMENT TASK APPEAL FORM

Student Name: Year:

Subject: Due Date:

Assessment Task Description:

.....

Reason for Appeal:

.....

Student Signature: Date:

Panel's decision (tick one outcome):

☐ Apply a zero mark

☐ No penalty applied

Other penalty applied (e.g. reduction in marks/percentage). Please state:

.....

.....

.....

Reasons for the panel's decision:

.....

.....

.....

Panel members:

Name: Signature:

Name: Signature:

Name: Signature:

Date:

