



Picnic Point High School

Preliminary Assessment Handbook

2026

Respect

Responsibility

Participation

Student name: _____

PPHS YEAR 11 SCHOOL ASSESSMENT CALENDAR 2026

Week	Term 1	Term 2	Term 3
1		Aboriginal Studies 30% CAFS 30% Health and Movement Science 30% Legal Studies 30%	Health and Movement Science 30% Mathematics Extension 1 30% Modern History 30%
2		Mathematics Advanced 30% Mathematics Extension 1 30% Visual Arts 40%	Biology 40% English Extension 1 40%
3		Music 1 40%	CAFS 35% Music 1 35%
4			*Student Leadership Camp*
5			Aboriginal Studies 30%
6		Mathematics Standard 30%	Visual Arts 40%
7	Mathematics Standard 30%	Investigating Science 30%	Geography 30%
8	Biology 30% Geography 30% Investigating Science 30% SLR CEC 30%	Business Studies 35% English Studies 30% Food Technology 40% Numeracy CEC 30%	
9	Ancient History 30% Business Studies 25% Chemistry 30% Food Technology 35% Modern History 30% Physics 25%	Ancient History 30% English Advanced 40% English Standard 30% Society and Culture 30%	Aboriginal Studies 40% Ancient History 40% Biology 30% Business Studies 40% Chemistry 40% CAFS 35% English Advanced 40% English Extension 1 30% English Standard 40% English Studies 40% Food Technology 25% Geography 40% Health and Movement Science 40% Investigating Science 40% Legal Studies 30% Mathematics Advanced 40% Mathematics Extension 1 40% Mathematics Standard 40% Modern History 40% Music 1 25% Numeracy CEC (assignment) 40% Physics 40% SLR CEC 40% Society and Culture 40% Visual Arts 20% VET Construction 40% VET Entertainment 40% VET Hospitality 40%
10	English Advanced 30% English Extension 1 30% English Standard 30% English Studies 30% Numeracy 30% Society and Culture 30%	Chemistry 30% Legal Studies 40% Physics 35% SLR CEC 30%	
11		Mathematics Advanced 30%	

Contents	Page
Preliminary School Assessment Calendar	1
Purpose of Stage 6 Assessment	2-3
Communicating assessment Guidelines	4
A Standards Referenced Approach to Assessment	4-5
General Procedures – absence from task, illness/misadventure, technology issues	6-11
Illness misadventure task Appeal Form	12
Disability Provisions	13
Malpractice in assessment tasks	14
Formal examinations – rules and procedures	17
Students in danger of not meeting course requirements	20
PPHS N Warning Letter Procedure	21
PPHS Assessment Task proforma	22
PPHS Assessment Task sign off sheet	23
Individual Course Assessment Schedules	25
Aboriginal Studies	25
Ancient History	26
Biology	27
Business Studies	28
Chemistry	29
Community & Family Studies (CAFS)	30
English Advanced	31
English Extension 1	32
English Standard	33
English Studies	34
Food Technology	35

Contents	
Geography	36
Health and Movement Science	37
Investigating Science	38
Legal Studies	39
Mathematics Advanced	40
Mathematics Extension 1	41
Mathematics Standard	42
Modern History	43
Music 1	44
Numeracy CEC	45
Physics	46
Society and Culture	47
Sport, Lifestyle and Recreation	48
Visual Arts	49
Vocational Education and Training Information	50-51
VET Construction	52
VET Entertainment	53
VET Hospitality – Food and Beverage	54

1. Purpose of Stage 6 Assessment

1.1 What is assessment?

- a. Assessment is the process of identifying, gathering and interpreting information about student achievement.
- b. In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - a wider range of syllabus outcomes than may be measured by the external examination alone.
 - multiple measures and observations made throughout the HSC course rather than a single assessment event.

1.2 Assessment Requirements for Board Developed Courses and Board Endorsed Courses

- a. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- b. The assessment marks submitted to NESA are devised from assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- c. Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training (VET) courses

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made based on evidence derived from a variety of tasks.
- b. NESA requires providers of VET industry curriculum framework courses to:
 - ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO);
 - use a competency-based approach to assessment;
 - maintain a record of all of the competencies achieved by each student;
 - progressively record the achievement and units of elements of a competency;
 - use only qualified assessors to carry out assessment;
 - report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course;
 - verify that students have completed the mandatory work placement hours that have been assigned to each course. (Every effort should be made to complete these by the end of Term 2) and
 - prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.
- c. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/misadventure appeal.

1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course and each has a weighting determined by the school within guidelines provided by NESAs.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

1.6 The HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to NESAs provide a rank order of students and show relative differences between students' performances. This is best achieved by designing assessment tasks that discriminate between students' achievements and by using a sufficiently wide mark range.

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include: -
 - *NSW Education Standards Authority 2027 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
 - The assessment schedule booklet (both Preliminary and HSC).
- b. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate.
 - Year 11 Subject Selection Evening – whilst students are in Year 10.
 - Results Data Analysis Meetings.
 - Higher School Certificate Information Meeting – conducted in Term 4 at the start of Year 12.
- c. Year Meetings will also provide opportunities to explain specific details of the assessment policy to students.

3. A Standards Referenced Approach to Assessment

3.1 Assessment Schedules

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - inform each student of the assessment requirements for each course;
 - indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - outline the weightings for each syllabus component;
 - specify values for each of these tasks; and
 - provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 1, Term 2 and Term 3 will be issued to students in Term 1.
- d. Each student will be required to sign an acknowledgment of the receipt of the assessment policy and schedules.
- e. The assessment schedules will be available on the school's website.

3.2 Assessment Notifications

- a. Students will be notified at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification would be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school and to check the Google Classroom of the relevant subject.

3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

3.5 Recording and Reporting Student Marks

- a. Teachers and Head Teachers will keep records of each student's performance in each task in the electronic Markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks.
- b. Head Teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking will also appear on their Yearly Report at the conclusion of the Preliminary Course.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

3.6 Changing HSC English and/or Mathematics Courses/Levels

The school acknowledges that students may experience varying levels of difficulty in HSC English and Mathematics courses. Changing courses to a lower level of English and Mathematics is a valid and strategic option to support student learning, confidence and HSC outcomes. To minimise disruption, maintain assessment fairness and HSC eligibility, course changes will be managed by the Deputy Principal of Year 11. Their decision will be based on these principles and must also meet the following:

1. Prior to changing courses, students who are struggling should meet with their class teacher and/or Head Teacher in the first instance to discuss performance, challenges and potential support strategies.
2. It is strongly recommended students move levels at the end of the Preliminary course. Mathematics students can also request a change any time within the first 6 weeks of commencing Year 12 (Term 4). English students can request a change at the end of the Common Module (end of Term 4).
3. Students should contact their Deputy Principal to request this change after consulting with the Head Teacher and their parent/carer.
4. After the beginning of the Year 12 course (Term 4), any course changes will only be considered in exceptional circumstances with strong justification.
5. To change courses students may be required to complete certain course work and/or submit any missed assessments for that course.

Parents/carers will be informed of the recommendation and consulted before any change is finalised.

Students transferring courses will receive a catch-up plan for any missed syllabus content and guidance on assessment requirements. It is expected that they commit to completing this to support their transition. Final approval is only granted by the School Principal or delegated authority Deputy Principal.

4. Procedures for Applying for Illness and/or Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due. (e.g., a car accident). It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. An application for illness/misadventure can only occur either before, during or within a week after the relevant assessment task.

If the task is not submitted the student must immediately report to the relevant Head Teacher on the day of return to school, complete an *Illness/Misadventure & School Business Application Form* available on the school's website, from the office or from the Deputy Principal and on page 12 of this document, and provide a medical certificate dated the same day as the task or other contemporary supporting documentation for a misadventure.

Students need to be aware if they commence or attempt an assessment task the results they achieve will be recorded. In this case, illness/misadventure therefore does not apply retrospectively.

Students **must attend school on time** on the date of a task or date the task is due. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

4.1 Absence due to illness misadventure on the day of an in-class assessment task

- Student or parent/carer must email or ring the relevant faculty Head Teacher or Deputy Principal before the **day of the task** or **by 8:30am** on the day of the task to inform the student will be absent.
- Student must immediately report to the relevant Head Teacher **on the day they return to school**, complete an *Illness/Misadventure & School Business Application Form* available on the PPHS website, from the office or from the Deputy Principal and on page 12 of this document, and provide a medical certificate dated the same day as the task or other contemporary supporting documentation for a misadventure.
- Completed forms and documentation must be **returned to the relevant faculty Head Teacher** within **one week** of the student's return to school.

4.2 Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/carer must email or ring the relevant faculty Head Teacher or Deputy Principal **before the day of the task** or by 8:30am on the day of the task to inform the student will be absent.
- Students must make every effort to have the task delivered in-person (e.g., by a third party) or submitted electronically (e.g., email or via Google Classroom) in line with the details noted in the current assessment notification.
- Completed forms and documentation **must be returned to the relevant faculty Head Teacher** within **one week** of the student's return to school.
- If an assessment task is submitted late, and there is no successful illness/misadventure, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

4.3 Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE they view the task**. At this stage, the student will need to decide to either:
 - a. Complete the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
 - b. Leave and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure & School Business Application Form* and following the illness/misadventure procedure.

- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4.4 Illness/misadventure on a day during an examination period

- The student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9772 1770.
- Prior to their return to school, the student must **contact the relevant Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Deputy Principal at a time determined.
- Students must obtain an *Illness/Misadventure & School Business Application Form* and any other relevant documentation.
- Completed forms and documentation must be returned to the relevant Deputy Principal within **one week** of the student's return to school.

4.5 Illness/misadventure for a group performance

- The individual student or parent/carer concerned (i.e. NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by phone 9772 1700.
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure & School Business Application Form*.
- These forms need to be returned to the relevant faculty Head Teacher within two school days of the scheduled date.
- The relevant faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an *Illness/Misadventure & School Business Application Form* and any other relevant documentation and return to the relevant Head Teacher within **one week** of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the *Illness/Misadventure & School Business Application Form*. The *Illness/Misadventure & School Business Application Form* is available online on the PPHS website, at the school office and on page 12.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

- If the student follows the above procedures, **and** the reason is judged to be valid, the Head Teacher will decide if the student will do the original task or complete an alternative task.
- If the student does not follow the above procedures, they will be awarded a zero mark for the task.
- If a student appeals more than 40% of their total result in a subject area due to illness or misadventure, teacher professional judgement may be used to best determine the appropriate result.
- The provision of supporting documents, such as medical certificates, does not dictate the outcome of the appeal.

4.6 Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Illness/Misadventure & School Business Application Form* to the faculty Head Teacher **in advance of the absence**. The student will be required to submit the work at a time specified by the relevant faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded.

Should the student wish to appeal this decision, they must submit this in writing to the relevant Deputy Principal.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

4.7 Student Attendance

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting the requirements of illness/misadventure. Absences, fractional truancies and poor punctuality will be regarded seriously by the Principal. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their HSC;
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.

Travel is not a satisfactory reason for missing a task and the student will still receive a zero. Travel during and assessment period may be deemed unjustified by the Principal.

4.8 Unfair Advantage

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

- To absent yourself from **any** lessons or normal school routine on a day that an in-class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.
- **Arriving late** on the day of a scheduled in-class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate.
- If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task.

4.9 Technology and assessment tasks

- a. Technology and/or computer equipment failure may **not be valid grounds for misadventure** involving the late submission of assessment tasks.
- b. In the case of the submission of assessment tasks, students may lodge an illness/misadventure appeal if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials, with timestamps provided as evidence.
- c. To assist students in the utilisation of technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
 - back-up files regularly
 - print out copies of drafts and keep them while the assignment is in progress
 - bring a copy of the file to school by either email or USB

4.10 Summary Procedures for Applying for Illness/Misadventure

Students missing an assessment task and wishing to make an application for illness/misadventure or reschedule due to school business must follow the procedure outlined below:

Step One: Contact the school

- (i) Student or parent/carer must inform the school on the day of absence by phoning the Faculty Head Teacher or Deputy Principal.



Step Two: Obtain relevant documentation

- (i) Student must obtain an Illness/Misadventure & School Business Application Form.
- (ii) For illness, the student must obtain a medical certificate and ensure it is completed for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to either:
 - a) The relevant faculty Head Teacher for missed in-class assessment tasks and hand-in assessment tasks; or
 - b) The relevant Deputy Principal for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment on that day.



Step Four: Submission, resolution and feedback

- (i) Student will submit the Illness/Misadventure & School Business Application Form and relevant documentation to the relevant Head Teacher within two school days of returning to school.
- (ii) The relevant Head Teacher will consider the application and make a recommendation then document the decision on Sentral under Wellbeing > Data Record.
- (iii) Student will then submit the Illness/Misadventure & School Business Application Form to the relevant Deputy Principal for final approval and filing.

If the application is not accepted, a zero mark will be awarded for that task. Should the student wish to appeal this decision, they must submit this appeal in writing to the relevant Deputy Principal.

4.11 Outcome of Illness/Misadventure

The relevant faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and recommend whether the application is to be accepted or rejected. The Deputy Principal, or delegate, will make the final decision.

If the application is accepted, one of three things may occur:

1. Original or substitute task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. In exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal, or delegate, in consultation with the relevant faculty Head Teacher, may decide that the student's relative assessment be determined with a comparable task. This may be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures and then one of two things may occur:

1. Original task was submitted or attempted on time. The original task will be marked, and this earned mark will apply.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the relevant Deputy Principal within two school days of receiving the initial decision.



PICNIC POINT HIGH SCHOOL
ILLNESS/MISADVENTURE/SCHOOL BUSINESS
ASSESSMENT TASK FORM

Section A - To be completed by the student

Student's Name: _____

Year: _____

Course: _____

Teacher: _____

Task No: _____ Task Title: _____

Due Date: ____ / ____ / ____

Type of Appeal: (please tick) Illness Misadventure School Business

Reason for Appeal: (please provide details to support your case)

Supporting evidence attached: Medical Certificate Parent letter
 Travel documents Other: _____

Student Signature: _____

Date: ____ / ____ / ____

Parent/Carer Signature: _____

Date: ____ / ____ / ____

Section B - To be completed by the Head Teacher

Head Teacher's Name: _____

Faculty: _____

Receipt date of form: ____ / ____ / ____

Task submitted/completed: Yes No

Date of rescheduled task (if applicable): ____ / ____ / ____

Date Completed: ____ / ____ / ____

Head Teacher recommendation:

- Estimate based on late submission of task
- Estimate based on all other assessment tasks
- Estimate based on a substitute task being set and completed
- Extension of time granted until _____
- Zero mark to be given for late submission
- Non-attempt recorded and N-Determination Warning to be issued
- Other action: _____

Head Teacher Signature: _____ Date: ____ / ____ / ____

HT Note: Information entered onto illness/misadventure/school business spreadsheet: Yes No

Section C - To be completed by the Principal/Deputy Principal

Principal/Deputy Principal's Name: _____

Resolution: Accepted Rejected
Reason for decision: Followed assessment procedure Did not follow assessment procedure
 Other

Principal/Deputy Principal Signature: _____ Date: ____ / ____ / ____

Original to: Principal/Deputy Principal
Copies to: Head Teacher / Student file

5. Disability Provisions

5.1 Disability Provisions Policy <https://ace.nesa.nsw.edu.au/ace-10001>

- a. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require NESA to ensure that students with a disability are able to access and respond to an examination.
- b. NESA may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions and/or
 - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

5.2 Disability Provisions

- a. NESA will not compensate students for difficulties in undertaking courses and preparing for the Higher School Certificate examinations.
- b. Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.
- c. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- d. Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.
- e. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

5.3 Applying for Disability

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may access Disability Provisions from the beginning of their assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for special examination provisions should make an appointment with the Head Teacher Learning and Support.
- c. The student will need to supply evidence of the student's special examination need.

6. Malpractice in assessment tasks

6.1 Defining Malpractice

- a. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals, CDs or the Internet without reference to the source
 - unauthorised use of generative AI (artificial intelligence) tools
 - building on someone else's ideas without giving their source
 - buying, stealing or borrowing someone else's work and presenting it as one's own
 - submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
 - using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
 - not acknowledging any work completed by others for your submitted work or performance
 - breaching school exam rules
 - cheating in a preliminary exam
 - using non-approved aids in an assessment task
 - giving false reasons for not handing in work by the due date
 - helping another student to engage in malpractice
 - acts of unintentional 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 exam – irrespective of whether such actions occur before, during or after such an exam or assessment.
- b. **Malpractice may occur when Generative AI (such as Chat GPT):**
- has been used as part of an assessment task, unless specifically permitted in the Assessment Notification.
 - output has not been cited. All work presented must be a student's own or must be acknowledged appropriately.
 - is suspected of being used and the student is not able to provide evidence that all unacknowledged work is entirely their own.

6.2 Managing Issues of Malpractice

- a. In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
 - answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- b. Issues of malpractice will be investigated by the Head Teacher of the respective course.
- c. If the malpractice is proven, the assessment committee will consider a zero mark for that task. In some circumstances, the school Principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- d. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

- e. All students have completed the 'HSC All My Own Work Modules' before commencement of the Preliminary course.
- f. All acts of malpractice are to be recorded on the NESA Register of Malpractice in HSC Assessment Tasks.
- g. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. The school treats allegations of malpractice very seriously and there are significant penalties for detected malpractice in exams.

Students MUST make a genuine attempt at assessment tasks accumulating a worth of MORE THAN 50% of the available marks for that course. Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N Determination' in the course.

6.3 Artificial Intelligence (AI)

NESA has developed a policy on the use of AI in schools. This policy falls under NESA's existing rules governing academic honesty, and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools. Schools and teachers will decide how best to use AI to support teaching and learning, in accordance with sector policies.

AI has implications for academic honesty. Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Advice for students

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

MISREPRESENTATION

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

COLLUSION

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

PLAGIARISM

3. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
4. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
5. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

BREACH OF ASSESSMENT CONDITIONS

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

7. Formal Examinations – Rules and Procedures

7.1 General Examination Procedures

- a. Preliminary assessments should involve a formal calendared Yearly examinations period for all courses.
- b. With the exception of practical based courses, all courses will include assessments from the issued assessment schedule in the calendared formal examination periods.
- c. The starting date for these examination periods will be indicated on the school assessment calendar and reflected within individual course assessment schedules.
- d. Time allocated to these formal examination periods is indicative only and should be organised so as to ensure minimal disruption to teaching and learning.
- e. For formal examinations, the students are to assemble at least 15 minutes prior to the designated start time. Students who arrive late for an examination will not be given extra time to complete the task or examination.
- f. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- g. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve or case and checked by supervising staff.
- h. Mobile phones are to be switched off before entering the examination room and are to remain in the student's bag or handed to the supervisor. These remain at the front of the examination hall for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- i. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.
- j. Students will receive a copy of the examination procedures prior to the commencement of the examination period.

7.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts will be awarded a zero mark with an 'N' Warning Letter issued.

7.3 Appeals Surrounding the Assessment Procedure

- a. When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal by filling an Assessment Appeal Form (on page 20). The first appeal MUST be to the Head Teacher.
- b. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal through their Deputy Principal to the Assessment Committee.

- c. The Committee will determine if;
 - the weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESAs;
 - the procedures used to determine the final assessment marks conform with the issued assessment program and;
 - there are no administrative or other clerical errors in the determination of the assessment mark.
- d. If the Assessment Committee finds there may be errors in the process, it may ask the Head Teacher to review the process and make adjustments accordingly.
- e. The Assessment Committee will give a written reply to students who submit an appeal.
- f. If not satisfied with the Assessment Committee's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.
- g. Appeals surrounding the assessment procedures are the only times when students can appeal to NESAs.

7.4 Grounds for an appeal

- a. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- b. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

7.5 Invalid or unreliable tasks

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration. The school reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid. In the event of an invalid task, the Assessment Committee will meet and make a decision. In the event of an appeal, the Principal will make the final decision.

If a task is deemed invalid or unreliable, adjustments will be made and may include:

- a. Reduced weighting of a completed task.
- b. Addition of a replacement task.
- c. In extreme cases, the task may be discarded.



PICNIC POINT HIGH SCHOOL
ASSESSMENT APPEAL FORM

Section to be completed by Parent/Carer

Student's Name: _____ Year: _____

Parent/Carer Name: _____ Phone: _____

Subject: _____ Date of Task: _____

Type of Assessment Task: _____

Appeal is lodged on the following grounds:

Supporting documentation provided: Yes No

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Section to be completed by Deputy Principal

Recommendation:

Deputy Principal's Signature: _____ Date: _____

Panel Members: _____

Original to: Principal/Deputy Principal
Copies to: Head Teacher / Student file

8. Students in danger of NOT meeting course requirements

8.1 Satisfactory Completion of the course

- a. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - followed the course developed or endorsed by the NESA;
 - applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and
 - achieved some or all of the course outcomes

8.2 Student Attendance

- a. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.
- b. The Deputy Principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course requirements.

8.3 Failure to complete or submit assessment tasks

- a. If a student has a valid reason for failing to complete or submit an assessment task, then he/she is to submit an illness/misadventure appeal to the Head Teacher. (See section 4).
- b. If there is no valid reason, or the appeal has not been upheld for not completing or submitting an assessment task, a zero mark may be recorded for that task. The student and his/her parents/carers will be advised, in writing, of this through an 'N' Warning Letter.

8.4 Non-serious attempts

- a. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- b. Students studying the Preliminary/HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

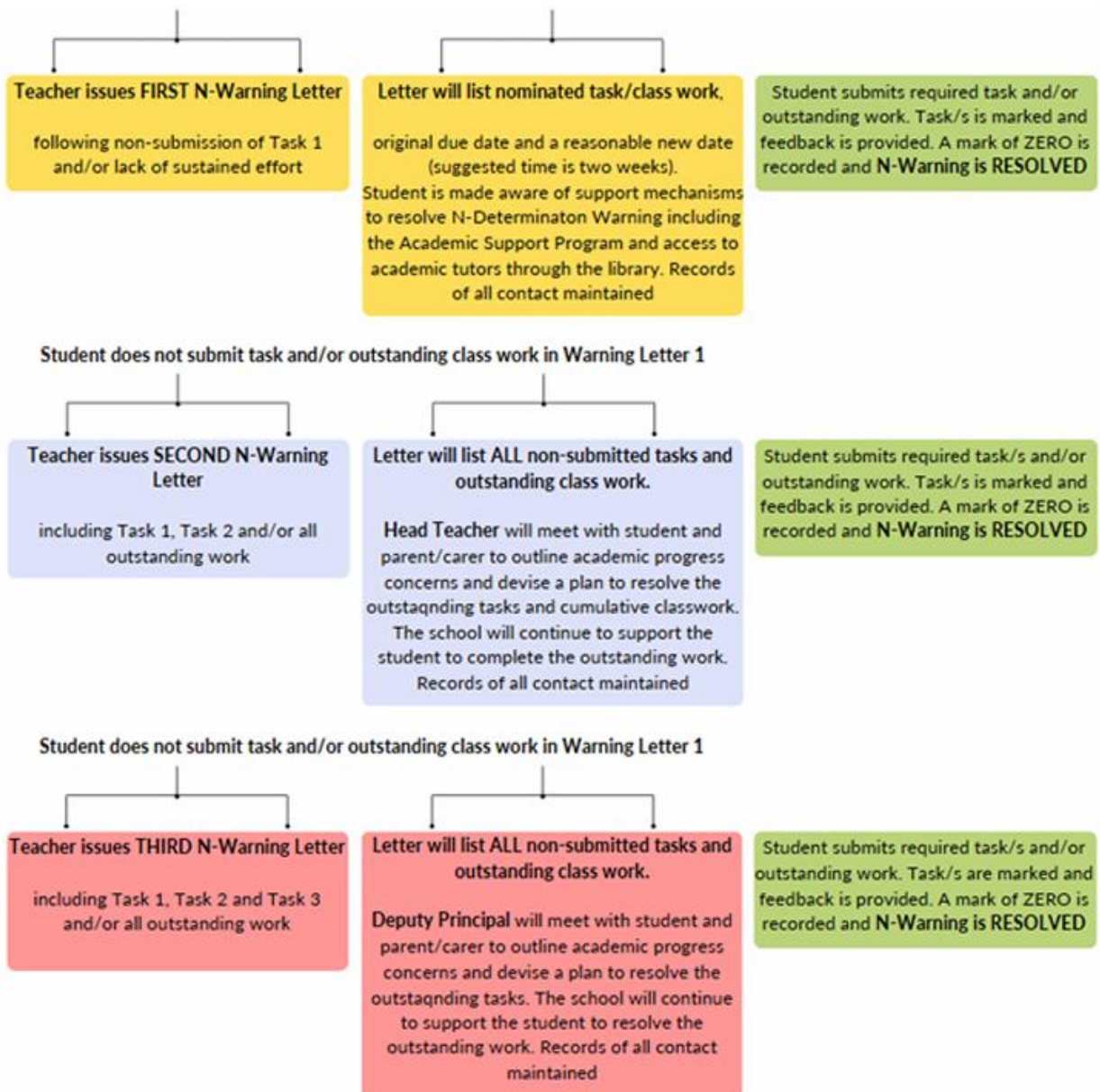
8.5 Communicating course requirement concerns (also see NESA N-Warning Letter procedures pg. 21)

- a. Students should receive meaningful feedback in all aspects of their course work. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final Preliminary Assessment mark should assist students as preparation for tasks that are part of the Preliminary Assessment program.
- b. Students must make a genuine attempt at assessment tasks that contribute more than 50% of the total assessment mark.
- c. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N' Warning Letter must be given to the student and their parents.
- d. The letter will:
 - advise the student of the issue giving adequate time for the problem to be corrected;
 - specifying details of action including a timeframe required by the student;
 - alert the student to the possible consequences of an 'N' Determination; and
 - request from the student and his/her parent a written acknowledgement of the warning
- e. If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued for the same task.

N-DETERMINATION WARNING FLOW CHART YEARS 10-12

Student does not submit assessment task by due date, engages in malpractice or demonstrates lack of sustained effort:

- following the course developed or endorsed by NESAs; and/or
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
- achieving some or all of the outcomes



If student fails to comply with the Warning Letters after at least two letters have been sent, then the student and parent/carer will be informed that the student may receive a N-Determination for that particular subject. The Principal or delegate will meet with the student Parent/Carer.



PICNIC POINT HIGH SCHOOL

PRELIMINARY ASSESSMENT TASK NO. _____ NOTIFICATION

SUBJECT	TEACHER	DATE ISSUED	DATE DUE
TYPE OF TASK <i>e.g. research assignment, practical exercise, speech, class test etc.</i>			
TOPIC <i>e.g. name of the unit of work</i>			
TASK WEIGHT <i>As per grid</i>			
COMPONENT WEIGHTS <i>As per grid</i>			
OUTCOMES <i>As per grid including code & description</i>			
TASK DESCRIPTION <i>Explaining precisely what students are required to do. (This will be as specific as possible including details such as the expected word length, speech/presentation, length, and requirement to add a bibliography or to include all calculations or rough drafts – as applicable.)</i>			
PREPARATION <i>Giving details of possible references/resources, a guide on how to start. (May also give definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NES A Glossary of Terms etc.)</i>			
SUBMISSION DETAILS <i>Giving specific details relating to handing in tasks: Students must read and be familiar with the rules for completing/submitting tasks outlined in the Assessment Guide you have been issued. Definitions of task terms such as “DISCUSS”, “ANALYSE”, “EVALUATE”, as defined by the NES A Glossary of Terms etc., may also be given)</i>	<i>If a student is absent for an assessment task or fails to submit a task when it is due, a medical certificate must be presented on the first day the student returns to school. The student must immediately commence the Illness/Misadventure process.</i>		
FEEDBACK <i>May include: Whole cohort written feedback Written annotations on marking criteria Individual conferencing</i>			
ASSESSMENT PROCEDURES	<i>All students should be fully aware of the Preliminary HSC Assessment Policy provided in Term 1. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.</i>		

ATTACHMENTS - MARKING CRITERIA - Students will be given examples or an explanation of the skills and knowledge required to obtain a particular grade, band or full marks.

SIGN OFF SHEET - Students will be required to sign off against their name to indicate that they have received the task and also when they have completed the task.

BLANK PAGE

SUBJECT: ABORIGINAL STUDIES

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1		TASK 2		TASK 3		WEIGHTING
	Source Analysis		Local Study: Research Report		Yearly Examination		
	Term 2 Week 1		Term 3 Week 5		Term 3 Weeks 9/10		
	P1.1 P1.2 P2.1	P2.2 P3.2	P2.2 P4.1	P4.2	P1.1 P1.2 P2.2 P2.3 P3.3	P1.3 P2.1 P3.1 P3.2	
Knowledge and understanding of course content	10				30		40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5		10				15
Research and inquiry methods, including aspects of the local community Case Study	10		10				20
Communication of information, ideas and issues in appropriate forms	5		10		10		25
TOTAL WEIGHTING	30		30		40		100

SUBJECT: ANCIENT HISTORY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Sources Response In class	Historical Investigation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
	AH11-1 AH11-2 AH11-6 AH11-9	AH11-3 AH11-5 AH11-6 AH11-8	AH11-4 AH11-5 AH11-7 AH11-10	
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	5	5	20
TOTAL WEIGHTING	30	30	40	100

SUBJECT: BIOLOGY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Practical Investigation Module 1: Cells as the Basis of Life	Research Assessment Task Module 3: Biological Diversity Module 4: Ecosystem Dynamics	Yearly Examination Module 1: Cells as the Basis of Life Module 2: Organisation of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics	
	Term 1 Week 8	Term 3 Week 2	Term 3 Weeks 9/10	
	BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-7 BIO 11-8	BIO 11-1 BIO 11-5 BIO 11-6 BIO 11-10 BIO 11-11	BIO 11-6 BIO 11-9 BIO 11-8 BIO 11-11 BIO 11-10	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
TOTAL WEIGHTING	30	40	30	100

SUBJECT: BUSINESS STUDIES

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Business Report	Topic Test	Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9/10	
	P1 P2 P8	P4 P5 P6	P8 P9 P10	
Knowledge and understanding of course content		20	20	40
Stimulus-based skills	5	5	10	20
Inquiry and research	20			20
Communication of business information, ideas and issues in appropriate forms		10	10	20
TOTAL WEIGHTING	25	35	40	100

SUBJECT: CHEMISTRY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research and Processing Task Module 1: Properties and Structure of Matter	Depth Study Report Module 2: Quantitative Chemistry Module 3: Reactive Chemistry	Yearly Examination Module 1: Properties and Structure of Matter Module 2: Quantitative Chemistry Module 3: Reactive Chemistry Module 4: Drivers of Reactions	
	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11-12-7 CH11-9 CH11-10	CH11/12-5 CH11/12-6 CH11/12-8 CH11-9 CH11-10 CH11-11	
Skills in working scientifically	20	25	15	60
Knowledge and understanding of course content	10	5	25	40
TOTAL WEIGHTING	30	30	40	100

SUBJECT: COMMUNITY & FAMILY STUDIES

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Case Study	Report Families and Communities	Yearly Examination	
	Term 2 Week 1	Term 3 Week 3	Term 3 Weeks 9/10	
	P1.2 P4.1 P5.1 P6.2	P3.1 P4.1 P4.2 P6.1	P1.1 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2	
Knowledge and understanding of course content	5	10	25	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
TOTAL WEIGHTING	30	35	35	100

SUBJECT: ENGLISH ADVANCED

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Reading to Write In Class Writing Task	Narratives that Shape our World In Class Critical Response	Critical Study of Literature: Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
	EAV-11-05 EAV-11-04 EAV-11-06	EAV-11-01 EAV-11-02 EAV-11-03 EAV-11-05	EAV-11-01 EAV-11-03 EAV-11-05	
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 WEIGHTING	30	40	30	100

SUBJECT: ENGLISH EXTENSION 1

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Texts, Culture and Value Writing Task	Texts, Culture and Value Related Research Project	Texts, Culture and Value End of Course Examination	
	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 9/10	
	EE1-11-04 EE1-11-05 EE1-11-06	EE1-11-01 EE1-11-02 EE1-11-03 EE1-11-04	EE1-11-01 EE1-11-02 EE1-11-03 EE1-11-05 EE1-11-06	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
TOTAL WEIGHTING	30	40	30	100

SUBJECT: ENGLISH STANDARD

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Reading to Write Writing Task including reflection In Class	Contemporary Possibilities Critical Response In class	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
	EST-11-04 EST-11-06 EST-11-05	EST-11-01 EST-11-03 EST-11-05	EST-11-01 EST-01-02 EST-11-04 EST-11-03 EST-11-05	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: ENGLISH STUDIES

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Listening Task Reading to Write Transition to English Studies	Multimodal Presentation on Elective	Portfolio All modules	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9/10	
	ESD-11-01 ESD-11-02 ESD-11-05	ESD-11-04 ESD-11-05	ESD-11-01 ESD-11-02 ESD-11-03 ESD-11-04 ESD-11-05	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: FOOD TECHNOLOGY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Functional Properties of Food Investigation and Practical Activity	Nutrition Written Task and Practical Activity	Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9/10	
	P2.2 P3.2 P4.1 P4.4	P3.1 P3.2 P4.2 P4.3	P1.1 P1.2 P2.1 P2.2	
Knowledge and understanding of course content	10	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
TOTAL WEIGHTING	35	40	25	100

SUBJECT: GEOGRAPHY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Research Report	Geographical Project	Yearly Examination	
	Term 1 Week 8	Term 3 Week 7	Term 3 Weeks 9/10	
	GE-11-02 GE-11-05 GE-11-09	GE-11-01 GE-11-06 GE-11-07 GE-11-08	GE-11-03 GE-11-04 GE-11-05 GE-11-09	
Knowledge and understanding of course content	5	10	25	40
Geographical tools and skills	10	5	5	20
Geographical inquiry and research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
TOTAL WEIGHTING	30	30	40	100

SUBJECT: HEALTH AND MOVEMENT SCIENCE

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Collaborative Investigation	Depth Study Extended Response	Yearly Examination	
	Term 2 Week 1-4	Term 3 Week 1-3	Term 3 Weeks 9/10	
	HM-11-05 HM-11-07 HM-11-06 HM-11-10	HM-11-05 HM-11-01 HM-11-07 HM-11-10	HM-11-01 HM-11-06 HM-11-02 HM-11-07 HM-11-03 HM-11-08 HM-11-04 HM-11-09	
Knowledge and understanding of course content	15	15	10	40
Skills in collaboration, analysis, creative thinking, communication, problem solving and research	15	15	30	60
TOTAL WEIGHTING	30	30	40	100

SUBJECT: INVESTIGATING SCIENCE

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Practical Assessment Task Module 1	Depth Study Research and Processing Task Module 2	Yearly Examination Modules 1-4	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10	
	INS11-1 INS11-2 INS11-3 INS11-5 INS11-8	INS11-1 INS11/12-4 INS11-6 INS11/12-7 INS11-9	INS11-6 INS11-8 INS11-9 INS11-10 INS11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
TOTAL WEIGHTING	30	30	40	100

SUBJECT: LEGAL STUDIES

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Research Task	Yearly Examination	
	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 9/10	
	P1 P2 P3 P4	P4 P7 P8 P9	P1 P2 P3 P7 P9	
Knowledge and understanding of course content	20		20	40
Analysis and evaluation		10	10	20
Inquiry and research		20		20
Communication of legal studies information, ideas and issues in appropriate forms	10	10	10	20
TOTAL WEIGHTING	30	40	30	100

SUBJECT: MATHEMATICS ADVANCED

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Open Book Test	Yearly Examination	
	Term 2 Week 2	Term 2 Week 11	Term 3 Weeks 9/10	
	MAV11-01 MAV11-02 MAO-WM-01	MAV11-01 MAV11-02 MAV-11-04 MAV11-06 MAO-WM-01	MAV1-11-01 MAV1-11-06 MAV1-11-02 MAV1-11-07 MAV1-11-03 MAV1-11-08 MAV1-11-04 MAV1-11-09 MAV1-11-05 MAO-WM-01	
Knowledge and understanding of course content	15	15	20	50
Skills in working mathematically	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: MATHEMATICS EXTENSION 1

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Open Book Test	Yearly Examination	
	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 9/10	
	ME1-11-05 MAO-WM-01	ME1-11-02 ME1-11-02 MAO-WM-01	ME1-11-01 ME1-11-03 ME1-11-02 ME1-11-04 MAO-WM-01 ME1-11-05	
Understanding, fluency and communicating	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: MATHEMATICS STANDARD

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Topic Test	Open Book Test	Yearly Examination	
	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9/10	
	MST-11-01 MST-11-02 MAO-WM-01	MAO-WM-01 MST-11-08 MST-11-03 MST-11-04	MST-11-01 MST-11-06 MST-11-02 MST-11-07 MST-11-03 MST-11-08 MST-11-04 MAO-WM-01 MST-11-05	
Understanding, fluency and communicating	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: MODERN HISTORY

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Source Analysis & Extended Response	Historical Investigation	Yearly Examination	
	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 9/10	
	MH11-1 MH11-6 MH11-9	MH11-3 MH11-4 MH11-5 MH11-8 MH11-10	MH11-1 MH11-2 MH11-3 MH11-7 MH11-9	
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	5	5	20
TOTAL WEIGHTING	30	30	40	100

SUBJECT: MUSIC 1

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Viva Voce and Performance	Composition and Portfolio	Aural Skills Examination	
	Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 9/10	
	P1 P2 P6	P3 P7 P8	P4 P5 P6	
Performance	25			25
Composition		25		25
Musicology	15	10		25
Aural			25	25
TOTAL WEIGHTING	40	35	25	100

SUBJECT: NUMERCAY CEC

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Assignment	Assignment / Investigation	Assignment	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
	N6-1.1 N6-1.2 N6-3.1 N6-3.2	N6-1.3 N6-2.1 N6-2.2 N6-3.2	N6-1.2 N6-2.3 N6-3.1 N6-3.2	
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: PHYSICS

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Depth Study Research and Report Module 1: Kinematics Module 2: Dynamics	Open Ended Research Task Module 2: Dynamics Module 3: Waves and Thermodynamics	Yearly Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-7 PH11-8 PH11/12-9	PH11/12-4 PH11/12-5 PH11/12-6 PH11-10 PH11-9	PH11/12-6 PH11-8 PH11-9 PH11-11 PH11-10	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	5	15	20	40
TOTAL WEIGHTING	25	35	40	100

SUBJECT: SOCIETY AND CULTURE

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	The Social and Cultural World Cross Cultural Comparison	Personal and Social Identity Speaking Task	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
	P1 P3 P9 P10	P2 P3 P5 P8	P3 P4 P5 P10	
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
TOTAL WEIGHTING	30	30	40	100

SUBJECT: SPORT, LIFESTYLE AND RECREATION

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Individual Games & Sports Applications	Sports Coaching Assignment	Yearly Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 9/10	
	P1.1 P1.3 P2.3	P1.1 P4.5 P5.4	P1.1 P1.5 P1.6 P2.2 P2.4 P2.5 P3.5 P4.3 P4.5	
Knowledge and understanding of course content	20	10	20	50
Skills	10	20	20	50
TOTAL WEIGHTING	30	30	40	100

SUBJECT: VISUAL ARTS

COURSE: PRELIMINARY 2026

COMPONENT	TASK 1	TASK 2	TASK 3	WEIGHTING
	Artwork & Research Task	Artwork & VAPD	Yearly Examination	
	Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 9/10	
	P1 P4 P5 P7 P10	P2 P3 P6 P8 P9	P7 P8 P9 P10	
Artmaking	20	30		50
Art criticism and art making	20	10	20	50
TOTAL WEIGHTING	40	40	20	100

VOCATIONAL EDUCATION AND TRAINING

ASSESSMENT

Assessment for the Higher School Certificate VET courses within Industry Curriculum Frameworks has two distinct purposes.

1. Assessment for Australian Qualification Framework (AQF) VET qualifications – competency-based assessment.
2. Assessment for the Higher School Certificates that may include the optional HSC examination for Australian Tertiary Admission Rank (ATAR).

AQF CERTIFICATION

Assessment for AQF Certification is competency based. In keeping with the concept of competence as the integration of a wide range of skills, knowledge and attitudes, a holistic or integrated approach to the assessment of competence is adopted.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Schools are expected to provide reasonable opportunities for students in assessment.

A variety of assessment strategies will be utilised by VET staff to assess the competence of students. Competency standards are the benchmarks for this assessment. All assessments are to be conducted within the requirements of the syllabus and/or training package requirements and have a direct link to the performance criteria.

Some forms of assessment will be ongoing. Evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations and so on.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate or statement of attainment.

The NSW Education Standards Authority (NESA) has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an 'N' award for a Board Developed course and a Board Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting course requirements. Notification to parent/carer should be timely and provide students the opportunity for the issues of concern to be re dressed as appropriate.

HSC EXAMINATIONS IN VET

The HSC Examination is independent of competency-based assessment requirements for AQF qualifications. The examination is optional for students of a 240-hour Board Developed VET Course and is intended for ATAR purposes only.

For the purpose of an ATAR, students must sit the HSC Examination.

Students at Picnic Point High School will indicate their intention to sit or not to sit for the VET HSC Examination in a written form, provided to them by their VET teacher prior to the completion of Term 3 in their HSC year (see information below).

The Trial HSC Examination should be undertaken by all students, including those who elect to include the framework as part of their ATAR. Students will need to nominate during the HSC year whether or not they will be undertaking the external HSC written examination.

REQUEST TO WITHDRAW FROM VET HSC EXAMINATION

VET courses have examinations which are optional. Sitting the HSC Examination is not a requirement for satisfactorily completing the VET course.

If the VET course is satisfactorily completed, but the examination is not attempted, then:

- The course will be listed on the HSC, but no examination mark will appear.
- No mark is available from that course to be included in the calculation of the ATAR.

All students undertaking a school delivered VET course will need to complete a request, to withdraw from the HSC Examination.

NON-Attendance and non-serious attempt of Mandatory VET Work Placement

70 hours completed over the 240-hour course.

If a student fails to attend compulsory work placement the student's parent/carer must notify the school by phone on the morning of the scheduled work placement, stating the reason for non-attendance.

The student must notify the Host Employer of their absence by phone or email before the workday begins. Attainment of the Higher School Certificate can be jeopardised if a note and medical certificate, giving supporting reasons is not provided to the Deputy Principal on the first day back at school.

An N-Award Warning letter will be issued for non-completion of work placement hours as indicated by NESA guidelines. Students must satisfy all course work requirements and complete work placement hours to qualify for a VET Certificate.

If a valid reason is given for non-attendance, it's the student's responsibility to organize the completion of the missed hours with the Host Employer. If these hours cannot be completed with the Host Employer, the completion of the outstanding hours can be negotiated with the classroom teacher and the VET Coordinator.

In order to satisfy work placement hours it is the student's responsibility to complete and submit their 'VET Student Work Placement Journal' to their course teachers once they are finished each work placement.



School Name: Picnic Point High School

Assessment Schedule Year 11 – 2026

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6.0) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 4.0) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	*Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Term 1	Term 1	Term 1 - 2	Term 2 - 3
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6.0) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 4.0).

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

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

School Name: Picnic Point High School

Assessment Schedule Preliminary – 2026

Entertainment Industry

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 White card	Task 2 Plan a career	Task 3 Safe and sound	Task 4 Bump in the light
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
			Term 1	Term 1 - 4	Term 1 - 2	Term 2 - 3
Code	Unit of Competency	HSC Examinable Unit				
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			At Trainer's discretion		
CUAWHS312	Apply work health and safety practice	✓			X	
CUASOU331	Undertake live audio operations	✓			X	
CUALGT311	Operate basic lighting	✓				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

School Name: Picnic Point High School

Assessment Schedule Preliminary – 2026

Hospitality Food and Beverage

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen		Task 2 Service please	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
			Term 1 - 3		Term 2 - 3	
Code	Unit of Competency	HSC Examinable Unit				
<u>SITXWHS005</u>	Participate in safe work practices	✓	X			
<u>SITXFSA005</u>	Use hygienic practices for food safety	✓	X			
<u>SITXFSA006</u>	Participate in safe food handling practices	✓	X			
<u>SITHCCC025</u>	Prepare and present sandwiches		X			
<u>SITXCCS011</u>	Interact with customers	✓			X	
<u>SITXCOM007</u>	Show social and cultural sensitivity				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

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”.

www.educationstandards.nsw.edu.au