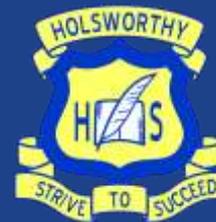


Holsworthy High School

Assessment Policy Booklet

Year 11, 2025



RATIONALE

Students only progress to a Year 12 Course after satisfactorily completing the Preliminary Course that is studied in Year 11.

The Year 11 courses are designed to ensure that students have the skills, qualifications and basic information necessary to progress into the Year 12 courses.

It is the school's responsibility to determine whether each student has **satisfactorily studied** each course they have undertaken and whether they have had a **satisfactory record of attendance** and application for the actual credential.

RECORD OF SCHOOL ACHIEVEMENT (ROSA):

The ROSA will show a grade from "A" to "E" for each course studied, excluding VET courses, in Year 11 (as with Year 10). Grades will be standards - referenced to represent the following levels of achievement:

Grade	General Performance Descriptors
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	A grade indicating satisfactory achievement in the course. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	A grade indicating basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	Where "N" appears in place of an A to E grade it indicates that the student has failed to meet one or more of the General Performance Descriptors.

Students who study a VET or E-VET course will receive a Statement of Attainment towards their chosen course with the following NESAs outcomes:

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

THE ASSESSMENT PROCESS

- Students will be assessed between Week 3 of Term One and the end of Term Three.
- Each student will receive an Assessment Policy Handbook outlining their obligations in each course (emailed to your portal address).
- Students will be given feedback on their assessment tasks and a cumulative ranking will be provided on their end of year reports.
- Teachers will keep marks in a central faculty record.
- Teachers and Head Teachers will counsel students who are at risk of not satisfactorily completing the Year 11 Course and notify their parents/guardians in time to rectify the problem.
- Tasks will not be issued or have their due date during the 2 weeks immediately prior to a major exam period.

ASSESSMENT TASKS PROCEDURES

- Students will be given at least **2 weeks' notice** of any assessment task. Students will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due or be issued the task electronically. Students will abide by the guidelines set out in the assessment booklets.
- Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late, unless a **doctor's certificate** or exceptional circumstances deemed acceptable by the Principal are supplied in writing using **an illness / misadventure application (page 11)**.
- It is the student's responsibility to see his or her teacher as soon as practicable on the morning of his or her return to school following a missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be submitted e.g. an alternative task or the original task.
- The Principal, in rare circumstances, may authorise an **estimate** to be given for a missed task.
- A **zero mark** may also be awarded for an assessment task as a result of **cheating**, a **non-serious attempt**, plagiarism or **malpractice** in examinations.
- Students who undertake **compulsory work placement** or work experience should not be disadvantaged. If the student has sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is the student's responsibility to notify their Teacher and Head Teacher once they are aware that they will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on Sentral Welfare.
- Students playing **knockout sport** will be required to notify their Teacher and Head Teacher of the clash of dates. Permission for attendance by the student at the knockout game will be at the discretion of the Head Teacher. Students may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, arranging for it to be handed in to their teacher on the required day.
- If students choose to prepare and produce work with the use of **computer technology** it is their responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of "work in progress", is not a reason for late submission.
- Students who believe a task has been incorrectly marked should discuss the matter with the Teacher concerned. Dissent about a mark which a teacher has determined is **NOT** grounds for appeal.
- Students who believe they have been unfairly treated in being awarded a **zero** mark for an assessment task may seek clarification from the Head Teacher of the course. If the student still feels he/she has been unfairly treated, they may **appeal** (see page 7).

YEARS 10 TO 12 ASSESSMENT FLOWCHART

ASSESSMENT TASK ISSUE

All tasks will include detailed marking criteria.
All tasks will be issued electronically or in class.
Teachers should provide work samples from previous assessments where appropriate.
The assessment will begin in class, and class time will be allocated to work on the task where appropriate.
A minimum of TWO weeks' notice should be given for all assessment tasks.
Assessment tasks should not be due within TWO weeks of exams.

ASSESSMENT TASK SUBMISSION

Students will submit tasks on the due date and time. Electronic Submission will be by 11.59pm on that day.

ISSUE 1ST WARNING LETTER

A letter will be sent to the parent and student with a copy of assessment task and the requirement for resolution. Student will be issued a zero mark.
Student or parent can apply for illness / misadventure.
Teachers will contact the parent regarding the N Warning and with a resolution plan.

STUDENT RESOLVES THE TASK

STUDENT DOES NOT RESOLVE THE TASK WITHIN TWO WEEKS OF 1ST WARNING LETTER

ISSUE 2ND WARNING LETTER

A letter will be sent home with a copy of assessment task and requirement for resolution.
The letter will contain any previous N Warning information for the subject.
A record of the N Warning and parent contact will be saved on SENTRAL.
The Head Teacher will contact the parent regarding N Warning and with a resolution plan and supports.

STUDENT RESOLVES THE TASK

ISSUE OF FURTHER WARNING LETTERS

A letter will be sent home with a copy of assessment task and resolution plan.
The letter will list previous N Warnings and status for that subject.
A record of N Warning and parent contact will be saved on SENTRAL.
The Head Teacher or teacher will contact the parent regarding the N Warning and with a resolution plan

REFERRAL TO YEAR ADVISER AND DEPUTY

Supports coordinated.
Determination paperwork at key dates.
Issue of N Determination as required.

WHAT IS MALPRACTICE

1. Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as one's own
 - using material directly from books, journals or the Internet without reference
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another's work and presenting it as one's own
 - submitting work to which another person, a parent, coach or expert has contributed substantially
 - using words, ideas, designs or workmanship of others in practical and performance tasks
 - paying someone to write or prepare material
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice
 - submitting work using ChatBots or other forms of Generative AI without appropriate reference.
2. Issues of malpractice will be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Review Panel with accompanied documentation. The Assessment Review Panel will:
 - Advise the student(s) of the lodgement of the issue.
 - Provide the student(s) with an opportunity to respond to the issue.
 - Plan a course of action and communicate this to the student, the student's parents and the Head Teacher.
3. If the malpractice is proven, the Assessment Review Panel will consider a zero for that task. In some circumstances, the panel may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.
4. In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Review Panel.

ASSESSMENT REQUIREMENTS

Students need to be familiar with the assessment requirements for each course they take in each subject. Not every piece of work completed will be part of the assessment. Some work is set to practice skills so that the students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. Students will fail a course if they do not make a satisfactory attempt to complete all assessable tasks.

COMPLETION OF NON-ASSESSABLE TASKS

There is a requirement that students must complete a course of study "Satisfactorily". This means that the Principal must be satisfied the student has completed each of the courses he/she has undertaken. Students are expected to make a reasonable attempt at all tasks.

Students will need to maintain and provide a record of their learning for each subject documenting a diligent and substantial effort.

REFERENCING OF NON-ASSESSABLE TASKS

Taking or copying from other sources, including AI, and presenting it as your work is plagiarism. Students must use APA referencing to acknowledge sources unless otherwise instructed by the teacher issuing the assessment.

Students can access referencing information at

https://holsworthy-h.schools.nsw.gov.au/content/dam/doi/sws/schools/h/holsworthy-h/information-and-resources/APA_Referencing_Guide_for_Staff_and_Students.pdf

and watch a brief referencing instructional video at <https://www.youtube.com/watch?v=itLfYxa9Thw>

ATTENDANCE

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student's attendance has made it impossible for course outcomes to be achieved. The NSW Education Standards Authority suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non-serious or trivial preparation for exams.

Students are required to be **diligent**. Failure to complete tasks means that they are not diligent.

UNSATISFACTORY COMPLETION OF COURSE

Students who fail to satisfy minimum requirements will be awarded an 'N' determination. This means they have **failed the course** and it will not count toward the HSC (students must complete at least 12 preliminary units). This means the student must repeat a preliminary course the following year and is unlikely to complete the HSC in two years.

What are "N" Warning Letters written for?

- 1. Failure to submit assessable tasks.** Assessable tasks are those in the assessment booklet.
- 2. Lack of Diligence.** Diligence will be when a student has failed to complete a significant amount of non-assessable work such as classwork, homework, practical work and other learning tasks the teacher has assigned.
- 3. Not completing the prescribed course.** This is most obvious when the student has poor attendance and misses a large amount of lessons. When student's absences exceed 15% they may be considered as not adequately completing the course.

REVIEW OF ASSESSMENTS (APPEALS)

Individual Assessment Task

A student may request recognition for a task that he/she has failed to submit, has submitted late, has been affected by misadventure or for which he/she has been accused of malpractice.

The student must **first see the Head Teacher of the subject concerned** and seek a resolution to his/her request. The Head Teacher may award a zero mark, allow the task to be completed, set an alternate task, or give an estimate mark.

If the student is not satisfied with this resolution, he/she may make an appeal to the Assessment Review Panel. This panel will be comprised of the relevant Year Adviser (executive officer), the Head Teacher of the subject the appeal is concerned with, and Head Teacher Teaching and Learning.

Grounds for appeal are:

- Exceptional circumstances outside the control of the student
- Inconsistency in the application of the school's assessment policy and procedures.

The student must submit a **written submission** to their Year Adviser **within one week** of being notified of the Head Teacher's decision. Students should use "*Request for Consideration*" form (on Page 9).

The Assessment Review Panel will be convened within two weeks of receiving the written appeal, and the student invited to interview. The student may bring a support person with them to the interview.

The student will receive notification of the decision of the Assessment Review Panel.

SUBJECT ASSESSMENT SCHEDULE

The schedule contains the following information for each subject.

- The total number of Assessment Tasks in Terms 1, 2, 3
- The types of tasks which will be undertaken
- The value of each task
- The approximate date of the task (exact dates will be given by the Class Teacher). Students will be given at least two weeks' notice of the date of an assessment task.

A Year Planner is provided on the last page of this booklet. Write the anticipated dates for all your assessment tasks on this planner.

STUDENTS, PARENTS AND TEACHERS MAY SEEK FURTHER INFORMATION ABOUT THE ASSESSMENT BY CONTACTING THE FACULTY HEAD TEACHER OR HEAD TEACHER TEACHING AND LEARNING.

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series implications
Analyse	Identify components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; Provide why and/or how

Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into, and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

**HOLSWORTHY HIGH SCHOOL
PRELIMINARY ASSESSMENT**

Request for Consideration – Illness / Misadventure

Student: _____ Course: _____

Assessment Task (missed, late, performance affected)

Value of Task for Preliminary Assessment _____%

Why are you asking for consideration?

Date: ____/____/20__ _____

(signed)

* attach all supporting evidence (eg doctor's certificate, death notice, written statement, etc)

SUBMIT THIS COMPLETED FORM TO YOUR YEAR ADVISER

ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2 Week 7	Term 3, Week 9/10
		Source analysis/essay	Historical Investigation	Yearly Exam
		Investigating Ancient History	Historical Investigation	All Topics
Knowledge and understanding of content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
TOTAL	100%	35%	30%	35%

BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 3	Term 3, Week 9/10
		Depth Study	Practical Report	Yearly Exam
		Ecosystem Dynamics	Cells as the basis of life	All Topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 7	Term 2, Week 7	Term 3, Week 9/10
		Case Study: In class task	Small Business Plan	Yearly Exam
		Nature of Business	Business Planning	All Topics
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%		10%	10%
TOTAL	100%	30%	30%	40%

CHEMISTRY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 3	Term 3, Week 9/10
		Depth Study	Practical Report	Yearly Exam
		Properties and Structure of Matter	Introduction to Quantitative Chemistry	All Topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10
		In Class Task	Take Home Task	Yearly Exam
		Resource management	Individuals and Groups	All Topics
Knowledge and understanding of factors impacting wellbeing	40%	15%	10%	15%
Source based skills, applying management processes.	25%	5%	10%	10%
Critical thinking, research and analysis	35%	10%	10%	15%
TOTAL	100%	30%	30%	40%

ENGINEERING STUDIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9–10
		Analysis	Report	Yearly Examination
		Engineered Product	Engineering Solution and Report	All Topics
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	
TOTAL	100%	30%	30%	40%

ENGLISH - ADVANCED

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10
		Reading to Write: Common Module	Module A: Narratives that Shape our World	Module B: Yearly exam
		Imaginative text with reflection	Multimodal presentation	Critical response Exam
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH - EXTENSION

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 7/8
		Imaginative response	Multimodal TED Talk	Comparative Essay
		Module: Texts, Culture and Value		
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH - STANDARD

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10
		Reading to Write: Common Module	Module A: Contemporary Possibilities	Module B: Close Study Of Literature
		Imaginative text with reflection	Interactive ICT presentation multimodal presentation	Yearly Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10
		Mandatory Module: Achieving through English	Elective Module 1	Collection of classwork
		Written task	Multimodal presentation	All modules
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

GEOGRAPHY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 3, Week 5	Term 3, Week 10
		Field Work	Geographical investigation	Yearly Exam
Knowledge and understanding of content	40%	5%	10%	25%
Geographical tools and skills	20%	10%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%	10%	N/A
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

HEALTH AND MOVEMENT SCIENCE

Components	Weighting	Task 1	Task 2	Task 3
		Term 2, Week 3	Term 3, Week 6	Term 3, Week 9/10
		Depth Study	Collaborative Investigation	Yearly Exam
		The body and mind in motion	Health for individuals and communities	All Topics
Knowledge and understanding of Course content	40%	10%	5%	25%
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	25%	20%	15%
TOTAL	100%	35%	25%	40%

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 3, Week 8	Term 3, Week 9/10
		Industry Case Study	Project	Yearly Exam
		Timber Products and Furniture Industry	Storage box and Project Folio	Sections A, B, C, and D
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40%	15%	20%	5%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects	60%	15%	30%	15%
TOTAL	100%	30%	50%	20%

LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 7	Term 2, Week 7	Term 3, Week 9/10
		Research Task /report	Case Study	Yearly Exam
		The Legal System	The Individual and the Law	All Topics
Knowledge and understanding of content	40%	20%	10%	10%
Analysis and evaluation	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%			20%
TOTAL	100%	30%	30%	40%

MATHEMATICS ADVANCED

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 6	Term 2, Week 8	Term 3, Week 9/10
		Guided assessment-In class test	Assignment / Investigation	Yearly Exam
		Algebraic techniques, Equations and inequalities	Functions, Introduction to calculus	All Preliminary Topics
Understanding, Fluency and Communicating	50%	15%	10%	25%
Problem Solving, Reasoning and Justification	50%	15%	20%	15%
TOTAL	100%	30%	30%	40%

MATHEMATICS EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10
		Guided assessment - In-Class Test	Extended modelling and problem-solving task	Yearly Exam
		Polynomials and inverse functions, Permutations and combinations	Equations and inequalities, Further functions	All Preliminary Topics
Understanding, Fluency and Communicating	50%	15%	10%	25%
Problem Solving, Reasoning and Justification	50%	15%	20%	15%
TOTAL	100%	30%	30%	40%

MATHEMATICS STANDARD 1

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10
		Guided Assessment - In-Class Test	Assignment / Investigation	Yearly Exam
		Algebra, Earning money, Paying Tax	Healthy figures, Taking chances	All Preliminary Topics
Understanding, Fluency and Communicating	50%	15%	10%	25%
Problem Solving, Reasoning and Justification	50%	15%	20%	15%
TOTAL	100%	30%	30%	40%

MATHEMATICS STANDARD 2

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9/10
		Guided Assessment - In-Class Test	Assignment / Investigation	Yearly Exam
		Formulas and Equations, Earning money and Taxation, Data	Managing a Home	All Preliminary Topics
Understanding, Fluency and Communicating	50%	15%	10%	25%
Problem Solving, Reasoning and Justification	50%	15%	20%	15%
TOTAL	100%	30%	30%	40%

MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 7	Term 2, Week 8	Term 3, Week 9/10
		Source analysis / essay	Historical Investigation	Yearly Exam
		Investigating Modern History	Topic: TBC	All Topics
Knowledge and understanding of course content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%		10%	10%
TOTAL	100%	30%	30%	40%

MUSIC

Component	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10
		Viva Voce and Performance	Composition and Aural	Performance and Aural Exam
		Topic 1 - Rock Music	Topic 2 - Music for Film, Television, Radio and Multimedia	Topic 3 - Music For Small Ensembles
Performance	25%	10%		15%
Composition	25%		25%	
Musicology	25%	25%		
Aural	25%		10%	15%
TOTAL	100%	35%	35%	30%

PHYSICS

Components	Weighting	Task 1	Task 2	Task 3
		Term 2, Week 1	Term 2, Week 8	Term 3, Week 9/10
		Depth Study	Practical Report	Yearly Exam
		Dynamics	Waves and Thermodynamics	All Topics
Knowledge and understanding	40%	10%	10%	20%
Skills in Working Scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%

SOCIETY AND CULTURE

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10
		Cross cultural comparison	Mini PIP	Yearly Exam
		The Social and Cultural World	Personal and Social Identity	All Topics
Knowledge and understanding of course content	50%	10%	20%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	10%		10%
TOTAL	100%	30%	30%	40%

SPORT LIFESTYLE AND RECREATION

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, week 9	Term 2, week 3	Term 3, week 9/10
		Lifestyle Analysis	Programming	Yearly
		Healthy Lifestyle	Fitness	
Knowledge and understanding	45%	10	15	20
Skills in practical learning	55%	15	20	20
TOTAL	100%	25%	35%	40%

VISUAL ARTS

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10
		Art Making – development of a BOW	Art Making – development of a BOW	Art Making – resolution of a BOW
		Critical and Historical Study	Critical and Historical Study	Critical and Historical Study
		All topics	All topics	All topics
Making	50%	20%	20%	10%
Art Criticism & Art History	50%	10%	15%	25%
TOTAL	100%	30%	35%	35%

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

COMPETENCY DESCRIPTORS

NE SA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WLL NOT BE REPORTED OR APPEAR ON THE USI

Training and Assessment Schedule

Construction

Qualification: **CPC20220 Certificate II in Construction Pathways (Release 6)**
 & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

RTO - Department of Education – 90333

Brick and Block Laying Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out	EXAM Optional
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			Week 1-3 Term 1	Week 1 - 10 Term 1	Week 1 - 10 Term 2	Week 1 - 7 Term 3 Date	
Code	Unit of Competency	HSC Examinable					
CPCWHS1001	Prepare to work safely in the construction industry		X				Week 9-10 Term 3
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".

Training and Assessment Schedule

Construction

Qualification: **CPC20220 Certificate II in Construction Pathways (Release 6)**
 & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Cohort 2025 - 2026

RTO - Department of Education - 90333

Training Package CPC Construction, Plumbing and Services Training Package

Brick and Block Laying Assessment Schedule Year 12 – 2026

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 5 Brick and Blocklaying	Task 6 Project planning	Task 7 Group project	HSC TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 1-10 Term 4	Week 1-10 Term 1	Week 1-10, 1-4 Term 2/3	Week 5-6 Term 3
Code	Unit Name	HSC Examinable				
CPCCB2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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”.

Training and Assessment Strategy

Hospitality Qualification: **SIT20322 Certificate II in Hospitality**
 Training Package SIT Tourism, Travel and Stage 6 Hospitality Version 0.24
 Cohort 2025 – 2026

RTO - Department of Education – 90333

Assessment Schedule Year 11 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	EXAM Optional
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5-10, 1-5	Week 5-10, 1-5	Week 9-10 Term 3
			Term 1 & 2	Term 2 & 3	
Code	Unit of Competency	HSC Examinable			
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".

Training and Assessment Strategy

Hospitality

Qualification: **SIT20322 Certificate II in Hospitality**

Training Package SIT Tourism, Travel and Stage 6 Hospitality Version 0.24

Cohort 2025 – 2026

RTO - Department of Education - 90333

Assessment Schedule Year 12 - 2026

Assessment Task for SIT20322 Certificate II in Hospitality			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	
			Week 1-10, 1 - 5	Week 6-10, 1-10	Week 5-6
Code	Unit Name	HSC Examinable	Term 4 & 1	Term 2 & 3	Term 3
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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".

ASSESSMENT SCHEDULE 2025 YEAR PLANNER

Week	Term 1	Term 2	Term 3
1			
2			
3			
4			
5			TRIAL HSC
6			TRIAL HSC
7			
8			
9			Yearly Exams
10			Yearly Exams
11			

List all your assessment tasks on the above grid