



**KINGSGROVE  
HIGH SCHOOL**

# **PRELIMINARY**

**2026**  
**Assessment  
Handbook**



## INTRODUCTION

This booklet aims to provide students, parents and caregivers information about assessment for the Preliminary Course.

## ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units (ACE 12.1).

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four courses.

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

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

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard by achieving Level 3 or above in the NESA minimum standard online assessment in each domain of reading, writing and numeracy (ACE 8.1).

## SCHOOL ASSESSMENT POLICY

The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Kingsgrove High School encourages the progressive development of skills and knowledge while ensuring:

- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

### **What does the Assessment Policy look like at Kingsgrove High School?**

At Kingsgrove High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

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

### **Reporting at Kingsgrove High School**

Students' progress in achieving course outcomes is reported twice a year. School reports are made available through the Parent Portal and an opportunity to discuss student achievement is made available at the school, in the form of parent and teacher interviews, shortly after the reports are released through the Parent Portal.

### **What are the responsibilities of the School?**

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

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

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the Assessment Tasks are scheduled, and the relative weighting attached to each Assessment Task
- Assessment Tasks will be of the same type and have the same weighting for all classes studying that course.
- adequate written notification in advance of the task (typically 2 weeks)
- at the completion of each task, students will receive:
  - a mark or grade
  - the marking criteria
  - feedback concerning areas for further improvement
  - a rank for that task
  - an indicative cumulative rank; where applicable
- Students will receive all Assessment Notification in soft copy, emailed to their: *<student.name>@education.nsw.edu.au* address.
- All Faculties must also provide a hardcopy which the student must acknowledge by signing the Course Documentation Receipt Register.
- In exceptional circumstances some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing with adequate notification.
- Where a completed task has been declared void, a new task will be set, and the same requirement of adequate notification is required.
- Official 'N' Determination Warning Letters will be posted home to parents/caregivers outlining the areas of unsatisfactory completion of the HSC course requirements, including if '0' marks are being awarded and the action required by the students with adequate notification of redeeming work.

## What are the responsibilities of Students?

- Every student has the responsibility to be familiar with the school's Assessment Handbook, its policy procedures and course information. Students will be required to sign that they have read and understood the Handbook.
- Students must be present for the **whole day** in which an assessment task is scheduled. Failure to attend all timetabled classes without a valid reason may result in a zero mark. \*
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in this booklet and on the task notification.
- In the event of absence on the day a task is due, a student must complete appropriate documentation. If applying for:
  - approved leave, this is required prior to the task, or
  - illness or misadventure, then on the first day of return to school.
- If tasks are submitted via email students need to ensure the task is sent to the correct email address.
- Students must demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes.
- Students must complete all set learning tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend classes regularly and ensure their **attendance does not fall below 90%** to meet each course requirement. This is a KHS requirement.
- Students absent from school are responsible, upon their return to school, to see their teachers and collect any handout materials /information / or hardcopy task notifications (acknowledge by student on Course Documentation Receipt Register) that may have been given during their absence from class. Activities identified in these documents are to be completed to the best of the student's ability.

- Students' parents / carers must explain their child / ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.

Students are reminded that they completed a mandatory program, The HSC: All My Own Work' program in Year 10 2025.

**\*NOTE: Absence from class prior to the commencement of an Assessment/ Examination Period (Term 1 & Term 3), without acceptable documentation, may result in an N Warning Letter.**

## Expectations of Students

### Hand-In Assessment Tasks

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, they include tasks such as research essays, written reports and practical work.

All assessment tasks are to be submitted on the due date at the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time.

The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher, attached with the **Assessment Integrity Report**, and students will receive a written confirmation of their submission (a receipt).

In the situation where a task submission is in question, it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero '0' mark being awarded. **Students must not leave hand-in tasks on unattended teachers' desks.**

If the student has only completed part of the hand in task, this part must be submitted to the class teacher on the due date. **Failure to submit tasks on time, without a valid reason will result in a mark of zero being awarded.**

In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

Students may upload their hand-in assessment task to their subject Google Classroom if this is the arranged process.

### Non-Serious Attempts

- Students who do not make a serious attempt at the set task will receive the mark for work completed. Students are reminded that they must make a genuine attempt that contribute in excess of 50% available marks in the course (ACE 4.1).
- **Non-serious attempts** include **objectionable material** (ACE 10.3) or failure to attempt whole questions or components of a task.

- **Non-attempts** include those where only multiple-choice questions are attempted (ACE 10.3). In addition, students must make a genuine attempt that contribute in excess of 50% available marks in the task.
- Students identified as providing non-serious attempts will be asked to resubmit the task to demonstrate course outcomes and feedback provided. The mark awarded for the original task will stand.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero '0' marks awarded for those questions.
- Classroom teachers in consultation with Head Teacher will determine if the task is a non-serious attempt.
- The Head Teacher will advise the student and their parent/caregiver of the decision through the submission of 'N' Determination Warning Letter.

**NOTE:**

1. In accordance with NESA rulings, technology failure or inability to print due to printer breakdown, lack of ink or printer balance will not be accepted as a valid reason for late submission.
2. There is an 'embargo' on Assessment Tasks. The school ensures that no tasks will be held in the week prior to official examination blocks.
3. Students who submit a non-serious attempt must still complete the task in their own time. They will be provided with feedback for their responses, but the original marks will be awarded, and the 'N' Determination Warning Letter will be redeemed.

Completing an Assessment Task

1. **Assessment task notification issued** (uploaded on Google Classroom and hardcopy), containing date, weighting, type of task and marking rubric
  - Adequate notice typically 2 weeks
  - Receipt of notification (student signature)
  - Record to be stored by Head Teacher / Course Coordinator in HSC Monitoring Folder
2. **Task submitted or completed on due date**
  - Receive acknowledgement of submission from teacher

- Student given mark and rank in task and indicative cumulative rank as part of feedback
- Task marked and returned (Samples kept as per NESA requirement)

**3. Task returned with marking criteria and suggestions for improvement**

**4. Discrepancies resolved by classroom teacher / marker in class or referred to HT for resolution**

- Discrepancies must be discussed with teacher at time of task being returned in class
- Student appeals against assessment rankings - appeal must be lodged before leaving school on the final day of task / exam return (Attachment D).

**5. Final mark for task**

**All written work must be in blue or black pen.**

Students absent follow the illness / misadventure application process.

## ILLNESS/MISADVENTURE POLICY

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge a Request for Illness/Misadventure (Attachment A) if circumstances occurring immediately before or during the assessment task, beyond their control, affected their ability to complete or submit the task.

The responsibility to submit an Illness/Misadventure request for consideration rests with the student. Students must report to the Head Teacher, Teaching and Learning with the valid documentation on the morning of their first return to school.

**NOTE:** Documentation submitted at a later date may not be accepted.

This may relate to:

- Illness (or accident), that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the tasks (e.g. influenza, an asthma attack, a cut hand). If a student is in doubt, they should discuss this with the Head Teacher Teaching and Learning immediately when they return to school, or after the task if taken ill during the task.
- Misadventure, that is, any other event beyond the student's control, which may have affected the student's performance for this assessment task. Examples may include the death of a friend or family member, or involvement in a car accident on the way to the school. If a student is in doubt, they should discuss this with the Head Teacher Teaching and Learning immediately when they return to school, or after the task.

A student may choose to not submit a request for consideration. In this event a '0' mark will automatically be awarded, and an 'N' Warning Letter will be issued. If the student has not completed the task, it must still be submitted to redeem the warning.

### Chronic Conditions

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the test period, or if the student experiences symptoms during the test which impede performance. In this case the student needs to follow the Illness / Misadventure process.

### Special Provisions

Students who have received special provision(s) are only eligible for an appeal if an unforeseen episode occurs during a task. As above, in this case the student needs to follow the Illness / Misadventure process.

## Process to follow to supply evidence necessary for Illness/Misadventure

- The student gets a copy of the form from Head Teacher-Teaching and Learning or prints a copy of the form (Attachment A).
- The student completes their section; the **student's comment** must detail how their performance was affected by the illness or misadventure
- The student's parent / carer completes the relevant section **Parent's/Caregiver's support comment**
- Independent evidence is required: a medical certificate or other valid documentation is to be attached.
- The student must then approach the Head Teacher of the curriculum area in which the course is managed and ask the HT to complete the **Head Teacher's Recommendation**.
- The form must then be given to the Head Teacher Teaching and Learning for processing. This must be completed within **2 days of returning** to school. (That is, if a student is absent on Monday for a task, and returns on Tuesday, the process must be completed by close of business on Wednesday.)

A medical certificate must be specifically related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance in the examination may have been affected.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events. It is imperative that the independent evidence clearly states that the student was not able to attempt the assessment task.

A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

Students must ensure they comply with the process in the following cases:

1. **Absence due to illness/misadventure on the day of an in-school Assessment Task**
  - The student or family member is requested to contact the Head Teacher Teaching and Learning via phone or email on the morning the task is scheduled to inform the school that the student is going to be absent.
  - Students must report to the Head Teacher - Teaching and Learning on the first day of their return to school.
  - The student must complete a Request for Illness/Misadventure (Attachment A). This form, once it has been completed by all relevant parties must be returned to

the Head Teacher Teaching and Learning within two (2) days from returning to school.

**2. Absence due to Illness/Misadventure on the day an Assessment Task is due to be submitted**

- The student or family member is requested to contact the Head Teacher Teaching and Learning via phone or email on the same day a task is due to be handed in to inform the school that the student is going to be absent.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty
- Students must also report to the Head Teacher Teaching and Learning on the first day of their return to school.
- The student must complete a Request for Illness/Misadventure form (Attachment A). This form, once it has been completed by all relevant parties must be returned to the Head Teacher Teaching and Learning within two (2) days from returning to school.

**3. Illness/Misadventure during an In-School Assessment**

- The student must acknowledge their condition to the supervisor of the task (the class teacher in most cases) before sitting for the task, or if taken ill during the task, where possible, before leaving the room,
- The student must print a copy of the Request for Illness/Misadventure form (Attachment A) and complete the process within two (2) days of the task, unless extended by illness. This is to be submitted to the Head Teacher Teaching and Learning.
- A student who presents for an assessment task and who does not inform the supervisor of the task of their wellbeing, cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

**4. Illness/Misadventure during Yearly Examination period**

- The student or family member must inform the Head Teacher-Teaching and Learning via phone or email that the student is going to be absent.
- The student must complete a Request for Illness/Misadventure form (Attachment A), for each missed examination and return it to the Head Teacher Teaching and Learning within two (2) days.
- The Head Teacher-Teaching and Learning will liaise with the student and may organise a rescheduling of the affected examination(s), where possible in the examination block.

## 5. **Group Performance Illness/Misadventure**

- When a group performance cannot go ahead on a scheduled date due to the ill health of, or misadventure to, one or more of the group, the students in the group affected need to complete a group performance Illness/Misadventure form.
- The form (Attachment C) needs to be returned to the Head Teacher Teaching and Learning within two (2) days. The Head Teacher Teaching and Learning will liaise with the Head Teacher and will reschedule an alternative date for the task.
- The student who was ill/ had the misadventure for this group Illness/misadventure application must also complete an individual Request for Illness/Misadventure form (Attachment A) outlining the nature of their individual circumstance.

Please note that this application will be considered separately to the group's application. In all the above cases:

- The Request for Illness/Misadventure (Attachment A) must be completed and returned to the Head Teacher Teaching and Learning within two (2) days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the request for consideration is satisfactorily supported, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.
- **The consequences of not following these procedures may result in a student's application for Illness/Misadventure being rejected.**

### **Illness/Misadventure Outcomes**

#### Successful Request for Consideration

If the documented evidence provided supports a student's Request for Consideration for absence/late submission, then the Head Teacher Teaching and Learning will make one of several decisions. In essence, a student will be given permission to sit an alternative task and the mark will be used for Assessment purposes.

#### Unsuccessful Request for Consideration

If the documented evidence provided does not support a student's Request for Consideration for absence/late submission a percentage reduction in marks will apply. An 'N' Determination Warning letter will be sent to the student's parent/carer informing them of this decision. Incomplete Assessment Tasks must still be completed to rescind the warning letter.

## **School Business Consideration**

### Excursions and Fieldwork

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. Students must apply in advance, prior to the Excursion or Fieldwork (Attachment B). If, however, the absence is due to illness/ Misadventure, then students are to follow this process (Attachment A).

### **Application for Leave/Approved Leave and School Business**

A student who knows they are going to be absent to attend an unavoidable commitment must apply in advance for leave from the Principal. Each case will be adjudged on its merit and must be discussed with the Principal at least one (1) week prior to the leave.

Any request for holiday leave **MUST** be approved by the Principal prior to going on leave. You may be granted leave, but **no dispensation** will be granted for any missed assessment task during the period of extended leave. \*

If a student is going to be absent from school because of School Business (for example, attending an excursion for another subject, attending a Sport Carnival, or is representing the school such as an SRC Conference, Work Placement etc.) the student must complete Attachment B prior to the activity.

#### **\* Important Note:**

(ACE 4.1)

The NSW Education Standards Authority (NESA) expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course

# MALPRACTICE POLICY & PROCEDURES

## 1. Purpose

This policy aims to outline the school's commitment to maintaining the highest standards of integrity and ethical behaviour in relation to assessment. It establishes guidelines to prevent and address instances of malpractice within the school community.

## 2. Scope

This policy applies to all students, staff, and associated personnel within the school in regard to school based and external assessment.

## 3. Definition of Malpractice

Malpractice, otherwise known as cheating, is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable (NESA, 2025, p. 9).

Some examples of malpractice are (this list is not exhaustive):

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, the internet, or any other offline/online resources, without acknowledging the source
- unauthorised use of generative AI (artificial intelligence) tools
- building on someone else's ideas without acknowledging the original source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying a third party to produce or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in a school-based assessment task

- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness/ misadventure
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.

#### **4. Responsibilities**

##### Staff Responsibilities:

All staff members are required to uphold ethical standards and report any suspected malpractice to their Head Teacher.

##### Student Responsibilities:

Students are expected to adhere to academic integrity and report any instances of malpractice they observe to their classroom teacher or Senior Executive.

#### **5. Reporting Procedures**

Any member of the school community can report suspected malpractice to the Head Teacher – Teacher and Learning.

Reports can be made anonymously if desired (with substantive evidence).

#### **6. Malpractice Management Process**

Upon receiving a report, the Faculty Head Teacher and Head Teacher – Teaching and Learning will conduct a thorough review.

A student suspected of plagiarism, will need to show that all unacknowledged work is entirely their own. They might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills (NESA, 2025, p. 10).

Malpractice management process will be fair and impartial, ensuring that all parties are given an opportunity to present their case.

## **7. Consequences of Malpractice**

If malpractice is confirmed, disciplinary actions may include (one or combinations thereof):

- Academic penalties (e.g., reduction in marks, zero mark awarded)
- Verbal or written warnings
- Suspension
- Offence recorded in the Malpractice Register
- Cancellation of courses leading to the possible loss of your HSC (NESA, 2026, p. 9).
- Report made to the Independent Commission Against Corruption (NESA, 2026, p. 9).

## **8. Prevention Strategies**

Students complete All My Own Work prior to Preliminary or HSC courses, unless they are only entered for Preliminary and HSC Life Skills courses (NESA, 2026, p. 10)

## **9. Appeals**

Student can appeal decisions made following alleged malpractice. Students must appeal in writing to the Head Teacher – Teaching and Learning using the schools form D (see attachments) within two school days of receiving the decision. The appeal will be considered by the Assessment Review Panel.

## **10. Review of Policy**

This policy will be reviewed annually to ensure its effectiveness and relevance.

### **Appealing an Assessment Task**

Students receive feedback on their performance in a task. This feedback will include achievement against the task marking criteria and possibly additional written comment. A student may appeal the result of an Assessment Task on the basis of marking processes by completing an HSC Assessment Task Appeal (Attachment D) and lodging with the Head Teacher - Teaching and Learning **before leaving school**.

Evidence must be provided citing the marking criteria and any additional written comment provided by the marker/s. The appeal will be reviewed by the Assessment Review Panel (ARP) but the result for the task may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

For a particular assessment task there can be no appeal to NESAs against a school's judgement of a student's performance. Any disputes over an individual task must be resolved within the school at the time the task is returned and take no longer than 48 hours to resolve.

### **Appealing Your Final Rank**

Students receive a final rank in each of their courses. A student may appeal their rank on the basis that the Faculty's processes did not correctly determine their final assessment mark for a course correctly. A student must complete the Preliminary Assessment Task Appeal Form (Attachment D) and lodge it with the Head Teacher – Teaching and Learning within **two school days** of being notified of their final rank.

Evidence must be provided citing non-compliance with Faculty processes. The appeal will be reviewed by the ARP but the result may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

### **Appealing Your Final Grade for English Studies, Mathematics Standard 1, and Numeracy**

Students receive a final grade for English Studies, Mathematics Standard 1, and Numeracy. A student may appeal their grade on the basis that the Faculty's processes did not correctly align with NESAs' advice. As a result, they determine their final assessment grade for a course was incorrect. A student must complete the Preliminary Assessment Task Appeal Form (Attachment D) and lodge it with the Head Teacher – Teaching and Learning within **two school days** of being notified of their final grade.

Evidence must be provided citing non-compliance with Faculty processes. The appeal will be reviewed by the ARP but the result may remain unchanged. Students who have lodged an appeal will be notified of the outcome by the Deputy Principal.

### Unacceptable Grounds for Appeal

- Attendance at a known event, for example, a sporting or cultural event, or family holiday where approval has not been given by Principal or Nominee (Attachment B).
- Alleged deficiencies in tuition or long-term matters relating to loss of preparation time.
- Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been given special provisions but is still ill [Attachment A for a single student or Attachment C if it is a group task]), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test (Attachment B).
- Matters avoidable by the student, (e.g. misreading of timetable, misinterpretation of assessment task).

### **The Assessment Review Panel (ARP)**

The ARP, when it convenes, is comprised of the Head Teacher – Teaching and Learning and Deputy Principal (as a minimum). The ARP will consider all appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the Faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the Appeal to the Principal for a determination.

## PROCEDURES FOR CONSIDERATION FOR PRELIMINARY ILLNESS/ MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

### Step One: Contact the HT T&L on the day of the task

Student/Parent/Caregiver is requested to inform the school and **contact the HT T&L via phone or email** of the absence on the day of the task



### Step Two: On first day of return

It is the student's responsibility to:

1. Report to the HT T&L
2. Complete HSC Course Illness/Misadventure Application (Attachment A) and attach documentation (such as a doctor's certificate), ensure the Parent/Carer and Student comments and signatures are completed, and pass to the Head Teacher for comment and signature.
3. Submit completed application form to the HT T&L within **two (2) days** of their return.

### Step Three: Resolution and Feedback

1. The HT T&L reviews documentation.
2. The HT T&L takes advice from the Head Teacher, supplied on the form.
3. Resolution and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form). Original is kept on the student's file and a scanned copy is sent to the HT T&L and Head Teacher.
4. Mark pending or zero '0' award recorded on the application, plus the 'N' warning letter issued.



### Step Four: Appeal

If the student chooses to appeal the decision of the HT T&L, with regard to the request for consideration, then it is the student's responsibility to:

1. Complete HSC Illness/Misadventure Appeal (Attachment E) and supply to the HT T&L with any supporting information within **two** days of Step 3.
2. The Assessment Review Panel (ARP) consists of the HT T&L and Deputy Principal who meet to consider application.
3. The matter is resolved, and feedback is given to Head Teacher and Student and Parent/Caregiver (by way of the student copy of the form).

Or

The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form).

# PROCEDURES FOR CONSIDERATION FOR PRELIMINARY GROUP PERFORMANCE ILLNESS/ MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below.

## Step One:

Students affected complete the Group Illness/Misadventure form (Attachment C)



## Step Two: Contact Head Teacher

It is the student's responsibility to:

1. Report to the Head Teacher of the faculty concerned.
2. Complete Group Illness/Misadventure application including Head Teacher comments.
3. Submit application form to the HT T&L within **two (2) days**.

**Note:** If a student is responsible for this group Illness/Misadventure application, they must also submit Attachment A for individual request for consideration.



## Step Three: Resolution and Feedback

1. HT T&L reviews documentation.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver
3. Mark pending or zero '0' award recorded. 'N' Warning letter sent.



## Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of the HT T&L and Deputy Principal will meet to consider application.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.  
OR
3. The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form).

**Kingsgrove High School**



**Academic Integrity Report**

Students need to complete and attach this cover sheet to every Assessment Task that they submit.

Student name:	Year:
Assessment Task Title:	Date submitted:
Course:	Teacher:

**Academic Integrity Statement**

I..... declare that this is my own work and  
*(Your name in block letters)*

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

***I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.***

***I have read and understood the school assessment procedures.***

Student signature:..... Date: .....

**Warning**

Students are required to keep a hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



***Please complete and retain the following receipt as evidence of submission of task.***

Name: .....

Task: .....

Teacher's name: .....

Date: .....

Teacher's signature: .....



<b>Unit/Module/Option/Topic: (Where does the task come from)</b>  <b>Task Type: (Presentation, Research essay, in-class test etc)</b>	<b>Weighting:</b>	<b>Marks:</b>
	<b>Task Number:</b>	
	<b>Notification Date: Day/Date/Month</b>	
	<b>Date &amp; Time Due: Day/Date/Month</b>	
	<b>How the task is to be submitted:</b>	

**Outcomes to be assessed:**

**Task Description: (What the task involves)**

**Marking Criteria/Rubric (What you have to demonstrate to be awarded certain grade or mark)**

**Hand in tasks / Misadventure & Illness**

Hand in assessment tasks are due at the beginning of the period on the due date. Students are responsible for ensuring that the task is ready to be submitted at the beginning of the period. Students are strongly advised to hand write or print the task the day before the task is due. Students are strongly advised to email (or upload onto Google Classroom) their teacher a copy of any task with an ICT component the day before the task is due. Technology and/or computer failure equipment will not be valid grounds for misadventure involving the late submission of assessment tasks.

Hand in tasks will not be accepted without a completed Academic Integrity Report attached.

Any student who is absent from the date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and Misadventure/Illness Form must be submitted to the Head Teacher Teaching and Learning on the first day back from absence.

**The following strategies will be used for all students in all classes attempting this task**

### **Pre Task Assistance**

- Explanation of Syllabus terms and definitions in the task.
- Marking rubric and Marking Criteria will be explained at notification.
- Sample task modelled in class.
- Identify the key elements. This will include any combination of the following:
  - NESAs glossary;
  - type of question
  - scaffold for planning,
  - mind maps to prepare drafts,
  - use of blank syllabus to fill in the learn to/learn about statements.
- Best sample work from past previous cohorts demonstrating standards.

### **Post Task Feedback**

- Worked solutions presented and explained in relation to the marking criteria/rubric.
- Teacher written and/or oral feedback provided on student performance related to the marking criteria/rubric. This may include:
  - Individual or group feedback;
  - The marker of the task or the question provides feedback to all students across all classes;
  - explicit statements about your strengths and weaknesses;
  - your status in the group – may be class or cohort rank, average, etc.
  - what to do, so as to improve.
- Best sample answers are provided and discussed to demonstrate the standards in evidence related to the marking criteria/rubric.

### **Post Task Strategies**

- Self reflection – includes students writing their own comment on their own work, work effort and areas for improvement.
- Blank syllabus – self reflection – try fitting your answer into the learn to/learn about.
- Resubmit the task for feedback after the worked solutions.
- Peer marking using the marking criteria/rubric.

**Please Note:** You should refer to the KHS HSC Course Assessment Handbook also available on the school website [www.kingsgrove-h.schools.nsw.edu](http://www.kingsgrove-h.schools.nsw.edu)

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations must be a student's own or must be acknowledged appropriately (DoE, 2025).

**Malpractice may occur where generative AI:**

- has been used, when specifically prohibited, as part of an assessment task
- output has not been cited – all work presented in assessment tasks must be a student's own or must be acknowledged appropriately
- has been used in a way that contradicts the school's malpractice policy (DoE, 2025).

<input checked="" type="checkbox"/> or <input type="checkbox"/>	Level	Use of AI	Disclosure	Examples
	<b>1 No AI</b>	AI use is not permitted for the learning task or assessment.	Not required	
	<b>2 AI assists with editing</b>	AI can be used to support editing such as checking for grammar, spelling and general proofreading.	Yes, write an acknowledgement only	<b>Acknowledgement:</b> Generative AI was used to help [Insert broad description of task such as checking for grammar, spelling and general proofreading etc.]. All content is my own work. <b>Example:</b> Generative AI was used to check the grammar. All content is my own work.
	<b>3 AI assists with ideas and planning</b>	AI can be used to support tasks such as brainstorming ideas, planning projects, helping structure an assessment and presentation.	Yes, write an acknowledgement only	<b>Acknowledgement:</b> Generative AI was used to help [Insert broad description of task such as brainstorming, planning, etc.]. All content is my own work. <b>Example:</b> Generative AI was used to help brainstorm research ideas. AI was used for slide generation. All content is my own work.
	<b>4 AI completes part of the final task or assessment</b>	AI can be used to complete part of the content for the learning task or assessment. Examples include writing a paragraph for a presentation or creating a table for a report.	Yes, write an acknowledgement, in-text citation and full reference	<b>Acknowledgement:</b> Generative AI was used to help [insert broad description of task and output generated]. I reviewed the AI output. <b>Example:</b> Generative AI was used to help write a paragraph on renewable energy. I reviewed the AI output. <b>In-text citation:</b> (Name of Generative AI tool, year). <b>Full reference:</b> Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website.
	<b>5 Full AI use to generate final content</b>	AI can be used to complete the full learning task or assessment.	Yes, write an acknowledgement, full reference and provide prompt used	<b>Acknowledgement:</b> This work was generated by (Name of Generative AI tool, year). The prompt that generated this content [Insert broad description of prompt]. I reviewed the AI output. <b>Full reference:</b> Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website. Prompt: (Copy prompt here)

# SAMPLE LETTER

Dear {Parents}

## OFFICIAL WARNING – Non-completion of a Preliminary Course

I am writing to advise that your {SonAndDaughter}, {FirstName} {Surname}, is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in {Subject}.

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

This is the {NawardHistory} official warning we have issued notifying you that {FirstName} is at risk of not completing the above course. *[Delete the following sentence if this is the first warning]* Previous warning(s) were sent to you on *<Insert dates>*.

### Criteria for satisfactory completion of a course

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

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

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

{FirstName} is not currently meeting one or more of these requirements.

{NawardReasons}

Opportunity to correct the problem

The following tasks or requirements need to be completed by {FirstName} to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{Percentage Weighting}	{Due Date}	{Action Required}	{Completion Date}

Action by parent/guardian

To support {FirstName} in meeting the course requirements, we request that you

discuss this matter with {HimAndHer} and encourage and support {HimAndHer} to carry out the required actions. If you have any questions about this matter, please contact {IncidentHeadTeacherTitle} {IncidentHeadTeacherShortName} on {SchoolPhone}.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Ms Olga Sofo  
Principal

Head Teacher  
{Faculty}

Class Teacher  
{Subject}

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*Acknowledgement of Official Warning*  
*Please return to the school office*

I have received the letter dated {TodaysDate} advising me that {FirstName} {Surname} is in danger of not meeting the course completion requirements for {Subject}, and am aware that this is the {NawardHistory} official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Attachment A:**

**Kingsgrove High School**

**REQUEST FOR ILLNESS/MISADVENTURE**

(Please hand to the HT T&L)

Student's DoE Email: \_\_\_\_\_@education.nsw.edu.au

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

Course: \_\_\_\_\_ Year (please circle): **10**    **11**    **12**

Nature of the Task: (please circle)

*Examination*

*Performance*

*In Class Assessment*

*Field Work*

*Research Task*

*Practical Task*

*Hand in Task*

*Multimodal Task*

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Medical Certificate attached       Other verification: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Caregiver's support comment:

\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

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***To be completed by Head Teacher***

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Head Teacher Recommendation:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

***To be completed by Head Teacher Teaching and Learning***

Comment:

\_\_\_\_\_  
\_\_\_\_\_

HT T&L Signature \_\_\_\_\_ Date Stamp: \_\_\_\_\_

Copy to:  Student emailed     (Original) Student file     Relevant HT/CT/DP/YA emailed     A/C emailed     Recorded in Excel

**Attachment B:**

**Kingsgrove High School**  
**REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS**  
(Please hand to the HT T&L)

Student's DoE Email: \_\_\_\_\_@education.nsw.edu.au

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

Course: \_\_\_\_\_ Year (please circle):   **10**   **11**   **12**

Nature of the Task: (please circle)

<i><b>Examination</b></i>	<i><b>Performance</b></i>	<i><b>In Class Assessment</b></i>	<i><b>Field Work</b></i>
<i><b>Research Task</b></i>	<i><b>Practical Task</b></i>	<i><b>Hand in Task</b></i>	<i><b>Multimodal Task</b></i>

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail why you will be unable to complete or submit an assessment task on the due date).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Documentation or supporting letter attached

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Caregiver's support comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

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***To be completed by Head Teacher***

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Date of rescheduled task: \_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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***To be completed by Head Teacher Teaching and Learning***

Comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HT T&L Signature \_\_\_\_\_ Date Stamp: \_\_\_\_\_

Copy to:    Student emailed    (Original) Student file    Relevant HT/CT/DP/YA emailed    A/C emailed    Recorded in Excel

**Attachment C:**

**Kingsgrove High School (Request for Consideration)  
Preliminary Course Group Performance Illness/Misadventure  
Application**

Section A:

(Please hand to the HT T&L)

(To be completed by Class Teacher.)

**Teacher:** \_\_\_\_\_ **Course:** \_\_\_\_\_

List of students affected (attach list of names)

**Name of Task:** \_\_\_\_\_ **Date Task Given:** \_\_\_\_\_

**Date Task Due:** \_\_\_\_\_ **Weighting: (%)** \_\_\_\_\_

Outline reasons for this application.

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**Attention:** If an individual student's illness/misadventure is responsible for this group illness/misadventure application the individual student MUST also complete an individual illness/misadventure form (Attachment A) otherwise they may be awarded a mark of zero '0'.

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Section B:

(To be completed by the Head Teacher and forwarded to the Head Teacher Teaching and Learning).

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

**Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Receipt date of Group Illness/Misadventure form: \_\_\_\_\_

Task submitted/completed?  Yes  No

If No, date of rescheduled task: \_\_\_\_\_ Date completed: \_\_\_\_\_

**Comment:** (explain the circumstances that affected the students' performance and how the faculty will support the students.)

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section C:

(To be completed by the Assessment Review Panel.)

ARP members' signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

Outcome \_\_\_\_\_

**Copy to:**  Student/Parent/Carer copy  Student file  Relevant HT/CT/DP/YA emailed  Recorded in Excel

**Attachment D: STUDENT FORM**

**Preliminary Assessment Task Appeal**

**To be submitted to the HT T&L**

Students Name: \_\_\_\_\_ Roll Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Due date of Assessment Task: \_\_\_\_\_

Title of the affected Assessment Task: \_\_\_\_\_ Date of this application: \_\_\_\_\_

**Reason for appeal**

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.
- The rank on the basis that the Faculty's processes did not correctly determine their final assessment mark for a course correctly.
- A student may appeal their grade on the basis that the Faculty's processes did not correctly align with NESAs advice (Only English Studies, Mathematics Standard 1, or Numeracy).
- Determination of malpractice.

**Please explain your reasons for the appeal:**

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**Response from your Class Teacher/Head Teacher about your claim. Name:**

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**Appeal Result**

Assessment Review Panel: \_\_\_\_\_

Decision and reason: \_\_\_\_\_

\_\_\_\_\_

Panel members' signatures: \_\_\_\_\_

- Copy to:**     Student emailed     (Original) Student file     Relevant CRT/HT/DP/YA emailed     AC sign  
 Recorded in Excel     Copies to ARP/HTA, HTE, YA     Scanned in folder

**Attachment E: ARP FORM**

**Kingsgrove High School (Request for Consideration) Preliminary  
Course Illness/Misadventure Appeal**

Student's DoE Email: \_\_\_\_\_@education.nsw.edu.au

A student will need to complete this form if they wish to appeal against an illness/misadventure decision. This form must be submitted with all necessary documentation to the HT T&L.

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

Name of Task: \_\_\_\_\_ Date Task Given: \_\_\_\_\_

Date Task Due: \_\_\_\_\_ Weighting (%): \_\_\_\_\_

Tick as appropriate (Additional documentation supplied)

Yes (please specify) \_\_\_\_\_

No

Outline reasons for this application and attach all relevant documentation

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

Student signature: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_

**Assessment Review Panel**

ARP Members: 1 \_\_\_\_\_ 2 \_\_\_\_\_ Date: \_\_\_\_\_

Issues discussed:

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Decision reached:

Refer to the Principal:

Resolution: \_\_\_\_\_

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ARP members' signatures:

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

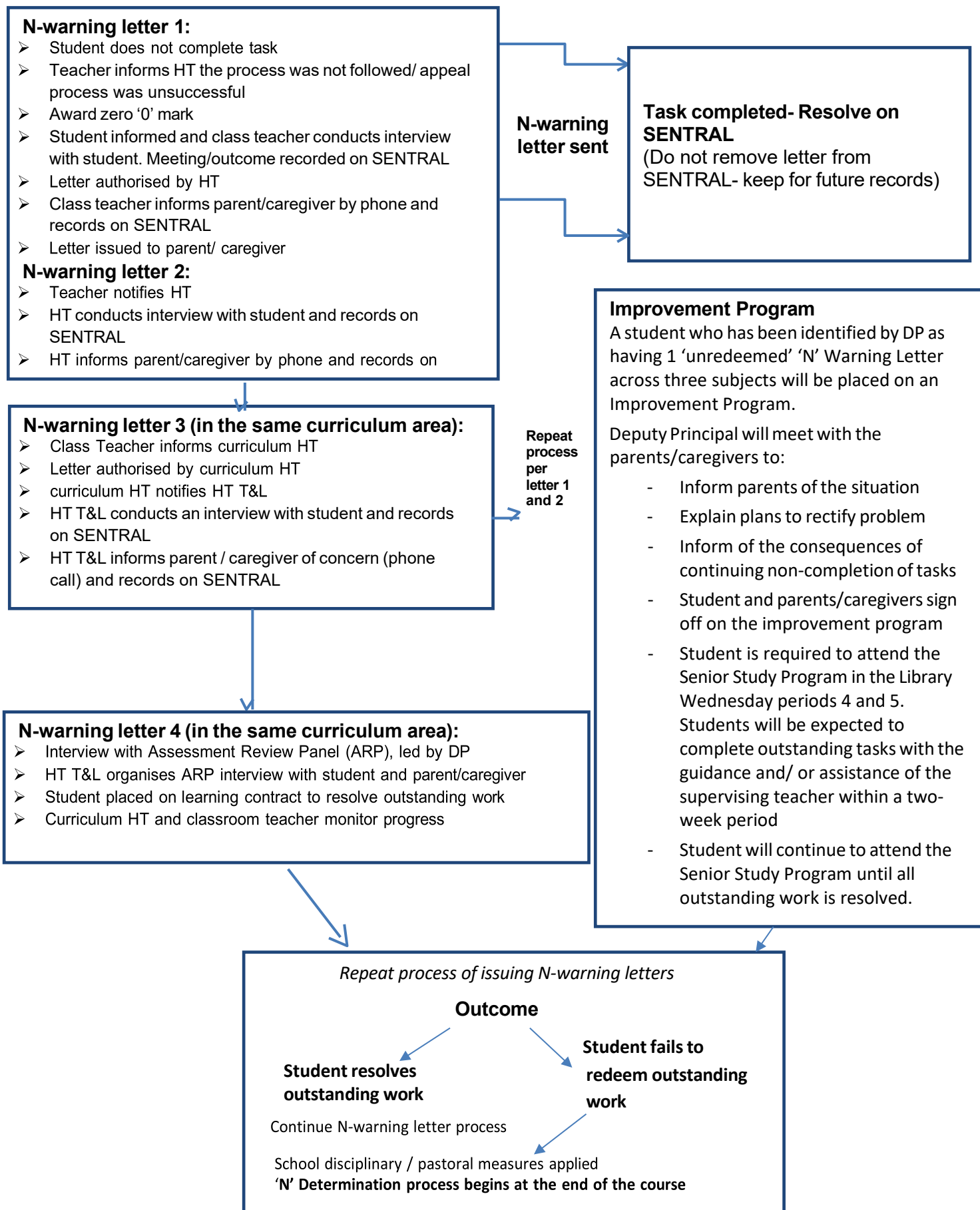
**Copy to:**

Student/Parent/Carer copy  
 AC emailed

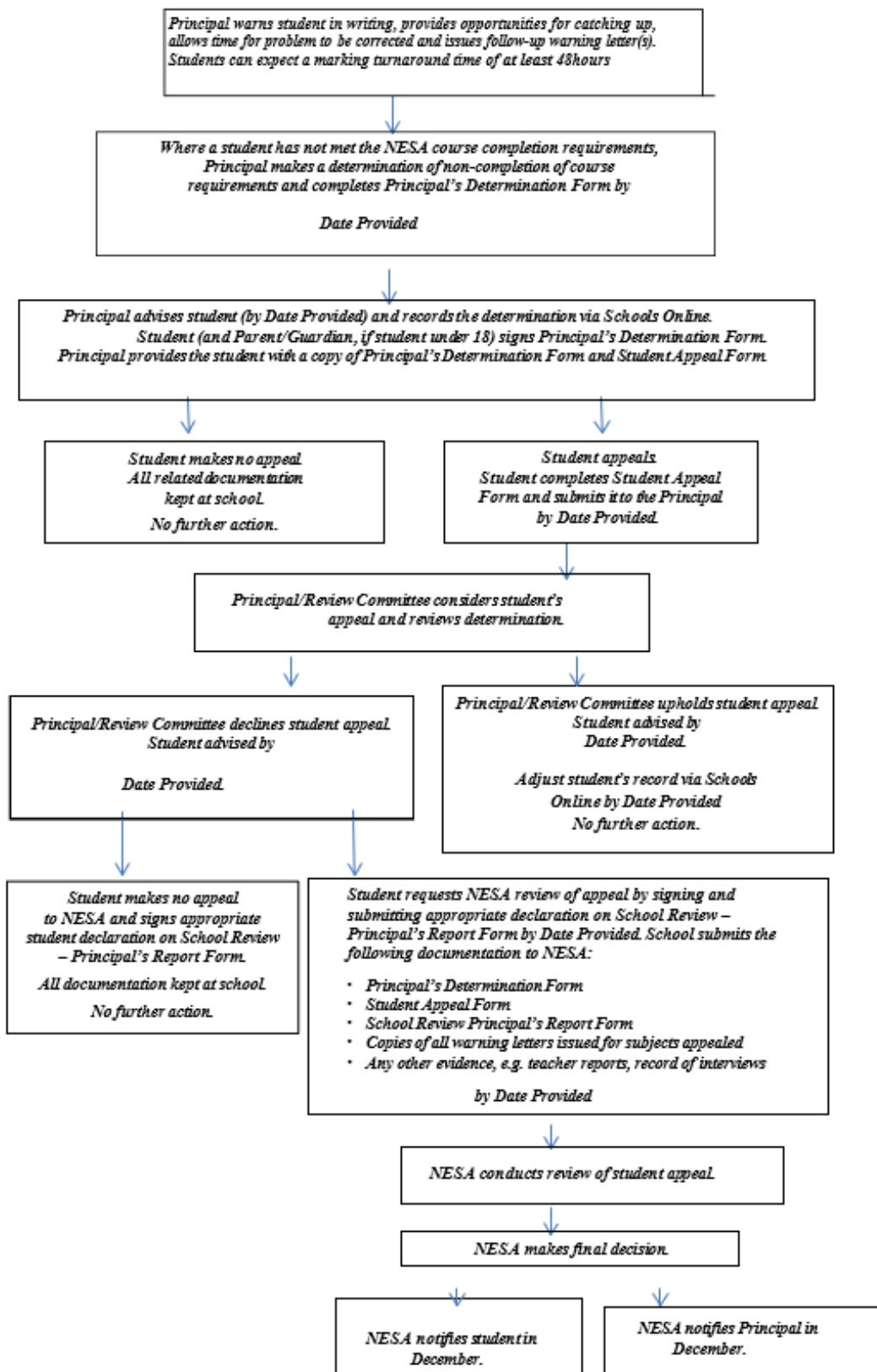
(Original) Student file  
 Recorded in Excel

Relevant HT/CT/DP/YA emailed  
 ARP/HTA/THE/YA emailed

# PROCESS FOR DETERMINING 'N' WARNINGS FOR STAGE 6 COURSES



# PRELIMINARY AND HSC COURSE DETERMINATIONS OF NON COMPLETION OF COURSE REQUIREMENTS



## VOCATIONAL EDUCATION COURSES

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

## EXAMINATION AND TEST INSTRUCTIONS TO CANDIDATES

1. All work must be done on the paper provided. No other paper may be used. No paper may be brought into or taken from the examination room.
2. The only items to be taken into the examination room are pencils, pens, erasers, a stapler and materials used for specialist subjects e.g. calculators, drawing equipment, etc. Calculators must be hand-held, silent and non-programmable. Calculators, pencil cases may be checked by supervisor.
3. All bags, folders, etc. must be left at the rear of the examination room. No food or drink with exception of bottled water, clear pencil case or proven medical needs are to be at your desk.
4. Any candidate who is detected in any of the following breaches will be reported to the Deputy Principal / Board of Studies and could result in a zero mark being awarded:
  - a) Malpractice or cheating, which includes being found in possession of unauthorised material in the examination.
  - b) Disobedience to any instruction given by a supervisor.
  - c) Causing a disturbance of any kind or upsetting the conduct of the examination.
  - d) Being under the influence of non-prescribed medication, drugs or alcohol.
  - e) Communicating with anyone other than the exam supervisor after raising your hand.
  - f) Absolutely **no mobile phones** or **electronic devices** are to be in your possession or on the desk during an exam. They are to be switched off and left in your school bag at the back of the Hall. You may also leave them with your Deputy, but you must do this well before the time you are expected to be seated in the Hall.
5. All candidates must be seated at least 10 minutes before the start of each examination.
6. Candidates will not be allowed to leave the examination room until the allotted time has elapsed.
7. If you do not make a serious attempt in any examination, you may not receive a mark in that course and may not be eligible for a result in that subject.

8. In the case of illness, accident, or misadventure a candidate may not be given the opportunity to sit for the examination or alternate task at a later time. Where a Doctor's Certificate is supplied it must state your inability to do the examination and be presented to the Head Teacher -Teaching and Learning immediately upon return. (Refer to Assessment Handbook).
9. **DO NOT FORGET** to phone (9150 4416 ext 137) the school (HT, Teacher & Learning) before the start of an Examination if you are **UNABLE TO ATTEND**.
10. All candidates must present themselves in FULL SCHOOL UNIFORM. Any student out of uniform will need a Uniform Pass before entering an exam.

# ASSESSMENT SCHEDULES

Ancient History

Biology

Business Studies

Chemistry

Chinese Beginners

Chinese and Literature

Community and Family Studies

Construction (VET)

Economics

English – Advanced

English – EAL/D

English – Extension 1

English – Standard

English – Studies

Food Technology

Health and Movement Science

Investigative Science

Legal Studies

Mathematics Advanced

Mathematics Extension 1

Mathematic Standard 2 (ATAR)

Modern History

Music 1

Numeracy (CEC)

Physics

Retail Services (VET)

Society and Culture

Sports, Lifestyle & Recreation (CEC)

Studies of Religion 2

Visual Arts

Work Studies (CEC)

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Ancient History

Task		Task 1	Task 2	Task 3
Course Component		Source analysis	Historical Investigation	Yearly Examination
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 During Exam Period
Outcomes Assessed		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9
Assessment Component	Weighting			
Knowledge and Understanding of course content	40%	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
Historical Inquiry and research	20%		20	
Communication of historical understanding in appropriate forms	20%	5	5	10
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Biology</b>					
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
		Data Analysis	Depth Study	Yearly Examination	
<b>Course Component</b>		Module 1 and Module 2: Cells as the Basis of Life and Organisation of Living Things	Module 3 and Module 4: Biological Diversity and Ecosystem Diversity	Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Diversity	
<b>Due Date</b>		Term 1 Week 9-10	Term 2 Week 8-10	Term 3 During Exam Period	
<b>Outcomes Assessed</b>		BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11- 11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
<b>Assessment Component</b>					
Skills in working scientifically	60%	15%	25%	20%	
Knowledge and understanding	40%	10%	10%	20%	
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Business Studies

Task		Task 1	Task 2	Task 3
Course Component		Stimulus Task	Business Response	Yearly Examination
Due Date		Term 1 Week 9	Term 3 Week 1	Term 3 During Exam period
Outcomes Assessed		P1, P2, P6, P8	P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
Assessment Component	Weighting			
Knowledge and understanding	40%	10	10	20
Communication of business information, ideas and issues in appropriate forms	20%	10		10
Inquiry and research	20%	10	10	
Stimulus-based skills	20%		10	10
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Chemistry

Task		Task 1	Task 2	Task 3
		Data analysis or practical investigation	Depth study or research and report presentation	Yearly examination
<b>Course Component</b>		Module 1: properties and structure of matter	Module 2: Introduction to quantitative chemistry Module 3: Reactive chemistry	Module 1-4
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 10	Term 3 During exam period
<b>Outcomes Assessed</b>		CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH 11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11-8 CH11-9 CH11-10 CH11-11
Assessment Component	Weighting			
Skills in working scientifically	60%	15%	25%	20%
Knowledge and understanding	40%	10%	10%	20%
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Chinese Beginners</b>				
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		Speaking and Listening	Reading and Writing	Yearly Exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Weeks 5	Term 3 During Exam Period
<b>Outcomes Assessed</b>		2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
<b>Assessment Component</b>	<b>Weighting</b>			
Speaking	<b>20%</b>	10		10
Listening and Responding	<b>30%</b>	20		10
Reading and Responding	<b>30%</b>		20	10
Writing and Responding	<b>20%</b>		10	10
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Chinese and Literature</b>				
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		Speaking and Writing	Listening, Reading and Writing	Yearly Exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 5	Term 3 During Exam Period
<b>Outcomes Assessed</b>		1.1, 1.2, 1.3, 4.1, 4.2, 4.3	1.1 - 1.3, 2.1 – 2.4, 3.1- 3.8, 4.1 – 4.3	1.1-1.3, 2.1-2.4, 3.1-3.8, 4.1-4.3
<b>Assessment Component</b>	<b>Weighting</b>			
Speaking	<b>10%</b>	10		
Listening and Responding	<b>20%</b>		10	10
Reading and Responding	<b>40%</b>		20	20
Writing and Responding	<b>30%</b>	10	10	10
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Community and Family Studies</b>					
<b>Task</b>		<b>Task 1</b> In Class Task	<b>Task 2</b> Research Task	<b>Task 3</b> Class Task	
<b>Course Component</b>		8.1 Resource Management	8.2 Individuals and Groups	8.1 Resource Management 8.2 Individuals and Groups 8.3 Families and Communities	
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Examination Period	
<b>Outcomes Assessed</b>		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.1, P2.2	P1.1, P1.2, P32.1, P42.2, P42.4, P4.1, P4.2	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and understanding of course content		<b>40%</b>	10	15	15
Skills in critical thinking, research methodology, analysing and communicating		<b>60%</b>	15	20	25
<b>Weighting</b>		<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Economics</b>				
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		Research Report	Stimulus Task	Yearly Exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 During Exam Period
<b>Outcomes Assessed</b>		P1, P2, P5, P7, P10, P12	P1, P2, P3	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>40%</b>	5	15	20
Stimulus-based skills	<b>20%</b>	10		10
Inquiry and research	<b>20%</b>	10	10	
Communication of economic information ideas and issues in appropriate forms	<b>20%</b>		10	10
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for English Advanced</b>					
<b>Task</b>		<b>Task 1</b> Reading to Write	<b>Task 2</b> Narratives that shape our World	<b>Task 3</b> Yearly Examination	
<b>Course Component</b>		Composing	Writing	Reading and Writing	
<b>Due Date</b>		Term 1 Weeks 9-10	Term 2 Weeks 10-11	Term 3 During Exam Period	
<b>Outcomes Assessed</b>		EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-02, EAV-11-03	EAV-11-041, EAV-11-02, EAV-11-05	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and understanding of the course content		<b>50%</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		<b>50%</b>	15	15	20
<b>Weighting</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for English EAL/D</b>					
<b>Task</b>		<b>Task 1</b> Texts and Society	<b>Task 2</b> Close Study of Text	<b>Task 3</b> Yearly Examination	
<b>Course Component</b>		Composing	Writing	Reading and Writing	
<b>Due Date</b>		Term 1 Weeks 9-10	Term 2 Weeks 9-10	Term 3 During Exam Period	
<b>Outcomes Assessed</b>		EEA-11-01, EEA-11-02, EEA-11-04, EEA-11-05, EEA-11-06	EEA-11-01, EEA-11-02, EEA-11-05	EEA-11-01, EEA-11-02, EEA-11-03, EEA-11-04, EEA-11-05	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and understanding of the course content		<b>50%</b>	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		<b>50%</b>	15	15	20
<b>Weighting</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for English Extension I

Task		Task 1	Task 2	Task 3
Course Component		Composing	Writing	Yearly Examination
Due Date		Term 1 Weeks 9-10	Term 3 Weeks 9-10	Term 3 During Exam Period
Outcomes Assessed		EE-11-01, EE-11-02, EE-11-03, EE-11-05	EE-11-03, EE-11-04, EE-11-05, EE-11-06	EE-11-01, EE-11-02, EE-11-03, EE-11-06
Assessment Component	Weighting			
Knowledge and understanding of texts and why they are valued	50%	15	20	15
Skills in complex analysis, composition and investigation	50%	15	20	15
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for English Standard

Task		Task 1 Reading to Write	Task 2 Close study of Literature	Task 3 Yearly Examination
Course Component		Composing	Writing	Reading and Writing
Due Date		Term 1 Weeks 9-10	Term 2 Weeks 10-11	Term 3 During Exam Period
Outcomes Assessed		EST-11-01 EST-11-04 EST-11-05 EST-11-06	EST-11-01 EST-11-03 EST-11-05	EST-11-01 EST-11-02 EST-11-04 EST-11-05
Assessment Component	Weighting			
Knowledge and understanding of the course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for English Studies

Task		Task 1 Reading to Write	Task 2 Modules	Task 3 Yearly Examination
Course Component		Responding and Composing	Writing	Reading and Writing
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 During Exam Period
Outcomes Assessed		ESD-11-01 ESD-11-03 ESD-11-04 ESD-11-05	ESD-11-01 ESD-11-02 ESD-11-04 ESD-11-05	ESD-11-01 ESD-11-04 ESD-11-05
Assessment Component	Weighting			
Knowledge and understanding of the course content	<b>50%</b>	15	15	20
Skills in: - comprehending texts - communicating ideas - using language accurately, - appropriately and effectively	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Food Technology

Task		Task 1	Task 2	Task 3
<b>Course Component</b>		Food Quality Research and Practical Task	Nutrition Research Task & Practical Task	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 8	Term 3 During Exam Period
<b>Outcomes Assessed</b>		P2.2, P3.2, P4.1, P4.4	P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1
Assessment Component	Weighting			
Knowledge and understanding of course content	<b>40%</b>	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	<b>30%</b>	10	10	10
Skills in experimenting with preparing food by applying theoretical concepts	<b>30%</b>	15	15	
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Health and Movement Science

Task		Task 1	Task 2	Task 3
Course Component		Health For Individuals and Communities In Class Task	The Body and Mind in Motion In Class task	Yearly Examination
Due Date		Term 1 Week 8	Term 2 Week 10	Term 3 During Exam Period
Outcomes Assessed		HMS11-1, HMS11-2, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS 11-9, HMS11-10	HMS11-3, HMS11-4, HMS11-5, HMS11-6, HMS11-7, HMS11-8, HMS 11-9, HMS11-10	HMS11-2, HMS11-3, HMS11-5, HMS11-6, HMS11-7
<b>Assessment Component</b>				
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Investigative Science

Task		Task 1 Practical Exam	Task 2 Depth Study	Task 3 Yearly Exam
Course Component		<b>Module 1 &amp; 2 -</b> Caused and Effect; Observing, Inferences and Generalisations	<b>Module 3 –</b> Scientific Models	<b>Modules 1 - 4</b>
Due Date		Term 1, Week 10	Term 2, Week 9	During Exam Period
Outcomes Assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-8 INS11/12-9	INS11/12-1 INS11/12-2 INS11/12-6 INS11/12-7 INS11/12-10	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11/12-8 INS11/12-9 INS11/12-10 INS11/12-11
Assessment Component	Weighting			
Skills in working scientifically	<b>60%</b>	15 %	25 %	20 %
Knowledge and Understanding	<b>40%</b>	10 %	10 %	20 %
<b>Total</b>	<b>100%</b>	<b>25 %</b>	<b>35 %</b>	<b>40 %</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Legal Studies

Task		Task 1	Task 2	Task 3
Course Component		Stimulus Task The Legal System	Media Research/Report	Yearly Exam
Due Date		Term 1 Week 10	Term 2 Week 5	Term 3 During Exam Period
Outcomes Assessed		P1, P4	P7, P8	P4, P7, P9
Assessment Component	Weighting			
Knowledge and understanding	60%	20		40
Inquiry and research	20%		20	
Communication of legal studies information, issues and ideas in appropriate forms	20%	10	10	
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**2026 Stage 6 Year 11 Course Assessment Task Schedule for Mathematics Advanced**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		In class test Working with functions	In class test Graph transformations Trigonometry	Yearly Examination
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 During Exam Period
<b>Outcomes Assessed</b>		MAV-11-01 MAV-11-02 MAO-WM-01	MAV-11-03 MAV-11-04 MAV-11-05 MAO-WM-01	MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05, MAV-11-06, MAV-11-07, MAV-11-08, MAV-11-09, MAV-11-10 MAO-WM-01
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50%</b>	15	15	20
Skills in Working mathematically	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>2026 Stage 6 Year 11 Course Assessment Task Schedule for Mathematics Extension I</b>				
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		In class test Polynomials	In class test Permutations and combinations Further work with functions Further trigonometry	Yearly Examination All Preliminary Topics
<b>Due Date</b>		Term 2 Week 1	Term 3 Week 1	Term 3 During Exam Period
<b>Outcomes Assessed</b>		ME1-11-02 ME1-11-04 MAO-WM-01	ME1-11-01 ME1-11-03 MAO-WM-01	ME1-11-01, ME1-11-02, ME1-11-03, ME1-11-04, ME1-11-05, MAO-WM-01
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50%</b>	15	15	20
Skills in Working mathematically	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**2026 Stage 6 Year 11 Course Assessment Task Schedule for Mathematics Standard 2**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		In class test Formulae and equations Linear relationships	In class test Earning money Measurement Data analysis	Yearly Examination
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 During Exam Period
<b>Outcomes Assessed</b>		MST-11-01 MST-11-02 MAO-WM-01	MST-11-03 MST-11-05 MST-11-08 MAO-WM-01	MST-11-01,MST-11-02, MST-11-03,MST-11-04, MST-11-5,MST-11-6, MST-11-7, MST-11-8, MAO-WM-01
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50%</b>	15	15	20
Skills in Working mathematically	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Modern History

Task		Task 1	Task 2	Task 3
Course Component		Historical Investigation	Source Analysis	Yearly Examination
Due Date		Term 1 Week 9	Term 2 Week 6	Term 3 During Exam Period
Outcomes Assessed		MH11-6, MH11-7, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9
Assessment Component	Weighting			
Knowledge and Understanding of course content	<b>40%</b>	5	15	20
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	5	5	10
Historical Inquiry and research	<b>20%</b>	15	5	
Communication of historical understanding in appropriate forms	<b>20%</b>	5	5	10
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Music 1

Task		Task 1	Task 2	Task 3
<b>Course Component</b>		<b>Topic 1</b>  <b>Performance</b> Solo or ensemble performance reflecting the topic.  <b>Composition</b> Submission of composition reflecting the musical characteristics within the chosen performance piece.	<b>Topic 2</b>  <b>Performance</b> Solo or ensemble performance reflecting the topic.  <b>Viva Voce</b> Oral Presentation discussing features of the topic	<b>Topic 3</b>  <b>Yearly Examination</b>  <b>Aural Exam</b> Responding to aural excerpts using a range of concepts.
<b>Due Date</b>		Term 2 Week 3	Term 3 During Exam Period	Term 3 During Exam Period
<b>Outcomes Assessed</b>		P1, P3, P7, P9, P10, P11	P1, P2, P9, P10, P11	P4, P5, P6
<b>Assessment Component</b>	<b>Weighting</b>			
Performance	25%	10	15	
Composition	25%	25		
Musicology	25%		25	
Aural	25%			25
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>

**2026 Stage 6 Year 11 Course Assessment Task Schedule for Numeracy**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		Term Test	Assignment	Assignment
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
<b>Outcomes Assessed</b>		N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3	N6-1.1 N6-2.2 N6-2.3 N6-3.2	N6-1.1 N6-1.2 N6-2.1 N6-2.2 N6-3.1
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding	<b>50%</b>	15	15	20
Skills	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Physics

Task		Task 1 Data Analysis	Task 2 Depth Study	Task 3 Yearly Exam
Course Component		Module 1 - Kinematics	Module 2 – Dynamics	Module 1-4
Due Date		Term 1 Week 9	Term 2 Week 10	During Exam Period
Outcomes Assessed		PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-4 PH11/12-7 PH11-8	PH11/12-2 PH11/12-3 PH11/12-4 PH11/2-5 PH11/2-6 PH11/2-7 PH11-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Assessment Component	Weighting			
Skills in working scientifically	<b>60%</b>	15	25	20
Knowledge and Understanding	<b>40%</b>	10	10	20
<b>Total</b>	<b>100%</b>	<b>25 %</b>	<b>35 %</b>	<b>40 %</b>



Education

Retail Services  
Qualification: SIR30216 Certificate III in Retail  
Cohort 2026 - 2027  
Training Package SIR Retail Services

RTO - NSW Department of Education 90333

School Name: KINGSGROVE HIGH SCHOOL

Assessment Schedule Year 11 - 2026

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Retail Ready	Task 2 Operation Safety	Task 3 Preliminary Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 8	Week 9	During examination period
			Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable			
SIRXIND001	Work Effectively in a Service Environment	✓	X		35 hours work placement 40% Preliminary Exam
SIRXCOM002	Work Effectively in a Team	✓	X		
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X	
SIRRINV001	Receive and Handle Retail Stock			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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 (60%) and Preliminary examination (40%).

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”.

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Society and Culture

Task		Task 1	Task 2	Task 3
Course Component		The Social and Cultural World Mini PIP	Personal and Social Identity	Yearly Exam
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 During Exam Period
Outcomes Assessed		P1, P3, P6, P9	P6, P7, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	10	10	30
Application and evaluation of social and cultural research methodologies	30%	10	15	5
Communication of information, ideas and issues in appropriate forms	20%	10	5	5
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Sports, Lifestyle & Recreation (CEC)

Task		Task 1 Practical	Task 2 Analysis	Task 3 Yearly Exam
Course Component		Games and Sports Applications	Healthy Lifestyles	Modules 1-12
Due Date		Term 1	Term 2	Term 3 During Exam Period
Outcomes Assessed		1.1, 2.3, 4.4	1.2, 1.3, 1.5, 2.1, 2.2, 2.5	1.1-1.5, 2.1, 2.2, 2.3, 3.1, 3.6, 4.1, 4.4, 4.5
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	25	10	15
Skills in critical thinking, research, analysis and communication	50%	10	25	15
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## 2026 Stage 6 Year 11 Course Assessment Task Schedule for Studies of Religion 2

Task		Task 1	Task 2	Task 3
Course Component		Oral Presentation	Research Task	Yearly Examination
Due Date		Term 1 Week 6	Term 2 Week 4	Term 3 During Exam Period
Outcomes Assessed		P1, P2, P6, P8	P3, P4, P5, P6, P7, P8	P1, P2, P5, P6, P8, P9
Assessment Component	Weighting			
Knowledge and understanding of course content	40%	10	10	20
Source based skills	20%	10	5	5
Inquiry and research	20%	10	10	
Communication of information ideas and issues in appropriate forms	20%		5	15
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**2026 Stage 6 Year 11 Course Assessment Task Schedule for Visual Arts**

Task		Task 1	Task 2	Task 3 Yearly Exam
<b>Course Component</b>		<b>Submitted Artwork with Presentation</b>  Submitted Body of Work and VAPD. Visual presentation about the development of the Body of Work.	<b>Submitted Artwork</b> Submitted Body of Work and VAPD.  <b>Investigating Artmaking Practice</b> Analysis of a selected artist's practice.	<b>Yearly Examination</b>  Art Criticism and Art History Written Examination
<b>Due Date</b>		Term 1 Week 10	Term 3 Week 8	Term 3 During Exam Period
<b>Outcomes Assessed</b>		P1, P2, P3	P4, P5, P6	P7, P8, P9, P10
<b>Assessment Component</b>	<b>Weighting</b>			
Artmaking	50%	20	30	
Art Criticism and Art History	50%		10	40
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

**2026 Stage 6 Year 11 Course Assessment Task Schedule for Work Studies**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		<b>My Working Life</b>	<b>Job Applications</b>	<b>Workplace Communication</b>
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 9	Term 3
<b>Assessment Component</b>	<b>Weighting</b>	Presentation	Job Application & Mock Interview	Topic Test
Knowledge and Understanding	<b>30%</b>	10	10	10
Skills	<b>70%</b>	20	30	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>