



Lake Munmorah High School

"Setting the Standard"



Year 11 2025

Assessment Procedures and Assessment Schedules



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Section 1: Introduction

Requirements for the Higher School Certificate and Record of School Achievement

Eligibility

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

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE, and
- have completed [All My Own Work](#) (or its equivalent), and
- have demonstrated the [minimum standard of literacy and numeracy](#), and
- have satisfactorily [completed courses](#) that comprise the [pattern of study](#) required by NESA for the [award of the HSC](#), and
- undertake and make a [serious attempt](#) at the requisite [HSC exams](#).

Satisfactory completion of a course

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses)
- at least four courses

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and seven Year 12 units from courses in science.

The following course completion criteria refer to both Year 11 and Year 12 courses.

i. Course Completion Criteria

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 Board
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved** some or all of the course outcomes

Note: For HSC courses, students must complete assessment tasks that contribute in **excess of 50%** of available marks.



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ii. Year 11 Courses

Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course by the scheduled due date. Failure to meet this requirement will be deemed as “not meeting the requirements of the course.”

Courses that were not satisfactorily completed will not be printed on Records of Achievement.

iii. The Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) provides information on a student’s performance throughout Stage 5 and Stage 6, up to a student’s completion of HSC requirements.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

It is an opportunity for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

While the RoSA credential is for school leavers, all Years 11 and 12 students are able to access and print a Student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential but has the same information as a RoSA. The Student eRecord is also available to schools via [Schools Online](#). Schools can generate an eRecord to check the student’s course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student’s Students Online account. Further information about eRecords is available on [NESA’s Record of School Achievement](#) webpage.

Students who have undertaken a VET course as part of their pattern of study will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification. NESA generates VET certification documentation on behalf of school system Registered Training Organisations (RTO).

iv. Life Skills

Stage 6 Life Skills courses provide options for students with disability who are unable to access regular course outcomes, particularly students with an intellectual disability.

The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate.

Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

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HSC Credential

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.

Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses, students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses, students receive a mark out of 50 and a place within one of four performance bands.

2 Unit Courses	Extension Courses
Band 6 = 90 - 100 marks	Band E4 = 45 - 50 marks
Band 5 = 80 - 89 marks	Band E3 = 35 - 44 marks
Band 4 = 70 - 79 marks	Band E2 = 25 - 34 marks
Band 3 = 60 - 69 marks	Band E1 = 0 - 24 marks
Band 2 = 50 - 59 marks	
Band 1 = 0 - 49 marks	



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Moderation: Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admission Rank: The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of NESA developed HSC courses including:

- 10 units of HSC Board Developed courses
- 2 units of English
- Three HSC Board Developed courses of 2 units or greater
- Four subject areas.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at: <https://www.uac.edu.au/>

Disability Provisions

Disability provisions provide students with practical support to access i.e. read and respond to, the HSC examinations.

In providing disability provisions for the HSC examinations, NESA complies with the *Disability Discrimination Act 1992* (Cth) (DDA) and the *Disability Standards for Education 2005*, issued under the DDA.

NESA may approve disability provisions that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation.

Disability provisions:

- a) address students' exam needs impacted by one or more of the following categories of disability:
 - a. learning, and/or
 - b. medical, and/or
 - c. vision, and/or
 - d. hearing
- b) are determined on the basis of functional evidence of impact, and
- c) provide practical support for students with disability to access HSC exams, not to achieve potential.

Principals must apply for HSC disability provisions on behalf of students for known conditions by completing the online application form in Schools Online by the last day of Term 1 in the year the student sits the HSC exams. Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.



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NESA will not approve disability provisions:

- a) solely on the basis of a diagnosis
- b) if it confers an advantage over students without that provision
- c) based on students' state or perceived difficulties when undertaking HSC courses or preparing for HSC exams
- d) based on a students lack of familiarity with the English language, and
- e) for students with episodic conditions that might occur during the HSC exam, and occurrence of these conditions will be subject to consideration under NESA's [illness/misadventure program](#).

It is crucial that a comprehensive examination support service is offered to students. For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. The Learning and Support Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

Detailed information about disability provisions can be found at: <https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions>

Minimum Standards

Students are being supported to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate credential.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Vocational Education and Training (VET)

Vocational Education and Training (VET) offers a faster job-focused pathway to a career compared to a three-year bachelor degree. VET provides students with first-hand experience in the workplace through an apprenticeship or traineeship. This gives them the right skills for the world and allows them quicker entry into paid work.

There may be minimum qualifications, but they may relate more to other factors, such as knowledge, skills and other relevant qualities.

VET courses cover a broad range of industries, such as:

- administration
- retail
- tourism & hospitality
- construction
- utilities
- community services & health
- transport
- mining
- manufacturing
- technology



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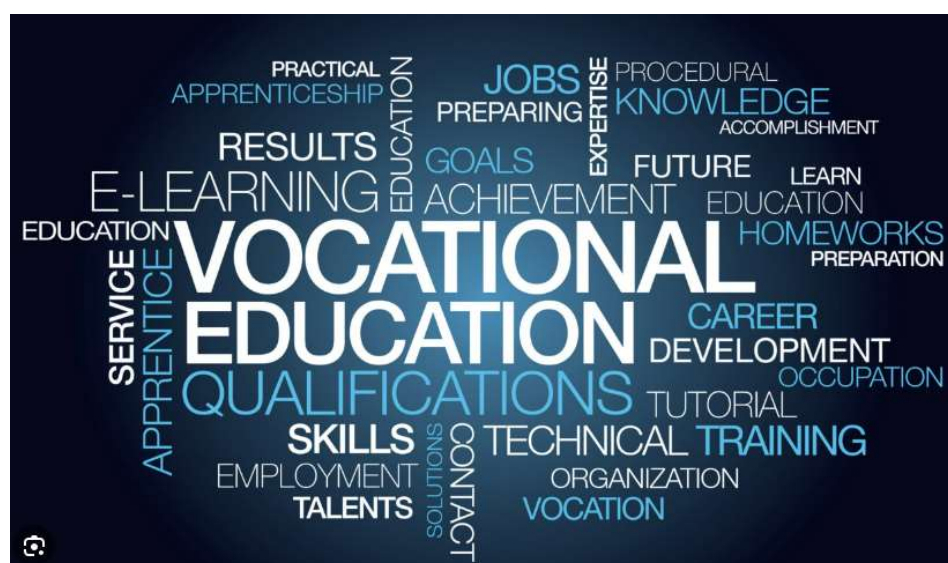
VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

NESA requires providers of VET curriculum framework courses to:

- Ensure that all courses are delivered under 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 of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- Use only qualified assessors to carry out assessment
- Report to the 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
- Prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

VET courses are competency based. In a competency based course, assessment of competencies is criterion referenced. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240 hour VET framework courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the student's Australian Tertiary Admission Rank (ATAR).

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an 'N' determination.





Section 2:

Assessment of Achievement

Assessment of Achievement in HSC Courses

Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

NESA mandates certain components and weightings for both Year 11 and Year 12 courses. The maximum number of formal assessment tasks in any 2 Unit course is three in Year 11, and four in Year 12.

A maximum of one formal written examination that mimics the HSC examination is allowed per Year 12 course, with a maximum weighting of 30%.

The maximum number of tasks in any 1 Unit course, including any extension course, will be three in Year 11 and four in Year 12. In the case of Extension courses, students who fail to meet the assessment requirements for the co requisite 2 Unit course may be deemed by NESA not to be eligible to receive a result in either course. All weightings and components are listed according to the relevant syllabus.

HSC takes precedence over all school activities, including excursions, competitions and sporting events.



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Assessment of Achievement

Assessment Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks could include assignments, fieldwork studies and reports, tests, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that provide the opportunity for the full range of marks to be available.

Executive staff are required to validate each task prior to distribution to students. All assessment tasks for a course should be completed by each student.

The students will be required to acknowledge the receipt, submission and return of a task. Teachers should assess the students' actual performance, not potential performance.

Assessment Notification

At the commencement of their course all students will be informed of the location of the Assessment Procedures. This will be on the school website and emailed to their school email address. They will receive a hard copy of the entire document, and hard copies will also be accessible via the Deputy Principal and Resource Centre Manager.

Students will be asked to sign to acknowledge their awareness of the processes outlined in this document. Staff explanation accompanies this process. Ongoing assistance is available from the Year Advisor, the Careers Advisor, the Resource Centre Manager and Deputy Principal.

A timetable for assessment tasks is developed and included in the booklet. All assessment tasks are placed on the assessment calendar by the Deputy Principal to avoid clashes with excursions and other events.

Students will be given at least two weeks written notice of an assessment task. This notice will include:

- the nature of the task
- outcomes
- assessment criteria
- the value or weighting of the task
- marking guidelines
- submission details

If a student is absent for the issuing of 'notice' it is the student's responsibility to obtain the task information. There will not be a staggered due date because of 'late' notice.



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Assessment of Achievement

Assessment Expectations

Completion and Submission of Assessment Tasks

Students have a responsibility to be present for all in class assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They may need to use the Illness/Misadventure process. Students must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend on days with scheduled assessment tasks.

Students will be notified in writing, as a part of their task notification, of the format in which the submission of the task will be accepted. Students should not assume that they may submit their assessment tasks by email or other digital media. A USB or external hard drive device will NOT be accepted for the submission of any assessment task.

Assessment tasks may be submitted using any of the following methods unless notified otherwise:

- **Written hard copy form:** assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) – not left at staffrooms, in classrooms or anywhere else. Students will be asked to sign a register with the classroom teacher to ensure that there is evidence that they have submitted the task by the due date.
- **Email:** assessment tasks will state the email address to which the task must be sent to qualify for appropriate submission of the task. A received email is accepted as a digital signature.
- **Online Learning Platform:** assessment tasks will direct students to the appropriate assignment or CANVAS quiz where their task is to be submitted.

Assessment tasks will need to be submitted by 2:05pm on the due date unless stated differently in the assessment notice.

PLEASE NOTE: When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept assessment tasks which are written in software applications to which school staff have ready access, and in a format which can be read by most school computers.
- The assessment task should be readily identifiable on the medium – clearly identifying the student and task.
- The school will not be responsible for the non-receipt or delay of emails.

Every faculty at Lake Munmorah High School maintains an accurate signed and dated register for:

- students' receipt of each assessment notice
- submission of each assessment task for assessment
- assessment tasks completed in class.



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Assessment of Achievement

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. The Illness/Misadventure process must then be used.

If a student is completing a task during the day, they must attend all periods before the task. Failure to attend during the periods prior will be deemed an unfair advantage, and the student will receive zero for the task. If a student is sick in the morning of the task, they are to follow the usual Illness/Misadventure process.

For separate classes completing the same course, Head Teachers will ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task
- Where possible, the task is completed on the same day/period to protect the integrity of the task
- All students have the same examination conditions and experiences
- Common marking procedures will occur.

Assessment Expectations and Conduct (including Examination Periods)

Examinations are assessment tasks. Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have any notes with them, unless specified within the task parameters.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. This includes ensuring that electronic devices are turned off for the duration of the task.

All work submitted as part of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks, particularly students absent for an in-class assessment task. Access may unfairly advantage them through your discussion of the task.

Most Year 11 courses will have End of Course Examinations which will form a significant part of the entire assessment. Examination papers will mirror the HSC as much as possible in skills, content, duration and difficulty.

It is the responsibility of the student to ensure that they take assessment tasks at the scheduled time and date.

Year 11 End of Course Examinations will take place in the allocated assessment block of Term 3, Week 9. During this examination period students are expected to:

- only attend school when they have an examination
- attend their examinations in full school uniform
- be prompt to all examinations
- have all mobile phones turned off and not on their person. Smart watches are to be disabled
- start writing only when instructed to do so
- behave politely and courteously towards the supervisors and other students
- take examinations seriously
- always follow the supervisors' instructions
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt
- answer in English, unless the question paper directs otherwise



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Assessment of Achievement

During examinations students are not to:

- cheat
- include frivolous or objectionable material
- take any of the items prohibited into the room
- speak to anyone other than a supervisor
- bring a mobile phone into the examination room
- behave in any way likely to disturb another student or upset the examination's running
- be affected by alcohol or illegal drugs
- eat unless approved by NESA (for example, if you have diabetes)
- take any writing booklets or examination paper, whether used or not, out of the room
- write on anything other than writing books, answer booklets or other writing material provided. Students should not write on any other equipment including their body, clothing, tissues e.t.c
- leave the room, except in an emergency. If students have to leave yet will return, they must be continually supervised while they are out of the room
- **leave within the first hour or the last 10 minutes of the examination**
- take an examination paper out of the room

Supervisors will ask students to leave the examination if they don't follow these rules. Student's performance in the examination from which they were removed will be subsequently assessed as per the assessment procedures.

During examinations, students will be made aware of the following:

1. No student will be permitted to use a toilet during an examination that is 1.5 hours or less in duration
2. In examinations of 2 hours or longer in duration, students will not be permitted to use the toilet in the first 30 minutes of the examination, and the last 30 minutes of an examination.

Students will be provided access to the toilets in the Resource Centre and must be accompanied by an assigned staff member. Only one student at any time may be permitted to access toilets.



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What you should bring to an examination:

- Clear pencil case or container
- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Water in a clear bottle
- Approved calculators

What you cannot bring:

- A mobile phone. Mobile phones are not permitted in an examination room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language examinations

Specific course equipment can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Notification of Absence

If a student is absent on the day of an assessment they must:

- Contact the school on the day
- Complete an Illness/Misadventure form with attached required documentation
- Catch-up the task within the scheduled examination period.

Mobile Phone Use

During an assessment task, students must turn off their mobile phones/smart watches and not have them on their person. For in class tasks this can be placed in their school bag. Students who breach this rule will have a penalty imposed, such as an awarded mark of zero for the task.



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Assessment of Achievement

Failure to complete/late submission of an assessment task

Where a task is not completed, and there is no valid reason, a zero mark will be recorded for that task and parents will be notified through an official NESA 'non-completion of course' warning letter. Advice on how to satisfactorily meet course requirements will be outlined in this letter.

All tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.

If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Illness/Misadventure Application process needs to be followed.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

School Sanctioned Commitments

In the event of an assessment task clashing with work placement, compulsory course excursions, school course camps or representative sports, it is the student's responsibility to notify teachers of this commitment (where possible) at least one week in advance of the due date for the task and make written application through the Illness/Misadventure Application process.

Approval for late submission / completion of a task must be requested in advance. If this process is not followed, a zero mark will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter.

Request for Extensions

An extension of time may be granted to a student who has used the Illness/Misadventure Application process. A request for an extension due to a known absence must be sought at least one week before the task due date. No teacher is to grant an extension to a student for an assessment task outside the Illness/Misadventure Application process.

Non Serious Attempts

If your assessment task effort is deemed by the classroom teacher and head teacher to be non-serious, the matter will be referred to the Deputy Principal for a decision. If confirmed, you will receive a **zero mark** and parents will be notified through an official NESA 'non-completion of course' warning letter. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as set down by NESA.



Section 2:

Assessment of Achievement

Leave

All students are expected to be available for lessons and assessment tasks during the school term. Please note - family holidays are not classified as justified leave. Missing a scheduled assessment task for any reason other than an illness or documented misadventure will generally result in a zero mark being awarded for that task. Leave applications should be submitted to the Principal using the approval paperwork from NESA, which can be found here: <https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2005-0259-02-01.pdf>

N Determinations

If a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. Students will be sent a copy (or over time, copies) of official NESA 'non-completion of course' warning letters (N Warnings) outlining the precise concerns and ways the student can remedy the situation.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non- award of the HSC.

An 'N' Warning Letter may be given in circumstances such as the following:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

The school's executive staff regularly reviews students who are deemed to be at risk of not successfully completing a course(s). Parents of students who are at risk of receiving an N Determination in specific courses are contacted by the relevant Head Teacher. Letters regarding non-completion of course requirements are kept on student files.

Principals may allow a student who has received an 'N' Determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 course requirements and that their entry for the HSC course is valid. However, if the Year 11 course is not completed, an HSC cannot be granted even if requirements for the HSC have been achieved.



Section 2:

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The Principal/delegate must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected
- retain copies of the warning notice(s) and other relevant documentation

It is strongly recommended that where necessary written warnings are issued regularly. Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination and advise NESA via Schools Online.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a decision is made to progress with an N-Determination:

- The Principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required). If the appeal is upheld, award the marks for the course. If the appeal is declined, forward all documentation to NESA for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.

Feedback

Teachers provide feedback to students to assist their learning. All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students will be notified of their assessment rank and cumulative rank at the end of each assessment task.

Students completing HSC courses will also be notified of their cumulative ranking in each course on a report issued by the school prior to the actual external HSC examinations. Final HSC assessment marks WILL NOT be disclosed to students as per NESA policy.



Section 2:

Assessment of Achievement

Records/Assessment marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. External circumstances will only be considered if the Illness/Misadventure Application process is followed and approved.

Assessment marks are recorded on Sentral by the class teacher. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Final HSC assessment mark totals are not revealed to students. However, HSC students can collect their final assessment rank order notification from the class teacher at the completion of their final HSC class and within the time period for appeals. The Principal or delegate will outline its purpose and any steps for procedural fairness or student appeal. Students can see their final rank in each course by using the Students Online service at the NESA website.

Invalid assessment tasks

Where there is an irregularity with an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded, and a replacement task arranged. Written notification will be given for replacement tasks or date changes.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must initially follow this up with their classroom teacher.

If there are ongoing concerns, a written appeal against the decision may be lodged by the student to the appropriate Deputy Principal within five school days.

Any concerns in relation to the end of course cumulative rank may be appealed to NESA as outlined in the ACE Manual.



Section 2:

Assessment of Achievement

Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Confirm their pattern of study by signing the Confirmation of Entry form
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this booklet
- Provide written evidence of reason for absence from or late submission of formal assessment tasks through a medical certificate or a statutory declaration
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted
- Adhere to HSC assessment guidelines.

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide students with detailed feedback on their performance, in a timely manner



Section 2:

Assessment of Achievement

Malpractice Policy

Malpractice 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 treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation:

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a projects, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handing in by the due date.

Plagiarism:

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a) copying someone else's work in part or in whole, and presenting it as their own, and/or
- b) using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c) building on the ideas or words of another person without appropriate acknowledgement, and/or
- d) using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.



Section 2:

Assessment of Achievement

Collusion:

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.

Collusion includes but is not limited to:

- a) sharing answers to an assessment with other students, and/or
- b) submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c) contract cheating by outsourcing work to a third party, and/or
- d) unauthorised use of artificial intelligence technologies.

Breach of Assessment Conditions:

All students undertaking an HSC Exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator (a person whose job is to watch people taking an exam in order to check that they do not cheat). At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- a) HSC exam rules and procedures, and
- b) HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the condition set for assessment in an attempt to gain an unfair advantage.

Where malpractice is detected a zero may be given for the entire task, and an N Warning letter issued. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties will apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition, they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.



Section 2:

Assessment of Achievement

The following guidelines may help you to avoid Malpractice:

- be familiar with the style of acknowledgement required.
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods.
- sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source.
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher.
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism.



Section 2:

Assessment of Achievement

Illness/Misadventure Application Process

If any assessment task is **missed, is overdue or submitted late** or any other anomaly arises, the Illness/Misadventure Application process **MUST** be followed. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the application has been approved.

If you cannot attend school on the day of an in class assessment task, or submit a task by the due date due for a valid reason, you must do the following:

1. **Contact the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school. Request an Illness/Misadventure form.
2. **Complete the Illness/Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g. counsellor or police officer. A parent signature must be on each form before it is processed.
3. **Lodge your completed Illness/Misadventure Application form** to the Head Teacher. You have **three** school days from the original due date of the task to lodge the Illness/Misadventure form. The form can be lodged in person or via electronic communication.
4. **Be prepared to complete the task on the day you return** at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your application. If the Illness/Misadventure process is unsuccessful, a zero mark stands.
5. **The Head Teacher makes a written recommendation** and transfers the completed Illness/Misadventure Application form to the Deputy Principal who sights relevant documentation and notes it on the form. The application will then be reviewed.
6. **Head Teachers will be notified of the decision** by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.
7. **In the case that an Illness/Misadventure application is not upheld**, the Class Teacher will notify the student and parents of the outcome of the application. If the Illness/Misadventure application is successful, the completed assessment task will be marked as usual, and the mark will be awarded.
8. **In the event of an application being declined a student may appeal the decision.** In this case the Principal will convene a panel, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.



Section 2:

Assessment of Achievement

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged deficiencies in teaching
- Long-term illness (e.g glandular fever, asthma or epilepsy) unless you can show it recurred suddenly and unexpectedly during the examination/assessment period.
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Conditions for which you have been granted disability provisions, unless you have further unexpected difficulties
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.



2025 Year 11 Assessment Schedule

Courses

2025 Year 11 Assessment Schedules

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2025 Year 11 Assessment Schedule

Biology

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1		Task 2	Task 3		Weighting (%)
Task Type	Depth Study		Practical Assessment	End of Course Examination		
Topics	Biological Diversity Ecosystem Dynamics		Cells as the Basis of Life Organisation of Living Things	Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics		
Timing	Term 1 Week 8		Term 2 Week 8	Term 3 Week 9		
Outcomes	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5	BIO11-7 BIO11-10 BIO11-11	BIO11-4 BIO11-6 BIO11-7 BIO11-8 BIO11-9	BIO11-5 BIO11-6 BIO11-7 BIO11-8	BIO11-9 BIO11-10 BIO11-11	
Component						
Skills in working scientifically	30		20	10		60
Knowledge and understanding of course content	10		10	20		40
Total (%)	40		30	30		100

Course Outcomes	
BIO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



2025 Year 11 Assessment Schedule

Business Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Research Task	Business Report	End of Course Examination	
Topics	Nature of Business	Business Management	Nature of Business Business Management Business Planning	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes	P2 P7 P8	P4 P5 P8 P9	P1 P3 P5 P6 P10	
Component				
Knowledge and understanding of course content	5	15	20	40
Stimulus based skills		5	15	20
Inquiry and research	10	10		20
Communication of business information and issues in appropriate forms	10	5	5	20
Total (%)	25	35	40	100

Course Outcomes	
P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations



2025 Year 11 Assessment Schedule

Chemistry

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Practical Task	Depth Study <i>Mandatory Task</i>	End of Course Examination	
Topics	Properties and Structure of Matter	Reactive Chemistry	Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9	
Outcomes	CH11-2 CH11-4 CH11-5 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-10	CH11-8 CH11-9 CH11-10 CH11-11	
Component				
Skills in working scientifically	25	35		60
Knowledge and understanding of course content	5	5	30	40
Total (%)	30	40	30	100

Course Outcomes	
CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions



2025 Year 11 Assessment Schedule

Community and Family Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Written Response	Case Study	End of Course Examination	
Topics	Resource Management	Individuals and Groups	Resource Management Individuals and Groups Families and Communities	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes	P1.1 P1.2 P4.1 P4.2 P6.1	P2.1 P2.3 P6.2	P1.1 P2.4 P4.2 P1.2 P3.1 P5.1 P2.1 P3.2 P6.1 P2.2 P4.1 P6.2 P2.3	
Component				
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research, methodology and communicating	20	20	20	60
Total (%)	35	35	30	100

Course Outcomes	
P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making



2025 Year 11 Assessment Schedule

English Advanced

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Multimodal Task <i>Mandatory Task</i>	Reading Task and Response – Responding to unseen texts	End of Course Examination	
Topics	Common Module - Reading to Write	Module A: Narratives that shape our world	Module B: Critical study of Literature	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	EA11-1 EA11-2 EA11-9	EA11-4 EA11-6 EA11-8	EA11-3 EA11-5 EA11-7	
<i>Component</i>				
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 (%)	30	40	30	100

Course Outcomes	
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



2025 Year 11 Assessment Schedule

English Standard

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Creative Writing Portfolio and Viva Voce	Multimodal ICT Presentation <i>Mandatory Task</i>	End of Course Examination	
Topics	Common Module - Reading to Write	Mod A: Contemporary Possibilities	Mod B: Close Study of Literature	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	EN11-1 EN11-2 EN11-9	EN11-1 EN11-2 EN11-4 EN11-5 EN11-7	EN11-3 EN11-6 EN11-8	
<i>Component</i>				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total (%)	30	40	30	100

Course Outcomes	
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills & understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



2025 Year 11 Assessment Schedule

English Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Multimodal Task <i>Mandatory Task</i>	Visual Representation and Reflection	Collection of Classwork	
Topics	Achieving through English	Module K: The Big Screen	Module H: Part of a Family	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	ES11-1 ES11-2 ES11-3 ES11-10	ES11-2 ES11-4 ES11-6 ES11-9 ES11-10	ES11-3 ES11-5 ES11-6 ES11-7 ES11-8	
Component				
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	20	15	50
Total (%)	30	40	30	100

Course Outcomes	
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.
ES11-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



2025 Year 11 Assessment Schedule

Health and Movement Science

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Research task	Collaborative Investigation	End of Course Examination	
Topics	Health for Individuals and Communities	The Body and Mind in Motion	Health for Individuals and Communities The Body and Mind in Motion	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes	HM-11-01 HM-11-06 HM-11-07 HM-11-10	HM-11-05 HM-11-09 HM-11-10 HM-11-XX* (student directed)	HM-11-01 HM-11-06 HM-11-02 HM-11-07 HM-11-03 HM-11-08 HM-11-04 HM-11-09	
Component				
Knowledge and understanding of course content	20	5	15	40
Knowledge and skills in the management communication and production of projects	20	25	15	60
Total (%)	40	30	30	100

Course Outcomes	
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	research: analyses a range of sources to make conclusions about health and movement concepts



2025 Year 11 Assessment Schedule

Industrial Technology

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Project Portfolio	Project & Report	End of Course Examination	
Topics	Design, Management & Communication	Production & Industry Related Manufacturing Technology	Industry Study	
Timing	Term 1 Week 10	Term 3 Week 6	Term 3 Week 9	
Outcomes	P3.1 P3.2 P3.3 P4.3 P5.1	P2.1 P2.2 P4.1 P4.2 P5.2	P1.1 P1.2 P2.1 P3.3 P4.3 P6.1 P6.2 P7.1 P7.2	
Component				
Knowledge and understanding of course content	15	10	15	40
Knowledge and skills in the management communication and production of projects	15	30	15	60
Total (%)	30	40	30	100

Course Outcomes	
P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment
P7.2	identifies the impact of one related industry on the social and physical environment identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



2025 Year 11 Assessment Schedule

Investigating Science

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1		Task 2		Task 3	Weighting (%)
Task Type	Depth Study		Scientific Model		End of Course Examination	
Topics	Module 1: Cause and Effect: Observing Module 2: Cause and Effect: Inferences and Generalisations		Module 3: Scientific Models		Module 1: Cause and Effect – Observing Module 2: Cause and Effect – Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws	
Timing	Term 2 Week 2		Term 2 Week 10		Term 3 Week 9	
Outcomes	INS11-1 INS11-2 INS11-3 INS11-4	INS11-5 INS11-7 INS11-9	INS11-1 INS11-4 INS11-5	INS11-6 INS11-7 INS11-10	INS11-8 INS11-9 INS11-10 INS11-11	
Component						
Knowledge and understanding of course content	5		5		30	40
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	25		35			60
Total (%)	30		40		30	100

Course Outcomes	
INS 11-1	develops and evaluates questions and hypotheses for scientific investigation.
INS 11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
INS 11-3	conducts investigations to collect valid and reliable primary and secondary data and information.
INS 11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
INS11-5	analyses and evaluates primary and secondary data and information.
INS11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
INS11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
INS 11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS 11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS 11-11	describes and assesses how scientific explanations, laws and theories have developed



2025 Year 11 Assessment Schedule

Legal Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Media Portfolio	Research and Extended Response	End of Course Examination	
Topics	The Legal System	The Individual and the Law	The Legal System The Individual and the Law Law in Practice	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes	P1 P2 P6 P8 P10	P4 P5 P7 P9	P3 P3 P4 P7 P9	
Component				
Knowledge and understanding of course content	5	15	20	50
Analysis and evaluation	10	5	5	20
Inquiry and research	15	5		20
Communication of legal information, ideas and issues in appropriate forms	10	5	5	20
Total (%)	40	30	30	100
Course Outcomes				
P1	identifies and applies legal concepts and terminology			
P2	describes the key features of Australian and international law			
P3	describes the operation of domestic and international legal systems			
P4	discusses is the effectiveness of the legal system in addressing issues			
P5	describes the role of the law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			
P6	explains the nature of the interrelationship between the legal system and society			
P7	evaluates the effectiveness of the law in achieving justice			
P8	locate, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents			
P9	communicates legal information using well-structured responses			
P10	accounts for differing perspectives and interpretations of legal information and issues			



2025 Year 11 Assessment Schedule

Mathematics Advanced

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3		Weighting (%)
Task Type	Test	Assignment <i>Mandatory Task</i>	End of Course Examination		
Topics	Working with Functions Trigonometry and Measure of Angles	Working with Functions	Working with Functions Trigonometry and Measure of Angles Trigonometric Functions and Identities Introduction to Differentiation Logarithms and Exponentials Probability and Discrete Probability Distributions		
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9		
Outcomes	MA11-1 MA11-2 MA11-3 MA11-9	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5	MA11-6 MA11-7 MA11-8 MA11-9	
Component					
Understanding, fluency, and communication	15	10	25		50
Problem solving, reasoning and justification	15	20	15		50
Total (%)	30	30	40		100
Course Outcomes					
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems				
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems				
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes				
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities				
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems				
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems				
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions				
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts				
MA11-9	provides reasoning to support conclusions which are appropriate to the context				



2025 Year 11 Assessment Schedule

Mathematics Extension 1

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Test	Assignment with Presentation Component <i>Mandatory Task</i>	End of Course Examination	
Topics	Further Work with Functions Working with Combinatorics	Polynomials	Further Work with Functions Polynomials Inverse Trigonometric Functions Further Trigonometric Identities Rates of Change Working with Combinatorics	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	
Outcomes	ME11-1 ME11-2 ME11-5 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Component				
Understanding, fluency and communication	15	10	25	50
Problem solving, reasoning and justification	15	20	15	50
Total (%)	30	30	40	100

Course Outcomes	
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs



2025 Year 11 Assessment Schedule

Mathematics Standard

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1		Task 2		Task 3		Weighting (%)
Task Type	Test		Assignment <i>Mandatory Task</i>		End of Course Examination		
Topics	Money Matters Formulae and Equations Applications of Measurement		Applications of Measurement Data Analysis		Formulae and Equations Linear Relationships Applications of Measurement Working with Time Money Matters Data Analysis Relative Frequency and Probability		
Timing	Term 1 Week 10		Term 2 Week 10		Term 3 Week 9		
Outcomes	MS11-1 MS11-2 MS11-3 MS11-4	MS11-5 MS11-6 MS11-10	MS11-2 MS11-3 MS11-4	MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5	MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Component							
Understanding, fluency and communication	15		10		25		50
Problem solving, reasoning and justification	15		20		15		50
Total (%)	30		30		40		100

Course Outcomes	
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations



2025 Year 11 Assessment Schedule

Numeracy

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Test	Assignment <i>Mandatory Task</i>	Test	
Topics	Whole Numbers Operations with Whole Numbers Distance, Area and Volume	Time Data, Graphs and Tables Fractions and Decimals	Operations with Fractions and Decimals Metric Relationships Length, Mass and Capacity	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	
Outcomes	N6-1.1 N6-2.2 N6-1.2 N6-3.1 N6-1.3 N6-3.2 N6-2.1	N6-1.1 N6-2.2 N6-1.2 N6-2.3 N6-1.3 N6-3.1 N6-2.1 N6-3.2	N6-1.1 N6-2.2 N6-1.2 N6-2.3 N6-1.3 N6-3.1 N6-2.1 N6-3.2	
Component				
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total (%)	30	30	40	100

Course Outcomes	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



2025 Year 11 Assessment Schedule

Music 1

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Solo or Ensemble Performance/Viva Voce	Composition and Analysis	Solo or Ensemble Performance/Aural Examination	
Topics	Australian Music	Music for Small Ensemble	Aural Examination and Performance	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
Outcomes	P1 P2 P4 P6 P8	P3 P4 P5 P6 P7 P8 P10	P1 P4 P6 P7 P9 P11	
Component				
Performance		10	15	25
Composition	25			25
Musicology		25		25
Aural			25	25
Total (%)	25	35	40	100

Course Outcomes	
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism



2025 Year 11 Assessment Schedule

Sport, Lifestyle and Recreation

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Skills Assessment and Application	Written Assessment	Practical	
Topics	Sports Administration	Fitness	Games and Sports Applications I	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 6	
Outcomes	1.1 1.3 1.6 2.4 3.2 4.2 4.5	1.2 1.3 2.2 3.2 3.3	1.1 1.3 2.1 3.1 4.1 4.4	
Component				
Knowledge and understanding	20	10	20	50
Skills	15	20	15	50
Total (%)	35	30	35	100

Course Outcomes	
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.4	describes how societal influences impact on the nature of sport in Australia
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity



2025 Year 11 Assessment Schedule

Society and Culture

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Research	Mini PIP	End of Course Examination	
Topics	The Social and Cultural World	Personal and Social identity	Intercultural Communication The Social and Cultural World Personal and Social Identity	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9	
Outcomes	P1 P3 P6 P9	P1 P2 P5 P7 P8 P10	P1 P2 P3 P4 P5 P9	
Component				
Knowledge and understanding of course content	20	5	25	50
Application and evaluation of social and cultural research methods	5	25		30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total (%)	30	40	30	100

Course Outcomes	
P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms



2025 Year 11 Assessment Schedule

Visual Arts

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Portfolio A	Extended Response	Portfolio B and Examination	
Topics	Artmaking	Critical and Historical Study	Resolved Artworks	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Outcomes	P1 P3 P4 P5 P6	P8 P9 P10	P1 P7 P2 P8 P4 P9 P5 P10 P6	
Component				
Skills in art making	30		20	50
Knowledge and understanding of art criticism and art history		30	20	50
Total (%)	30	30	40	100

Course Outcomes	
P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



2025 Year 11 Assessment Schedule

Work Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning Platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Interview & Report	Research Presentation	End of Course Examination	
Topics	Preparing Job Applications In the Workplace	Workplace Communication	Core: My Working Life In the Workplace Preparing Job Applications Experiencing Work Workplace Communication	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Outcomes	2 3 5 7 9	1 5 6 7 8	1 3 4 8	
Component				
Knowledge and understanding	5	5	20	30
Skills	30	30	10	70
Total (%)	35	35	30	100

Course Outcomes	
1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups

School Name: Lake Munmorah High School
Joinery
Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

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

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

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

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

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

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

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



2025 Year 11 Assessment Schedule

Assessment Calendar

WEEK	TERM 1	TERM 2	TERM 3
1			
2		Investigating Science	
3			
4			
5			
6		Industrial Technology Math X1	SLR
7			
8	Biology Chemistry Music SLR Society and Culture Visual Art Work Studies	Biology Math Advanced Music	Numeracy
9	Business Studies	Business Studies English Advanced English Standard English Studies SLR Visual Arts Work Studies	END OF COURSE EXAMINATIONS <div> Biology Business Studies Chemistry CAFS English Advanced English Standard English Studies Health and Movement Industrial Technology Investigating Science </div> <div> Legal Studies Math Advanced Math Ext 1 Math Standard Music PDHPE Society and Culture Visual Arts Work Studies </div>
10	CAFS English Advanced English Standard English Studies Health and Movement Industrial Technology Legal Studies Math Advanced Math X1 Math Standard Numeracy	Chemistry CAFS Health and Movement Investigating Science Legal Studies Math Standard Numeracy Society and Culture	
11			



2025 Year 11 Assessment Schedule

Assessment Calendar

WEEK	TERM 1	TERM 2	TERM 3
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			