



MAITLAND
GROSSMANN
HIGH SCHOOL

ASSESSMENT BOOKLET YEAR 11 2025



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Preliminary courses commence Term 1 and conclude at the end of Term 3. The HSC course and associated assessments commence in Term 4 and conclude at the end of Term 3. Students must read this document carefully and be aware of the timing and nature of all their assessment tasks.

This document and associated documents are available on the school website. A copy of the Assessment Policy will be emailed to each student's Department of Education email address. All forms are in PDF format.

Students are advised to print off all relevant assessment schedules and/or save them into a folder for future reference. Students should then create a personal calendar of assessment dates and develop a study timetable to help organise and manage their time effectively.

1. Staff and Student Responsibility

Staff Responsibilities:

Teachers have a critical role in ensuring that students are well-prepared and supported in their learning journey. Their responsibilities include:

- **Understanding Course Requirements:** Teachers must demonstrate a thorough understanding of the course content, objectives, and syllabus outcomes. They are responsible for developing and delivering lessons that align with current NESA and NSW curriculum requirements.
- **Task Development and Assessment:** Design and develop assessment tasks that meet syllabus requirements. Tasks should be valid, reliable, and free from bias, and provide a range of opportunities for students to demonstrate their knowledge and skills.
- **Publish and Communicate Task Details:** Ensure that students receive the scope, sequence, and timing details of all assessment tasks at the beginning of the year for Year 10 and 11, and at the beginning of Term 4 for Year 12. This helps students to prepare adequately and manage their time. At MGHS the Student Assessment booklets are emailed by the Head Teacher Teaching and Learning at the beginning of the year for Years 10 & 11, and at the beginning of Term 4 for Year 12.
- **Provide Course Documentation:** Make sure that students have access to all relevant course documents, including assessment rubrics and criteria.
- **Assessment Implementation:** Conduct assessments according to the school's assessment plan and NESA guidelines, ensuring fairness and consistency in marking.
- **Feedback and Reporting:** Provide timely and constructive feedback to students that gives a true reflection of their progress. Feedback should also inform future learning.
- **Quality Teaching and High Expectations:** Deliver high-quality teaching that sets high expectations for all students and ensure learning is based on current materials.
- **Support Students with Specific Needs:** Identify students who are at risk or struggling and implement strategies to support them. This includes communication with parents and carers, and addressing the needs of gifted and talented students.

Student Responsibilities:

Students are expected to actively engage in their learning and assessment process. Their responsibilities include:

- **Effort and Engagement:** Make a serious attempt at each assessment task, adhering to the assessment guidelines, and demonstrate commitment to all learning activities
- **Utilise Feedback:** Act on the feedback provided by teachers to improve understanding and performance. This is especially important for formative assessments that guide future learning
- **Follow a Study Pattern:** Choose and follow a study pattern that meets both their educational needs and NESA's mandatory curriculum requirements for HSC.
- **Meet Curriculum and Attendance Requirements:** Ensure they meet the mandatory curriculum hours for all subjects and maintain satisfactory attendance.
- **Communicate Issues:** Inform teachers of any circumstances, such as personal or health issues, that may impact their ability to meet assessment deadlines or affect their performance. This must take place before the assessment is due unless under emergency circumstances.

- **Self-Assessment and Reflection:** Take responsibility for their own learning by engaging in self-assessment and reflection, which are integral to the learning process.
- **Adhere to Academic Integrity:** Ensure that all submitted work is their own and uphold the integrity of the assessment process by avoiding malpractice such as plagiarism.

By fulfilling these responsibilities, both staff and students contribute to a fair, effective, and engaging learning environment that meets the standards set by NESA and the NSW Department of Education.

2. HSC Eligibility

To be eligible for the award of the Higher School Certificate (HSC), students must meet the following updated requirements:

- **Have gained the Record of School Achievement (RoSA)** or another qualification considered satisfactory by the NSW Education Standards Authority (NESA).
- **Attend an eligible institution:** This includes attending a government school, an accredited non-government school, a recognised school outside NSW, or a college of TAFE.
- **Complete the HSC: All My Own Work program** (or its equivalent), which promotes academic integrity and is a mandatory requirement before submitting any HSC assessments.
- **Satisfactorily complete a pattern of study:** The required pattern includes at least 12 units in Year 11 (Preliminary) and 10 units in Year 12 (HSC), including mandatory subjects like English. This must adhere to NESA's guidelines for approved courses.
- **Sit for and make a serious attempt at the HSC examinations** for all enrolled courses.
- **Meet the HSC minimum standard of literacy and numeracy:** Students must demonstrate competency in literacy and numeracy, through HSC minimum standard of literacy and numeracy.
- **Comply with updated attendance and coursework completion requirements:** Students must meet attendance and assessment requirements as per NESA and their school's policies to be deemed eligible for the HSC.

If a student is ineligible for the HSC at the end of Stage 6, they may, under exceptional circumstances and with the approval of the principal:

- **Repeat some or all Stage 6 courses** to meet the eligibility requirements.
- **Accumulate Stage 6 courses** over multiple years, as long as all HSC requirements are completed within five years of the first HSC examination attempt
- Or complete the requirements for the HSC within 5 years of the first HSC examination being sat.

For more detailed information, students and educators can refer to the [NSW Education Standards Authority \(NESA\)](#) and the [ACE Manual](#) for the most up-to-date guidelines.

3. Pattern of Study

For the HSC, students must meet NESA's **pattern of study requirements**, which include:

- Preliminary Course (Year 11):
 - Students must satisfactorily complete **at least 12 units** of study.
 - This includes at least six units of Board Developed Courses.
 - At least **two units of English** must be part of the pattern.
 - Students must complete at least three courses with a value of two units or greater.
 - Courses must cover a minimum of **four subjects**.
- HSC Course (Year 12):
 - Students must satisfactorily complete **at least 10 units** of study.
 - This also includes a minimum of six units of Board Developed Courses.
 - Students must complete **two units of English**.
 - At least **three courses** must be of **two units value or greater**, and the pattern must include at least **four different subjects**.
 - Students can count up to **seven units of science** in Year 12.

The HSC pattern of study may also include Vocational Education and Training (VET) courses that allow students to gain workplace qualifications alongside their HSC units.

- **Mandatory Units:** English is the only compulsory subject, but students are encouraged to choose subjects that match their interests and career aspirations, from sciences, humanities, vocational courses, and more.

Please note: English EAL/D addresses the needs of a specific group of students and shares the overall aim and rationale of English. When presented at the HSC, the English EAL/D course will satisfy NESA requirements for the study of English. The English EAL/D course sits beside English (Standard) and the English (Advanced) courses and shares the overall aim and rationale of English.

Students who have been using English as their primary language of instruction for **five years or less** at the **start of the Preliminary** course may be eligible to study the English EAL/D course.

Students may also **accumulate HSC units** over multiple years, as long as they complete all HSC requirements within five years.

Eligibility for an Australian Tertiary Admission Rank (ATAR)

To be eligible for the ATAR in New South Wales, students must meet the following requirements:

- Complete a pattern of study that includes ATAR courses:
- A minimum of **10 units** of ATAR courses must be completed for the HSC. This must include:
 - **2 units of English**, as English is mandatory.
 - At least **8 additional units** from ATAR-approved courses.
- At least four subjects:
 - The pattern of study must cover at least **four different subjects**. This ensures that students maintain a broad course of study.
- Board Developed Courses:
 - A minimum of **8 units** must be from **Board Developed Courses** that have an external exam and are eligible for the ATAR. Board Developed Courses are those that have been set and assessed by NESA.
- External exams:
 - Students must sit for the external exams for all ATAR courses, as the ATAR is calculated based on **scaled examination marks** combined with school-based assessment marks.

UAC Registration:

Students must ensure they are registered with the **Universities Admissions Centre (UAC)** to receive an ATAR. This is recorded on the student's HSC Confirmation of Entry.

The ATAR is calculated by UAC, not NESA, and is based on a student's position relative to other students in their age group.

For more detailed information, you can refer to the NESA ACE Manual and the [NSW Department of Education](#).

Administrative Requirements

Students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

4. HSC Minimum Standards

Everyone needs reading, writing, and numeracy for everyday life, which is why the HSC minimum standard tests have been introduced. These tests assess a student's literacy and numeracy skills necessary for life after school, including work and further education.

- The **HSC minimum standard** requires students to achieve **Level 3** on the **Australian Core Skills Framework (ACSF)** in the domains of reading, writing, and numeracy
- The **minimum standard tests** are **short, online tests** designed to measure skills relevant to everyday life. Students can take the tests up to **four times per year in Years 10 and 11** and up to **six times in Year 12**

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit for HSC exams
- Receive HSC assessment and exam results
- Receive an Australian Tertiary Admission Rank (ATAR)
- Receive a Record of School Achievement (RoSA)

Students must meet the HSC minimum standard to receive the HSC testamur (the formal certificate)

Additional Information:

- Exemptions: Students enrolled in **Stage 6 Life Skills courses** may be eligible for exemptions from the HSC minimum standard tests.
- **Alternative evidence** can be submitted in exceptional circumstances if a student cannot demonstrate their skills via the online tests. This requires approval from NESA.

For further information on the process and exemptions, consult the [NESA website \(NESA ACE - HSC Minimum Standards\)](#)

At MGHS the **Numeracy Coordinator** organises the Numeracy Minimum Standards testing, and the **Teacher Librarian** organises the Literacy Minimum Standards testing.

5. Satisfactory Completion

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:

1. **Followed the NESA-endorsed course:** The student must have followed the course developed or endorsed by NESA.
2. **Applied themselves with diligence and sustained effort:** The student must demonstrate that they have applied themselves diligently to complete the tasks and experiences provided during the course.
3. **Achieved some or all of the course outcomes:** The student is expected to meet some or all of the course outcomes to the satisfaction of the school.

Attendance and Absences

While NESA does not specify minimum attendance requirements, principals may determine that due to excessive absences, the course completion criteria are not met. Principals are required to provide written warnings if attendance or performance puts the student at risk of not satisfactorily completing the course.

Assessment Marks

For HSC courses that include internal assessments, students must complete tasks that contribute to more than **50% of the available marks** for the course. Failure to meet this requirement will lead to a non-completion ('N') determination.

Please note: "It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient" ([ACE – 8026](#))

Consequences of Non-Completion:

Students who do not meet these requirements will not be regarded as having satisfactorily completed the course. In such cases:

- The course will not appear on the student's Higher School Certificate (HSC).
- The course will not appear on the student's RoSA and they can instead receive a **Transcript of Study**, which records the courses they have completed
- The student will receive a **Transcript of Study** or **Record of Achievement** if they are ineligible for the HSC due to an 'N' determination.

For additional details, refer to the [NESA ACE Manual](#).

See MGHS N-Award Processes and Procedures for clarification of the school process.

6. School-Based Assessment: Board Developed Courses

In Year 12, students complete school-based assessments that contribute 50% of their final HSC mark, except for VET, Life Skills, English Studies, and Mathematics Standard 1 courses. Assessments must adhere to the mandatory weightings and syllabus outcomes. Students will complete various tasks, such as research projects, essays, and oral presentations.

Students must make a **genuine attempt** at all tasks. Any **late submissions** without valid reasons (such as illness or misadventure) will receive a **zero mark**. If a student does not complete over 50% of tasks, they risk receiving an '**N**' **determination** for non-completion.

The final school-based assessment mark for each course is submitted to **NESA** and moderated based on the student's performance in the HSC exam. For **English Studies** and **Mathematics Standard 1**, marks are based on **Achievement Level Descriptions** rather than external exams.

7. School-Based Assessment: Board Endorsed Courses

For **Board Endorsed Courses (BECs)**, the same general requirements for school-based assessment apply as for Board Developed Courses. However, there are a few key differences:

- **Submission of Marks:** Schools are required to submit **internal assessment marks** for students taking Board Endorsed Courses. These marks are reported on the student's **Record of Achievement**. Unlike Board Developed Courses, these marks are **not moderated by NESA**.
- **Assessment Requirements:** The assessment for these courses must reflect the extent to which students have achieved the **objectives and outcomes** set for the course. It is recommended that schools include between **three and five tasks**, including at least one **formal examination** task.
- **Performance Descriptions:** Marks are awarded in accordance with the **Performance Descriptions** for Stage 6 Board Endorsed Courses. These descriptions provide a framework for reporting student achievement.

8. School-Based Assessment: VET

Assessment in **VET courses** is **competency-based**, meaning students must demonstrate they have gained and can apply specific knowledge and skills for a unit of competency. Assessment tasks may include written tasks, practical demonstrations, portfolios, or assignments.

- **Competency Results:** Students are awarded either **Competent** (if they meet industry standards) or **Not Yet Competent** (if they are still developing skills or performance is below industry standard). There are no pass or fail marks, and no overall course mark is allocated. This is why VET course assessments follow a different format than other Board Developed Courses.
- **Assessment Scheduling:** Formal assessments may be scheduled when students have developed the necessary skills and knowledge. Teachers (trainers) maintain records of competencies achieved, and students can access these records to monitor their progress.
- **Certifications:** Completion of units of competency can lead to certificates at **AQF levels I, II, or III**, or a **Statement of Attainment (SOA)** toward a qualification. These achievements are recorded on a

transcript provided by NESA. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

- **Recognition of Prior Learning (RPL) and Credit Transfer:** Students can apply for RPL by submitting evidence of skills and knowledge relevant to the units of competency. Credit transfer is available for units previously achieved with another RTO.
- **Work Placement:** Work placement is mandatory in appropriate VET courses. If a student is not deemed work-ready, they may not participate. Failure to complete work placement will result in an **‘N’ determination**, meaning the course will not count towards the student's HSC pattern of study. However, students will still receive a Statement of Attainment.
- **Optional HSC Examination:** Some VET courses offer an optional HSC exam, which is intended for **ATAR purposes** only. This exam is independent of the competency-based assessments required for the Australian Qualifications Framework (AQF). Even if students do not sit for the optional exam, satisfactory course completion will still appear on their HSC.
- **Estimated Marks:** If a student plans to use their VET course for ATAR calculation, the school must submit an **estimated mark** of their likely HSC exam performance. This mark is used only in cases of illness/misadventure appeals. This mark is determined from a school-based assessment that results in a percentage mark. This could be in the form of a Trial examination.

All NESA requirements, including **satisfactory course completion, HSC: All My Own Work (AMOW), illness/misadventure applications**, and **examination disability provisions**, also apply to VET courses.

For more details, consult the NESA ACE Manual.

9. Disability Provisions

For students with an identified or diagnosed short- or long-term disability, the school provides access to **Disability Provisions**, which are approved by NESA. These provisions are designed to remove or reduce any disadvantage a student may face in accessing coursework and assessments due to their disability, ensuring that all students are able to demonstrate their true abilities in both school-based and external HSC assessments.

Available Provisions:

If a student is assessed as eligible, they may be granted provisions such as:

- Use of **readers** and/or **writers**.
- **Rest breaks** during exams or assessments.
- **Medication breaks** or time to manage other medical needs.
- **Increased font or work size** for students with visual impairments.
- **Separate supervision** or adjustments to the exam environment, such as specialized furniture or lighting.

Eligibility and Documentation

Students must inform their **course teacher or Learning and Support Staff** if they believe they may be eligible for Disability Provisions. They are required to provide appropriate **documentation**, such as medical certificates or reports, which should clearly specify the impact the disability has on their learning and performance in assessments. NESA mandates that this documentation must be current (generally no older than 12 months) and relate directly to the student's exam or assessment needs.

Application Process and School-Based Provisions

- The **Learning Support Team** may approve provisions for school-based assessments. However, students should be aware that provisions granted for school assessments may not necessarily be approved for the **HSC external examinations** by NESA.

- All applications for **HSC disability provisions** are submitted online by the school and must meet NESA's deadlines. Emergency applications can be made for unforeseen circumstances, such as sudden injuries, but these must be supported by evidence.

For further details on the process and the types of provisions available, visit the NESA Disability Provisions Guidelines.

10. Life Skills Courses

Life Skills courses are designed by NESA to support students with significant intellectual disabilities or other special education needs who are unable to access the outcomes and content of Board Developed or Board Endorsed Courses.

Eligibility for Stage 6 Life Skills Courses:

- Students typically enrol in Stage 6 Life Skills courses if they have completed Life Skills courses in Stage 5 (Years 7–10). However, in some special circumstances, students may access these courses even if they have not completed Years 7–10 Life Skills courses. This may apply to students with intellectual or imputed intellectual disability who have experienced significant difficulty in mainstream courses, transferred from interstate or overseas, or have deteriorating medical conditions.

Assessment in Life Skills Courses:

- Students are not required to complete formal exams or assessments. Instead, they are assessed on their **achievement of outcomes**, which can be demonstrated in a variety of ways (e.g., in school, the community, or the workplace). Evidence of achievement is collected through **ongoing assessment**.
- There is no requirement for formal exams, and Life Skills courses do not contribute to the **ATAR**.

Credentialing and Reporting:

- Upon completion, students receive a **Profile of Student Achievement**, which lists the Life Skills outcomes they have achieved in each course. This information appears on their Higher School Certificate (HSC) if they meet the satisfactory completion criteria.

Special Considerations:

- Students studying only Life Skills courses are exempt from the **HSC: All My Own Work** program and the **HSC minimum literacy and numeracy standards**. However, they must still meet general course completion requirements.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/assessment-and-reporting>

For more detailed guidelines on Life Skills courses, refer to the NESA ACE Manual.

11. Assessment tasks

The development and administration of **assessment tasks** follow guidelines set by NESA, ensuring consistency and fairness across courses. The key principles include the following:

Task Weighting

- **Individual task weighting:** Typically, an individual task should not be weighted less than **10%** nor more than **40%** of the total assessment marks. While multiple course outcomes may be addressed by a single task, later tasks may carry more weight as they assess cumulative learning.

Task Type

- Assessment tasks must align with the **outcomes and components** of the course as outlined in the syllabus. Tasks may include assignments, fieldwork, research projects, practical tests, viva voce, portfolios, performances, and more.

- Tasks must allow for a range of marks, enabling **discrimination** between different levels of student performance. The difficulty should be appropriate for the course, and tasks must allow students to demonstrate their abilities fully.
- Head Teachers are required to validate each task prior to distribution to students.

Administration and Submission

- Tasks should be submitted either personally or electronically, and students are responsible for ensuring the submission is completed in the timetabled period for that subject, before or on the due date unless otherwise stated. **Late submissions** without valid reasons may result in a **zero mark**.
- Students are required to sign an **Assessment Task Register Sheet** to acknowledge receipt, submission, and return of tasks.

Scheduling and Notification

- Students must be given **at least two weeks' notice** for assessment tasks, detailing the date, outcomes assessed, weightings, and marking guidelines (where appropriate).
- Tasks for the **Preliminary course** should not begin before Week 5 of Term 1, while HSC course assessments can begin in **Term 4 of Year 11**.
- If a student is absent on the day that a notification for an assessment task is given to students, the teacher will give student their notification the next lesson that they are present. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

Trial HSC Examination

- The **Trial HSC Exam** is a significant assessment for most courses (excluding English Extension 2 and some other courses). It should reflect the **structure, content, and difficulty** of the final HSC exam.

During the Trial HSC Examinations, **students:**

- are required to wear school uniform.
- are not permitted to leave the examination earlier than the finish time.
- need only attend school during the time of their scheduled examinations.

Absence and Submission

- If students are absent from a scheduled task, they must
 - follow the school's procedures, including providing **valid documentation** for illness or misadventure.
 - Contact the school on the day of the examination or assessment due date
- For electronically submitted tasks, students have a responsibility to ensure:
 - the correct electronic file is attached.
 - the file is not corrupt.

Appeal Process for Marks and Rankings: Prior to Final Assessment Grades and Marks

NESA has specifically stated that a teacher's judgment of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review as part of this process.

If any questions arise regarding the assessable tasks including the marks awarded, then the students must first discuss the matter with their teacher. This must happen in a timely manner as appropriate for the task type submitted. They will have no more than 5 school days to report issues regarding individual tasks on the basis of marks. The assessment must not have any student alterations if the appeal is regarding the marks or marking criteria.

If, after consultation with their teacher, there is still a problem, students should consult the Head Teacher of the faculty concerned.

If, after consultation with their teacher and the Head Teacher, there is still a problem, students should consult the Deputy Principal.

Appeal Process for Marks and Rankings: Final Assessment Grades and Marks

Students may request a school review of their **final** grade awarded to them by their school in any NESA Stage 6 course. They cannot seek a review of results in a single or multiple individual assessment tasks. ([Curriculum - marks grades appeal](#))

- **No Appeal for Individual Task Marks:**
 - Students **cannot appeal the marks** given for individual assessment tasks once returned. Disputes must be resolved at the time the task is returned, not after final rankings have been calculated ([NESA ACE - 11011](#))([NESA ACE - 11014](#))
- **School Review of Assessment Rankings:**
 - Appeals focus on the **overall ranking**, not individual marks. If students believe their rank does not accurately reflect their performance, they may request a review from their school.
 - The review will examine whether:
 - The **weightings** for tasks align with the published assessment program.
 - The school followed the correct procedures for **calculating final marks** and rankings.
 - No computational or clerical errors were made during the ranking process.
- **Appeal to NESA:**
 - If the student is unsatisfied with the school's review, they can escalate the appeal to **NESA**. NESA will only review whether the school's process was conducted correctly; it will not change marks or ranks directly. If NESA upholds the appeal, the school must conduct a further review
 - NESA will not revise results awarded in individual assessment tasks. ([Curriculum - marks grades appeal](#))
- **Deadline for Submissions:**
 - Appeals must be submitted **within the timelines** provided in the HSC key dates. NESA will not consider appeals submitted after the release of results unless there are exceptional circumstances.

These procedures ensure that appeals are handled fairly and transparently.

Note that technology fault is **not** grounds for appeal.

HSC assessment takes precedence over all school and external activities, including excursions, work placement for VET, work experience, competitions, sporting events and family holidays. However, accommodations may be made where appropriate and alternate arrangements may be made with the Faculty Head Teacher prior to tasks, to arrange early or alternate submission.

Please note: Change of dates for assessment tasks must be informed to students in writing and students must sign to acknowledge the change. Changes must be altered on the School Calendar and website.

12. Procedures for the administration of tasks

For consistency and fairness across all classes completing the same course, schools must adhere to the following guidelines when administering assessment tasks, as outlined by NESA:

Consistency in Information:

- **Head Teachers** are responsible for ensuring that all students, regardless of class, receive the **same information** regarding the assessment task. This ensures fairness and uniformity across classes.

Same-Day Task Completion:

- Where possible, assessment tasks should be completed by all students on the **same day** or during the same period to maintain the integrity of the task.

Examination Conditions:

- All students must have **equal conditions** during assessments, ensuring that everyone has the same opportunities and experiences during the task.

Specific to English Speeches:

- For **Preliminary and HSC English speeches**, these tasks should be scheduled over the same day(s) to ensure fairness and consistency.

Mobile Phone Policy:

- Students must turn off their **mobile phones** during the assessment and have them placed in their Yondr pouches in their school bags. Any violation of this rule may result in penalties, such as receiving **zero marks** for the task.

For more detailed procedures and specific cases regarding task administration, refer to the official NESA ACE Manual.

13. Procedures for Illness/Misadventure forms – School assessments

Task Submission and Appeals:

Late Submission Policy: Tasks handed in late, or completed late, will receive a **zero mark** unless valid reasons for the delay are submitted. Students have the right to appeal the zero mark by completing an **Illness/Misadventure Appeal Form**, provided they meet the criteria.

What Is Illness and Misadventure?

Illness: This is defined as any sickness or injury that prevents a student from attending school or completing an assessment task.

Misadventure: Refers to unforeseen circumstances that prevent a student from completing an assessment task, such as accidents, family emergencies, or other unexpected events.

Appropriate Use of the Illness/Misadventure Form:

Students should complete an **Illness/Misadventure Appeal Form** in cases where:

- An assessment task is **not submitted on time**.
- The task is **submitted incomplete** due to circumstances beyond the student's control.
- The student experiences **extraordinary circumstances** on or before the due date.

Timing of Form Submission:

The form should be submitted on the **same day** of the illness or misadventure, or at the latest, the next day the student attends school or their next exam.

Grounds Not Considered for Appeals:

Students **cannot appeal** on the following grounds, which align with the NESA ACE guidelines:

- **Preparation issues**, such as technology failure or insufficient study time.
- **Alleged deficiencies in teaching**.
- **Long-term illnesses**, unless there is an acute flare-up during the assessment or exam period.

- **Misreading the examination timetable or task instructions.**
- **Other commitments** such as holidays, work, or sporting events

Special Consideration:

Requests for changes to the scheduled date of an assessment for reasons other than illness/misadventure must be made **in writing** to the principal and **well in advance**. The principal's decision on these requests is final.

Final Clarifications:

The **principal's decision is final** for any special consideration outside of illness or misadventure, which is consistent with the **NESA guidelines**.

14. Completing the Illness/Misadventure appeal

Please note: The following procedures are moving to an online format through the School Bytes system. More information about this will be provided when the process has been finalised.

PART A

This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Principal (or delegate) within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

PART B

The Head Teacher make recommendations.

PART C

The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The result will be communicated to the student by the principal or class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART D

The Appeals Committee shall be convened by the Principal and include MGHS Executive. This committee will make a recommendation.

The committee may:

- Uphold the appeal (marks may be awarded)
- Dismiss the appeal (mark of zero is maintained)
- Impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark. All Documents related to the appeal should be placed in the student's file and the class teacher's HSC Compliance folder

See Appendix A for Illness/Misadventure form

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- Illness: Any sickness or injury that prevents a student from attending school.
- Misadventure: Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness-Misadventure Form is used when an assessment task is:

- Not submitted on time.
- Submitted incomplete.
- During extra-ordinary circumstances.

Where a student experiences a misadventure, they should obtain an Illness-Misadventure Appeal Form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

STUDENTS CANNOT SUBMIT AN APPEAL ON THE BASIS OF:

- Difficulties in preparation or loss of preparation time / technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- 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.
- Illness once the assessment paper is opened during the reading time, or after the examination commences.

Special consideration for reasons other than illness/misadventure requests must be made in writing, addressed to the principal and well in advance of the event. The principals decision is final.

15. Procedures for Illness/Misadventure applications – HSC Examinations

When a student is affected by illness or misadventure immediately before or during a Higher School Certificate (HSC) examination, and this event impacts their performance, they may lodge an **Illness/Misadventure application** with NESA.

The steps are as follows:

- **Timing of the Application:**
 - Applications must be submitted **within one week** of the student's last HSC examination or, for practical or oral exams, within one week of the exam or submission date.
- **Application Forms:**
 - The form can be requested from the school's principal or accessed via **Schools Online** before exams begin. The principal will provide guidance on completing and submitting the form.
- **Supporting Evidence:**
 - The student must submit a **statement** explaining how they were affected during the exam session.
 - For illness, a **medical certificate** detailing the date of onset and its potential effect on performance is required. For misadventure (e.g., an accident), police statements or statutory declarations are needed, specifying the time and nature of the incident.

- A report from the **exam supervisor** and a statement from the school's principal, outlining the student's preparation and any relevant information, are also necessary([ACE NSW - 11003](#))([ACE NSW - 11005](#)).
- **Submitting the Application:**
 - All completed applications and documentation must be submitted to NESA. Late submissions are only considered in exceptional circumstances.

14. Malpractice

Malpractice is any activity undertaken by a student that gives them an **unfair advantage** over others in assessment tasks or exams. Malpractice covers a range of dishonest behaviours, which can seriously impact a student's assessment results and standing with **NESA**.

Forms of Malpractice:

- **Copying:** Taking part or all of someone else's work and presenting it as their own.
- **Plagiarism:** Using material from books, journals, or the internet without proper citation.
- **Unacknowledged Collaboration:** Building on someone else's ideas or using contributions from others (e.g., a parent or tutor) without acknowledgment.
- **Purchased or Stolen Work:** Buying, stealing, or borrowing another person's work and submitting it as one's own.
- **Non-approved Assistance:** Using non-approved aides or assistance during exams or tasks.
- **False Explanations:** Fabricating reasons for missed or incomplete work, or assisting another student in committing malpractice.

Handling Suspected Malpractice:

- **Investigation:** When malpractice is suspected, the Course Teacher will inform the **Head Teacher** and provide evidence (such as a plagiarism report, Turnitin results, or comparisons to other students' work) to support the claim.
- **Student Response:** The student will be given the opportunity to **provide evidence** that their work is original. This may include showing drafts, notes, or answering questions to demonstrate their understanding of the material.
- **Plagiarism Detection:** The school may use tools like **Turnitin** to check for plagiarism, producing reports that detail the percentage of original work and flagged content.

Consequences of Proven Malpractice:

- **Zero Marks:** Students involved in proven malpractice will receive a **zero** for the affected task, which will impact their final mark and rank.
- **Registration with NESA:** The student's name will be added to the **NESA Malpractice Register**, as required for any proven malpractice cases.
- **Penalties for Truancy:** If a student is present at school but truant before an assessment task, penalties may apply in addition to any malpractice consequences.

Right to Appeal:

- Students penalised for malpractice have the right to **appeal** the decision. Appeals must be made through the standard school appeals process and escalated to NESA if necessary.

A student penalised for malpractice has access to the appeals process. [See Appendix B for Malpractice appeals form](#)

15. Malpractice Procedures

In cases of suspected or proven **malpractice**, the following procedures, in line with **NESA ACE guidelines**, will be followed to ensure fairness and due process:

Notification of Suspected Malpractice

- The student, along with their parent/caregiver, will be **informed verbally or in writing** by the Course Teacher or Head Teacher of the suspected or proven malpractice. The evidence will be presented in a **timely manner**.

Issuing an N Warning Letter

- An **N Warning letter** will be issued by the Course Teacher or Head Teacher to formally notify the student and their caregiver of the malpractice. The letter will outline what the student must do to **redeem** the N Warning.

Opportunity to Present Evidence

- The student will be provided an opportunity to present any evidence or information in their defense. This could include **drafts, witness statements**, or any supporting documents. This information will be reviewed by the Course Teacher and Head Teacher.

Documentation

- Records of all **discussions and interviews** related to the incident will be kept securely by the Course Teacher or Head Teacher. This ensures that all evidence and conversations are documented for transparency.

Confidentiality

- Confidentiality must be maintained at all times by all involved parties. No information related to the malpractice will be shared outside of those directly involved in the process.

Reporting to NESA

- The Head Teacher will notify the Deputy Principal to update the **NESA Malpractice Register** through **Schools Online**. All proven malpractice must be registered as per NESA guidelines

Right to Appeal

- The student will be informed of their **right to appeal** and the process for doing so. Appeals must be lodged to the Deputy Principal within **2 school days** of the notification of the malpractice.

Consequences of Malpractice

If malpractice is proven, one or more of the following consequences will apply:

- **Reduced marks** for part or all of the assessment task.
- **Zero marks** for part or all of the task.
- An **N Warning letter** issued to the student and supervisor.
- **Withdrawal from course(s)** in severe cases.

All proven malpractice cases will be officially recorded in the **NESA Malpractice Register**, as required by NESA regulations. This will be handled by the Deputy Principal with information provided by the Head Teacher.

Appeal Process

- After being informed of the consequence, the student has **2 school days** to appeal the decision to the Deputy Principal. The appeal must be in writing and include any relevant evidence (Appendix 2).
- The Deputy Principal will review the appeal, conduct any necessary discussions, and inform the student and their caregiver of the outcome, either verbally or in writing. Notes of these discussions will be kept securely.
- If the student or caregiver is unsatisfied with the Deputy Principal's decision, a **final appeal** can be made to the Principal within **2 school days** of being notified of the Deputy Principal's decision. This appeal must be made in writing, and any new evidence must be provided. The Principal's decision will be final.

16. Procedures For Awarding Marks

Standards-Referenced Assessment:

- The **assessment tasks** are designed to measure student performance based on the **syllabus outcomes** for each course. These tasks assess a range of skills and knowledge that cannot always be captured through formal examinations.
- The marks awarded for assessment tasks reflect the **extent to which students have demonstrated achievement of these outcomes**, and they provide a range of measures over time.

Calculation of Marks:

Marks are calculated based on the **mandatory assessment components and weightings** outlined in the syllabus for each subject. These weightings ensure that all students are assessed consistently across schools, with appropriate emphasis placed on different course components.

Marks should be **aggregated to the nearest whole number** and used to determine the student's rank. The final assessment mark submitted to NESA reflects the **relative difference** in student achievement, ensuring that the marks show the differences between performances.

Use of Mark Range:

A **wide range of marks** should be used when allocating marks for individual tasks to effectively demonstrate the variation in student performance. This ensures the relative differences between students are clear and fair.

Disclosure of Marks:

- The **final assessment mark** that is submitted to NESA **must not** be revealed to students. However, students are entitled to receive their **assessment rank** at the conclusion of the course. They will be provided with their final rank in their **Semester 2 report**.

17. Procedures for late submission and non-completion of tasks

In accordance with **NESA** guidelines, the following procedures apply for the **late submission** and **non-completion** of assessment tasks. These rules ensure that students are aware of their responsibilities and the potential consequences if deadlines are not met.

Late Submission of Tasks

- **Zero Mark for Late Submission:** Any task submitted late, or completed after the due date, will automatically receive a **zero**. Students, however, have the right to appeal this decision by submitting an **Illness/Misadventure Appeal Form** along with relevant supporting documentation, such as a doctor's certificate.

Teacher Absence on Due Date

- **Teacher's Absence:** If the assigned teacher is absent on the day an in-class task is due, the **Faculty Head Teacher** or a senior teacher will arrange for the task to be collected or supervised. Students are expected to submit their work regardless of the teacher's presence.

Student Absence on Due Date

- **Pre-arranged Absence:** If the student knows beforehand that they will be absent on the day a task is due, they must make arrangements to **submit the task in advance** or on the due date electronically or via an agent.
- **Illness/Misadventure on the Due Date:** If a student is absent on the due date due to illness or misadventure, the student must either:
 - Submit the task electronically by the **end of the school day (3:15 pm)**.
 - Have the task submitted on their behalf by an agent on the due date.

- If none of the above arrangements are made, the student must hand in the task on the **first day of attendance** following the illness.

Evidence for Absence

- Students who are absent on the due date of a task must provide **relevant evidence** (e.g., a doctor's certificate, statutory declaration) covering all days of absence, alongside the **Illness/Misadventure Appeal Form** within **five school days** of their return.

Absence on Day of In-Class Task

- If a student is absent for an **in-class assessment** task, they must:
 - Contact their **teacher or Head Teacher** on the first day back to school and be prepared to complete the task immediately.
 - Provide relevant evidence (e.g., doctor's certificate) to support their absence, along with the **Illness/Misadventure Appeal Form** within **five school days**.

Failure to Comply with Procedures

- Failure to follow these procedures will result in an **N Award Warning letter** being sent to the student's parents or caregivers, and a **zero mark** will be assigned.

Suspension

- **Suspension from school** does not entitle a student to submit tasks late. If a student is suspended when an assessment is due, they are responsible for ensuring that the task is submitted by the deadline, or arrangements must be made with the **Principal**. In some cases, tasks may be completed after returning from suspension, depending on the nature of the task

18. Invalidity of Assessment Tasks

When assessment tasks produce **invalid or unreliable results**, due to issues with the task itself or its administration, the following procedures will apply:

Notifying the Faculty Head Teacher

- The **Head Teacher** should be notified as soon as it becomes apparent that the results of an assessment task are invalid or unreliable. This could occur when a task does not function as required or there are problems in its administration that impact the results.

Investigation by Head Teacher

- The Head Teacher will investigate the reasons for the invalidity of the task. Based on their findings, the following actions may be implemented:
 - **Negotiation:** The Head Teacher may enter into discussions with all students affected by the invalidity to agree on the most appropriate solution.
 - **Alternate Task:** An alternative assessment task may be supplied to replace the whole or part of the original task. This ensures that students are assessed fairly on the intended outcomes.
 - **Mark Adjustment:** The Head Teacher may decide to **adjust marks** to discount the invalid part of the task. This could involve excluding certain sections from the final result if the assessment task proved unreliable.
 - **Other Measures:** Additional measures may be applied, depending on the situation, as determined by the Head Teacher.

Investigation by Deputy Principal

- In situations where the results of an assessment task are deemed invalid, an investigation will be carried out by both the **Deputy Principal** and the Head Teacher of the faculty involved. The

investigation aims to understand the nature of the issue and ensure that the solution is fair and transparent for all affected students.

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

19. Maintaining Records for Transferring students

When students transfer into the school after the commencement of the **HSC course**, it is essential to maintain accurate records of their **assessment marks**, **task weightings**, and **rank** to ensure fairness in their continued assessment. The following procedures are applied according to **NESA guidelines**:

Students Transferring Before 30 June

- **Request for Records:** For students who transfer into the school before 30 June in the year of the **HSC examination**, the school must request that the former school forwards the following information:
 - **Assessment marks**, task weightings, and ranks achieved up to the date of transfer.
 - Any **N-Awards** or records indicating failure to meet course requirements.
- **Use of Provided Marks:** The marks provided by the former school can be used as the basis for calculating estimates for any missed tasks. Tasks attempted after the student has enrolled at the new school can also be used to support the estimation of their performance.

Students Transferring After 30 June

- For students transferring **after 30 June** in the year of the **HSC examination**, the school must still request the previous school to provide the student's **assessment marks**. These marks will be used to calculate the student's rank and overall performance in alignment with **NESA's HSC assessment guidelines**.

VET Course Considerations

- In the case of **VET courses** for the Higher School Certificate, students who have already achieved units of competency through study or experience at their former school or another institution do not need to be reassessed for these competencies. However, it is essential that a qualified assessor from an RTO (Registered Training Organisation) has formally assessed these competencies for them to be recognized. The student's records should reflect these achievements as part of their HSC VET course requirements

20. Assessment Feedback

Providing effective feedback to students on their assessment tasks is essential for improving their performance in the **HSC standards-based system**. Feedback should be structured to give students a clear understanding of their strengths and areas for improvement in relation to the **syllabus outcomes**.

Importance of Meaningful Feedback

- Feedback should be **meaningful**, helping students understand their **performance relative to the outcomes** being assessed and their overall progress within the course. Feedback should not just be about the final mark but also about the specific skills or knowledge the student has demonstrated and what areas need further development.

Using Outcomes and Band Descriptions

- Teachers are encouraged to use the **wording of outcomes** and **band descriptions** as part of the feedback to help students understand where they fall within the standards framework. This ensures that feedback is aligned with the **HSC standards** and helps students track their progress more accurately.
- **Work samples** can also be provided as a **standards reference** to help students understand what is expected at different performance levels.

Marking Guidelines and Certification

- **Marking guidelines** must be devised prior to administering the task. These guidelines ensure consistency in marking and must be **certified by the Head Teacher** before being applied to student work.

Clear Feedback for Each Task

- For each assessment task, students should receive clear feedback that includes:
 - **What they are able to do:** This reflects the student's current understanding and skills.
 - **What they need to do to improve:** This provides actionable advice for the student on how they can enhance their performance in future tasks (Information-Sheet-Asses...).
 - Feedback should also indicate the **student's attainment relative to the outcomes** and their **relative position** within the course group.

Assessment Task Register

- After receiving feedback, students should sign the **Assessment Task Register Sheet** to acknowledge that they have received feedback.

VET Course Competency Feedback

- In **VET courses**, students are assessed based on their performance against the criteria set under each **element of competency**. Students are judged as either **Competent** or **Not Yet Competent** based on a range of evidence, which may come in various forms (e.g., practical demonstrations, written tasks). Feedback in VET courses is critical for helping students understand which competencies they have achieved and where further work is needed

21. Procedures for N-warning and Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination. The Principal will use the following as a guide for N-Determination:

- **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.
- **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

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

- The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Preliminary HSC 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 Secondary Achievement.
 - the student may be ineligible for the award of a Preliminary HSC or HSC.

22. Practical and submitted works

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration.

- examination dates for practical, submitted works and performances.

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.

Teachers must certify that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged

Students must sign to acknowledge the receipt of NESA guidelines.

23. Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the Western side of the hall or other designated venue (minimum 15 minutes prior to the commencement the examination).
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the relevant faculty.
- are not permitted to leave the venue before the end of the examination.
- must not talk once they have entered the examination venue.
- will be directed where to sit. When there are multiple exams, subject groups will sit together.
- must be responsible to make sure that the correct examination paper has been provided for the course entered. When asked to do so by the supervisor, check the examination papers to make sure that there are no pages missing.
- during reading time, must not write, use any equipment including highlighters, or annotate examination paper in any way.
- may consult their dictionary during reading time in examinations where dictionaries are permitted.
- must read the instructions on the examination paper carefully as well as all questions. Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write clearly, preferably with black pen.
- write answers in the correct answer booklets.
- stop writing immediately when told to do so by the supervisor.
- must follow the supervisor's instructions at all times.
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination.
- must not leave until dismissed by the supervising teacher.
- must not remove any examination papers from the examination room. If students want to see an examination paper after the examination is over, they will need to speak to their teacher.

If a student is absent on the day of a scheduled examination, they are to make contact with the faculty running that examination.

EQUIPMENT CHECKLIST FOR EXAMINATIONS

Students may only take equipment listed below into the examination room:

- black pens (blue is also acceptable but black is easier for markers to read) pencils, erasers, sharpener (use pencils where specifically directed).
- a ruler marked in millimetres and centimetres.
- highlighter pen
- a bottle of water in a clear bottle.
- watches- Students can wear their watch into the examinations, but once they sit down, they will have to take it off and place it in clear view on their desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
- specific course equipment approved by NESA can be found at Equipment Checklist for the Higher School Certificate Examinations website.

All equipment brought in may be subject to inspection on entry. Students will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.

- Students are not permitted to borrow equipment during examinations.
- Students may only use scientific calculators that appear on the NESA list of approved scientific calculators.
- Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Students must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g. iPads, etc.), music players or electronic dictionaries.
- paper or any printed or written material (including the examination timetable)
- correction fluid or correction tape.

16. Websites and references for further information

For additional queries or clarifications, these resources offer extensive guidelines and support on Stage 6 assessment policies.

NESA (NSW Education Standards Authority) Official Website

- General information on **HSC requirements**, curriculum, and student policies.
- [Visit NESA](#)

NESA ACE (Assessment Certification Examination) Manual

- Provides detailed information on **HSC and RoSA assessment rules**, appeals processes, and procedures for students and schools.
- [Access the NESA ACE Manual](#)

NESA HSC Minimum Standard

- Guidelines on meeting the **minimum literacy and numeracy standards** for the HSC.
- [NESA HSC Minimum Standard](#)

NESA Assessment Certification Rules

- Outlines the processes for **Stage 6 assessment**, including rules around school-based assessments and exams.
- [NESA Assessment Certification](#)

NSW Department of Education – Stage 6 Policies

- Information on curriculum and assessment policies, including **VET courses** and **Life Skills**.
- [NSW Department of Education – Stage 6](#)

University Admissions Centre (UAC)

- Details on **ATAR calculation** and tertiary admissions.
- [UAC ATAR Information](#)

24. Year 11 Assessment Planner

The following planner can be used to note the formal assessment due dates.

	Week	Assessments Scheduled
Term 1 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2025	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

SCOPE & SEQUENCES, AND ASSESSMENT SCHEDULES

YEAR 11

2025

Ancient History - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Investigating Ancient History <i>AH11-6, AH11-7, AH11-9, AH11-10</i>
	3	
	4	
	5	
	6	
	7	
	8	Tutankhamun's Tomb and Historical Investigation. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10</i>
	9	
	10	
	11	
Term 2	1	Palmyra and the Silk Road. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</i>
	2	
	3	
	4	
	5	Features of Ancient Societies. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Features of Ancient Societies. <i>AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examinations
	10	

Ancient History – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Report	Report	Yearly Examination	
Task Type	Research Task	Historical Investigation	Formal Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 9/10	
Outcome(s)	AH11-6, AH11-7, AH11-9, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-8	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content.	10	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretation	5	5	10	20%
Historical inquiry and research	10	10		20%
Communication of historical understanding in appropriate forms	5	5	10	20%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	Discusses and evaluates differing interpretations and representations of the past
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history

Biology - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Module 1: Cells as the Basis of Life (Depth Study: 2 hours) <i>BIO11-1,2,3,4,5,6,7,8</i>
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	9	Module 2: Organisation of Living Things (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,9</i>
	10	
	11	
Term 2	1	Module 2: Organisation of Living Things (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,9</i>
	2	
	3	
	4	
	5	Module 3: Biological Diversity (Depth Study: 7 hours) <i>BIO11-1,2,3,4,5,6,7,10</i>
	6	
	7	
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	9	
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Term 3	1	Module 4: Ecosystem Dynamics (Depth Study: 3 hours) <i>BIO11-1,2,3,4,5,6,7,11</i>
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	9	Yearly Examinations
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Biology – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Examination
Task Type	Skills Task	Student Investigation Task	Formal Examination
Timing	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9-10
Outcome(s)	BIO11-1,2,3,4,5,7,8	BIO11-1,2,3,4,5,7,10	BIO11-2,4,5,7,8,9,10,11

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
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 cell' 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

Business Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Nature of Business <i>P1, P2, P6, P7, P8</i>
	3	
	4	
	5	
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	7	
	8	
	9	
	10	
	11	
Term 2	1	Business Management <i>P2, P4, P5, P6, P7, P8, P9, P10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Business Planning <i>P1, P3, P4, P6, P7, P8, P9, P10</i>
	2	
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	8	
	9	Yearly Examinations
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Business Studies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Nature of Business Topic Test	Business Management Research Task	Yearly Examination
Task Type	Topic Test	Research Report	Formal Examination
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10
Outcome(s)	P1, P2, P6, P8	P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	15	15	40%
Stimulus-based skills	10	-	10	20%
Inquiry and research	-	20	-	20%
Communication	10		10	20%
TOTAL	30%	35%	35%	100%

Outcomes – A student:	
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

Chemistry - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Module 1: Properties and Structure of Matter (Depth Study – 4 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 8</i>
	3	
	4	
	5	
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	8	
	9	
	10	
	11	
Term 2	1	Module 2: Introduction to Quantitative Chemistry (Depth Study – 5 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 9</i>
	2	
	3	
	4	
	5	
	6	
	7	Module 3: Reactive Chemistry (Depth Study – 6 hours) <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 10</i>
	8	
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	Module 4: Drivers of Reactions <i>CH11 - 1, 2, 3, 4, 5, 6, 7, 11</i>
	6	
	7	
	8	
	9	Yearly Examinations
	10	

Chemistry – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Exam
Task Type	Skills Task	Student Investigation Task	Formal Examination
Timing	Week 10 Term 1	Week 10 Term 2	Week 9-10 Term 3
Outcome(s)	CH11-1, 2,3,4,5,7,8	CH11-1,2,3,4,5,7 plus one of CH11-8, 9, 10, 11	CH11- 2,4,5,6,7,8,9,10,11

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding of the course content	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
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

Community and Family Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Resource Management <i>P1.1 P1.2 P3.2 P4.1 P4.2 P5.6 P6.1</i>
	3	
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	8	
	9	
	10	
	11	
Term 2	1	Families and Communities <i>P1.2 P2.1 P2.3 P3.2 P4.1 P4.2 P5.1 P6.1</i>
	2	
	3	
	4	
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	9	
	10	
Term 3	1	Individuals and Groups <i>P1.1 P1.2 P2.2 P2.4 P3.1 P4.1 P4.2 P6.1</i>
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	8	
	9	Yearly Examinations
	10	

Community and Family Studies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Wellbeing Task	Support Networks	Yearly Examination	
Task Type	Essay	Research	Examination	
Timing	Week 10 Term 1	Week 9 Term 2	Week 9/10 Term 3	
Outcome(s)	P1.1, P4.1, P4.2, P6.1	P2.4, P4.1, P4.2	P1.2, P2.3, P3.1, P3.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
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

Drama - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Contemporary Australian Theatre <i>Outcomes: P1.1, P1.7, P2.1, P2.2</i>
	3	
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	10	
	11	
Term 2	1	Theatrical Traditions <i>Outcomes: P3.1, P3.2, P1.5</i>
	2	
	3	
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	8	
	9	
	10	
Term 3	1	Individual and Group Performance <i>Outcomes: P1.1, P1.3, P1.4, P1.6, P2.1, P1.9, P3.5, P2.5, P3.3, P2.2</i>
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	10	Yearly Examinations

Drama - Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Design and Workshop	Essay	Group Performance & Individual Performance	
Task Type	Written & Performance	Written	Performance	
Timing	Week 10 Term 1	Week 9 Term 2	Week 9/10 Term 3	
Outcome(s)	P1.7, 1.1, 2.1	P3.1, 3.2	P1.3, 2.1, 2.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Making	20	-	20	40%
Performing	10	-	20	30%
Critically Studying	.	30	-	30%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
1.2	explores ideas and situations, expressing them imaginatively in dramatic form
1.3	demonstrates performance skills appropriate to a variety of styles and media
1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
2.1	understands the dynamics of actor-audience relationship
2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
2.5	understands and demonstrates the commitment, collaboration and energy required for a production
3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
3.4*	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest
3.5*	appreciates the role of the audience in various dramatic and theatrical styles and movements

* Not assessable in the S/S

Engineering Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Engineering Fundamentals 2.1, 2.2, 4.1, 4.2, 4.3, 3.1, 3.2, 3.3, 5.1, 5.2
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Engineered Products 3.1, 3.2, 3.3, 5.1, 5.2
	11	
Term 2	1	
	2	Braking systems 3.1, 3.2, 3.3, 5.1, 5.2
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Biomedical Engineering 3.1, 3.2, 3.3, 5.1, 5.21.1, 1.2
Term 3	1	
	2	
	3	
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	8	
	9	
	10	Yearly Examinations

Engineering Studies - Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Braking Systems	Biomedical Engineering	Yearly Examination	
Task Type	Engineering Report	Engineering Report	Examination	
Timing	Week 2, Term 2	Week 4, Term 3	Week 9&10, Term 3	
Outcome(s)	2.1,2.2, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 5.1, 5.2	1.1, 1.2, 6.1, 6.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and Understanding of Engineering Principles	15	25	20	60%
Knowledge and skills in research, problem solving, and communication related to engineering practice.	20	10	10	40%
TOTAL	35%	35%	30%	100%

Outcomes – A student:	
P1.1	identifies the scope of engineering and recognises current innovations
P1.2	explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1	describes the types of materials, components and processes and explains their implications for engineering development
P2.2	describes the nature of engineering in specific fields and its importance to society
P3.1	uses mathematical, scientific, graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental, and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P5.2	applies management and planning skills related to engineering
P6.1	applies knowledge and skills in research and problem-solving related to engineering
P6.2	applies skills in analysis, synthesis and experimentation related to engineering

English Advanced - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Common Module Reading to Writing- Transition to Senior English <i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9</i>
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	10	
	11	
Term 2	1	Module A - Narratives that Shape our World <i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8</i>
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Term 3	1	Module B: Critical Study of Literature Poetry <i>Outcomes: EA11-1, EA11-4, EA11-5, EA11-7, EA11-8</i>
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	10	Yearly Examinations

English Advanced – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Creative Response and Reflection	Multimodal Task	Yearly Examination	
Task Type				
Timing	Week 10 Term 1	Week 10 Term 2	Week 9-10 Term 3	
Outcome(s)	EA11-5, EA11-6, EA11-9	EA11-2, EA11-3, EA11-8	EA11-1, EA11-4, EA11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
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 cross all modes.	15	20	15	50%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
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

English Extension 1 - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p>'Encounters with the Supernatural' Bram Stoker 'Dracula' Outcome: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6</p>
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Term 2	1	<p>'Encounters with the Supernatural' <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson, <i>The Turn of the Screw</i>, Henry James. <i>Northanger Abbey</i>, Jane Austen. <i>The Bloody Chamber and Other Stories</i> or the poem <i>Unicorn</i>, Angela Carter. <i>The Picture of Dorian Gray</i> 1890, Oscar Wilde. <i>Black Swan</i> (2011), Darren Oranofsky Podcast http://www.monsterislandresort.org/annradcliffe, TV series <i>Stranger Things</i> Outcomes: EE11-1, EE11- 2, EE11-3, EE11-4, EE11-5, EE11-6</p>
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Term 3	1	<p>'Encounters with the Supernatural' Edgar Allan Poe: short stories and poems Outcomes: EE11-1, EE11-2, EE11-3, EE11-4, EE11- 5, EE11-6</p>
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	10	Yearly Examinations

English Extension 1 – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Creative Writing	Related Text Research Project	Yearly Examination	
Task Type				
Timing	Week Term 11	Week 10 Term 2	Week 8-9 Term 3	
Outcome(s)	EE11-2, EE11-6	EE11-1, EE11-4	EE11-3, EE11-5	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
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%

Outcomes – A student:	
EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

English Standard - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Common Module Reading to Writing- Transition to Senior English <i>Outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9</i>
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Term 2	1	Module A – Contemporary Possibilities <i>Outcomes: EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8</i>
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Term 3	1	Module B: Close Study of Literature The Poetry of Bruce Dawe <i>Outcomes: EN11-1, EN11-4, EN11-7, EN11-8</i>
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	10	Yearly Examinations

English Standard – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Creative Response and Reflection	Multimodal Task	Yearly Examination	
Task Type				
Timing	Week 11 Term 1	Week 10 Term 2	Week 9-10 Term 3	
Outcome(s)	EN11-5, EN11-6, EN11-9	EN11-2, EN11-3, EN11-8	EN11-1, EN11-4, EN11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
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%

Outcomes – A student:	
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 and 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

English Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Mandatory Module – English in the world of Education, Careers and Community Students experience, engage with and critique a range of texts, in both print and electronic forms, that explore the world of education, careers and community. <i>Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10</i>
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Term 2	1	Module H – Part of the Family Students experience, engage with and critique a range of literary texts, in both print and electronic forms, that explore the diverse nature of family lives in an imaginative way. <i>Outcomes: ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-8, ES11-9</i>
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Term 3	1	Module K – The Big Screen Students will engage with, critique and enjoy a range of films, including narrative and documentary films, and short films, and compose a range of texts responding personally and analytically to these works. <i>Outcomes: ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9</i>
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	8	Protected Learning Space (no assessments)
	9	Yearly Examinations
	10	

English Studies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Interview, Letter and Resume	Creative task	Collection of Work	
Task Type				
Timing	Week 10-11 Term 1	Week 10 Term 2	Week 9 Term 3	
Outcome(s)	ES11-3, ES11-6, ES11-10	ES11-1, ES11-2, ES11-4, ES11-9	ES11-5, ES11-7, ES11-8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20	15	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50%
TOTAL	40%	30%	30%	100%

Outcomes – A student:	
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

Food Technology - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Food Availability & Selection <i>P1.1, P1.2, P4.2</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Food Quality <i>P2.2, P3.2, P4.1, P4.4</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Nutrition <i>P2.1, P3.1, P3.2 P4.3, P5.1</i>
	2	
	3	
	4	
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	8	
	9	
	10	Yearly Examinations

Food Technology – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Food Availability and Selection	Food Quality	Yearly Examination
Task Type	Practical & Case Study	Practical & Report	Examination
Timing	Week 11 Term 1	Week 2 Term 3	Weeks 9-10 Term 3
Outcome(s)	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P 2.1, P2.2, P3.1, P3.2

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%	-	30%
TOTAL	30%	40%	30%	100%

Outcomes – A student:

P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	Explains the role of food nutrients in human nutrition
P2.2	Identifies and explains the sensory characteristics and functional properties
P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	Presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	Selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
P4.2	Plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	Generates ideas and develops solutions to a range of food situations

Geography - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Earth's Natural Systems <i>GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Human-Environment Interactions <i>GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
Term 3	1	People, Patterns and Processes <i>GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Geography – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	In-class Essay	SGP	Yearly Examination	
Task Type	Essay	Research Project	Examination	
Timing	Term 1 Week 9	Term 3 Week 2	Term 3 Week 9-10	
Outcome(s)	GE-11-01, GE-11-02, GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20		20	40%
Geographical skills and tools		10	10	20%
Geographical inquiry and research, including fieldwork		15	5	20%
Communication of geographical information, ideas and	10	5	5	20%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
GE-11-01	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	applies mathematical ideas and techniques to analyse geographical data
GE-11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Focus Area 2: The Body and Mind in Motion <i>HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10</i>
	3	
	4	
	5	
	6	
	7	Depth Studies – Focus Area 2 <i>Possible outcomes: HM-11-03 – HM-11-10</i>
	8	Focus Area 2: The Body and Mind in Motion <i>HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10</i>
	9	
	10	
	11	
Term 2	1	Collaborative Investigation <i>Possible outcomes: HM-11-03 – HM-11-10</i>
	2	
	3	
	4	
	5	
	6	Focus Area 1: Health for Individuals and Communities <i>HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10</i>
	7	
	8	
	9	
	10	
Term 3	1	Depth Studies – Focus Area 1 <i>Possible outcomes: HM-11-01, HM-11-02 and/or HM-11-05 – HM-11-10</i>
	2	
	3	
	4	Focus Area 1: Health for Individuals and Communities <i>HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10</i>
	5	
	6	
	7	
	8	Yearly Examinations
	9	
	10	

Health and Movement Science – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Focus Area 2	Focus Area 1	Yearly Preliminary Examination	
Task Type	Collaborative Investigation	Depth Study	Formal Examination	
Timing	Term 2 Week 6	Term 3 Week 3	Term 3 Weeks 9-10	
Outcome(s)	Possible outcomes: <i>HM-11-03 – HM-11-10</i>	Possible outcomes: <i>HM-11-01, HM-11-02 and/or HM-11-05 – HM-11-10</i>	HM-11-01 – HM-11-10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10%	15%	15%	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	25%	15%	20%	60%
TOTAL	35%	30%	35%	100%

Outcomes – A student:	
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

Note – Possible outcomes: Knowledge and understanding outcome(s) to be included on Assessment Task Notification once determined by the teacher in partnership with students, based on the nature of the investigation / study.

Industrial Technology Multimedia - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Data Types, DTP, Multimedia Design <i>P1.1</i>
	3	
	4	2D and 3D Graphics Practical <i>P2.1 P3.1 P3.3 P4.1 P4.2 P4.3 P5.2</i>
	5	
	6	
	7	
	8	Audio
	9	Animation, Storyboarding, Design INDUSTRY – WHS, Signage, Ergonomics <i>P2.1 P3.1 P3.3 P4.1 P4.2 P5.2</i>
	10	
	11	
Term 2	1	Design, Management and Communication Folio INDUSTRY – Historical Developments <i>P1.2 P6.2</i>
	2	
	3	
	4	Processes – Greenscreen, Stop motion, Kinetic typography, Cinemograph etc INDUSTRY – Structural Considerations <i>P1.1 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P5.2</i>
	5	
	6	
	7	Video Editing INDUSTRY – Technical Considerations <i>P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P5.2 P6.1 P6.2 P7.1</i>
	8	
	9	
	10	
Term 3	1	Video Editing
	2	Web Design INDUSTRY – Environmental and Personnel Issues <i>P2.1 P3.1 P3.3 P4.1 P4.2 P5.2</i>
	3	
	4	Design, Management and Communication through folio INDUSTRY – New and Emerging Technologies <i>P1.2 P3.2 P5.1 P5.2 P7.2</i>
	5	
	6	
	7	Practical Experiences – Graphics tablet, Drone, AR, VR, Apps <i>P2.1 P3.1 P3.3 P4.1 P4.2 P4.3 P5.2</i>
	8	
	9	Yearly Examinations
	10	

Industrial Technology Multimedia – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Industry Task	Multimedia Tutorial	Yearly Examination	
Task Type	Industry Study	Practical and Folio	Formal Examination	
Timing	Term 2, Week 3	Term 3, Week 6	Term 3, Week 9/10	
Outcome(s)	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.2	P1.2, P6.1, P6.2 P7.1 P7.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content.	20	-	20	40%
Knowledge and skills in the management, communication and production of projects	10	40	10	60%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
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 of projects
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 existing, new and emerging technologies of one related industry on society and the environment

Industrial Technology - Timber Products and Furnishing Technologies – Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests <i>P2.1</i>
	4	
	5	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i> Industry Task <i>P1.1, P1.2, P2.2, P5.1, P7.1, P7.2</i>
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i> Industry Task <i>P1.1, P1.2, P2.2, P5.1, P7.1, P7.2</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Industry Related Manufacturing Technology - Theory <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i> Design, Management and Communication – Preliminary Project - Folio <i>P3.1, P3.2, P3.3, P4.3, P5.2, P6.2</i> Production – Preliminary Project - Practical <i>P2.1, P2.2, P4.1, P4.2</i>
	2	
	3	
	4	
	5	
	6	
	7	Industry Related Manufacturing Technology – Theory (REVISION) <i>P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2</i>
	8	
	9	Yearly Examinations
	10	

Industrial Technology: Timber Products and Furnishing Technologies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Industry Task	Preliminary Project	Yearly Examination	
Task Type	Report	Folio & Practical	Examination	
Timing	Week 3, Term 2	Week 6, Term 3	Week 9&10, Term 3	
Outcome(s)	P1.1, P1.2, P2.2, P5.1, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2, P6.2	P1.2, P2.1, P3.1, P4.3, P7.1, P7.2	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and Understanding of course content.	20	-	20	40%
Knowledge and skills in the management, communication and production of projects	10	40	10	60%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
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 of projects
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 existing, new and emerging technologies of one related industry on society and the environment

Legal Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p>The Legal System + Law in Practice <i>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10`</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p>The Individual and the Law + Law in Practice <i>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Legal Studies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	The Legal System Topic Test	Contemporary Issues Research Task	Yearly Examination	
Task Type	Test	Research Task	Formal Examination	
Timing	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9+10	
Outcome(s)	P1, P2, P6	P1, P2, P3, P4, P7, P8, P9	P1, P2, P3, P4, P7, P9	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	10	15	40%
Analysis and evaluation	5	10	5	20%
Inquiry and research	5	10	5	20%
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20%
TOTAL	30%	35%	35%	100%

Outcomes – A student:	
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 the effectiveness of the legal system in addressing issues
P5	Describes the role of 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	Locates, 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

Mathematics Advanced - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	F1.1 Algebraic Techniques <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	3	
	4	
	5	F1.2 Introduction to Functions F1.3 Linear Functions <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	6	
	7	
	8	F1.3 Quadratic & Cubic Functions <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	9	
	10	F1.4 Further Functions & Relations <i>MA11-1, MA11-2, MA11-8, MA11-9</i>
	11	
Term 2	1	S1.1 Probability & Venn Diagrams S1.2 Discrete Probability Distributions <i>MA11-7, MA11-8, MA11-9</i>
	2	
	3	
	4	T1.1 Trigonometry <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	5	
	6	
	7	T1.2 Radians <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	8	
	9	T2 Trigonometric Functions & Identities <i>MA11-1, MA11-4, MA11-8, MA11-9</i>
	10	
Term 3	1	C1.1 Gradients of Tangents C1.2 Difference Quotients C1.3 The Derivative Function & it's Graph <i>MA11-1, MA11-5, MA11-8, MA11-9</i>
	2	
	3	
	4	
	5	1.4 Calculating with Derivatives <i>MA11-1, MA11-3, MA11-8, MA11-9</i>
	6	
	7	E1.1 Introducing Logarithms E1.2 Logarithmic Laws & Applications E1.3 The Exponential Function & Natural Logarithms <i>MA11-6, MA11-8, MA11-9</i>
	8	
	9	Yearly Examinations
	10	

Mathematics Advanced – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	In Class Test	In Class Test	Yearly Examination	
Task Type	Test	Test	Formal Exam	
Timing	Week 11 Term 1	Week 9 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	10%	20%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
TOTAL	25%	35%	40%	100%

Outcomes – A student:	
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

Mathematics Extension 1 - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	A1.1 Permutations and Combinations <i>ME11-5, ME11-6, ME11-7</i>
	3	
	4	
	5	A1.2 The Binomial Expansion & Pascal's Triangle <i>ME11-5, ME11-6, ME11-7</i>
	6	
	7	F1.2 Inequalities <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	8	
	9	F2.1 Remainder & Factor Theorems <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	10	
	11	
Term 2	1	F2.2 Sum & Product of Roots & Polynomials <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	2	
	3	F1.3 Inverse Functions <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	4	
	5	
	6	F1.4 Parametric Form <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	7	
	8	F1.1 Graphical Relationships <i>ME11-1, ME11-2, ME11-6, ME11-7</i>
	9	
	10	
Term 3	1	T2 Further Trigonometric Identities <i>ME11-1, ME11-3, ME11-6, ME11-7</i>
	2	
	3	
	4	T1 Inverse Trigonometric Functions <i>ME11-1, ME11-3, ME11-6, ME11-7</i>
	5	
	6	
	7	C1.1 Rates of Change with Respect to Time <i>ME11-1, ME11-4, ME11-6, ME11-7</i>
	8	
	9	
	10	Yearly Examinations

Mathematics Extension 1 – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	In Class Test	In Class Test	Yearly Examination	
Task Type	Test	Test	Formal Exam	
Timing	Week 9 Term 1	Week 8 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	10%	20%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
TOTAL	25%	35%	40%	100%

Outcomes – A student:	
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

Mathematics Standard 1 - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	S1 Presenting Data MS11-2, MS11-7, MS11-9, MS11-10
	3	Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	4	A1 Using Algebra MS11-1, MS11-6, MS11-9, MS11-10
	5	Life Skills Outcomes: MALS6-7, MALS6-13, MALS6-14
	6	M1, A1 Healthy Figures MS11-1, MS11-2, MS11-6, MS11-9, MS11-10
	7	Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	8	F1 Earning Money & Tax MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
	9	Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	10	S2 Taking Chances MS11-8, MS11-9, MS11-10
	11	Life Skills Outcomes: MALS6-10, MALS6-13, MALS6-14
Term 2	1	M1 Measurement MS11-3, MS11-4, MS11-9, MS11-10
	2	Life Skills Outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14
	3	S1 Better than Average MS11-2, MS11-7, MS11-9, MS11-10
	4	Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	5	M1 Area & Volume MS11-3, MS11-4, MS11-9, MS11-10
	6	Life Skills Outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14
	7	F1, M1 Managing a Home MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
	8	Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	9	A2 Graphing Lines MS11-1, MS11-2, MS11-6, MS11-9, MS11-10
	10	Life Skills Outcomes: MALS6-1, MALS6-2, MALS6-13, MALS6-14
Term 3	1	F1 Interesting Figures MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
	2	Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	3	F1 Buying a Car MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
	4	Life Skills Outcomes: MALS6-2, MALS6-5, MALS6-13, MALS6-14
	5	S1 Comparing Data MS11-2, MS11-7, MS11-9, MS11-10
	6	Life Skills Outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14
	7	M2 It's About Time MS11-3, MS11-4, MS11-9, MS11-10
	8	Life Skills Outcomes: MALS6-4, MALS6-13, MALS6-14
	9	Yearly Examinations
	10	

Mathematics Standard 1 – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Class Test	Investigation	Test
Task Type	Test	Project	Test
Timing	Week 11 Term 1	Week 10 Term 2	Weeks 9 & 10 Term 3
Outcome(s)	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-8	MS11-2, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	25%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	25%	50%
TOTAL	35%	25%	40%	100%

Outcomes – A student:

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

Mathematics Standard 2 - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	S1 Collecting & Presenting Data <i>MS11-2, MS11-7, MS11-9, MS11-10</i>
	3	
	4	
	5	A1 Formula & Equations <i>MS11-1, MS11-6, MS11-9, MS11-10</i>
	6	
	7	
	8	F1 Earning Money & Taxation <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	9	
	10	
	11	S2 Probability <i>MS11-8, MS11-9, MS11-10</i>
Term 2	1	M1 Measurement <i>MS11-3, MS11-4, MS11-9, MS11-10</i>
	2	
	3	
	4	
	5	F1, M1, S1 Managing a Home <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	6	
	7	A2 Linear Functions <i>MS11-1, MS11-2, MS11-6, MS11-9, MS11-10</i>
	8	
	9	F1 Interest & Depreciation <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	10	
Term 3	1	F1 Owning a Car <i>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</i>
	2	
	3	
	4	S1 Analysing Data <i>MS11-2, MS11-7, MS11-9, MS11-10</i>
	5	
	6	
	7	M2 World Locations & Times <i>MS11-3, MS11-4, MS11-9, MS11-10</i>
	8	
	9	Yearly Examinations
	10	

Mathematics Standard 2 – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	In Class Test	In Class Test	Yearly Examination	
Task Type	Test	Test	Formal Exam	
Timing	Week 9 Term 1	Week 7 Term 2	Weeks 9 & 10 Term 3	
Outcome(s)	MS11-1, MS11-2, MS11-6, MS11-7	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-8	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and Communication	15%	20%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	25%	50%
TOTAL	25%	35%	40%	100%

Outcomes – A student:	
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

Modern History - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Nature of Modern History - The Contestability of the Past (Lusitania and JFK) <i>MH11-6, MH11-7, MH11-9, MH11-10</i>
	3	
	4	
	5	
	6	
	7	
	8	Historical Investigation <i>MH11-2, MH11-3, MH11-4, MH11-5, MH11-8</i>
	9	
	10	
	11	
Term 2	1	Shaping of the Modern World (WWI) <i>MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Investigating Modern History – Case Studies A4: The Decline and Fall of the Romanov Dynasty B6: The Making of Modern South Africa <i>MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Modern History – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Historical Investigation	Research Task	Yearly Examination
Task Type	Investigation/ Research	Research	Exam
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10
Outcome(s)	MH11-2, MH11-3, MH11-4, MH11-5, MH11-8	MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20%
Historical inquiry and research	10	10	-	20%
Communication of historical understanding in appropriate forms	5	5	10	20%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Music - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Music for Small Ensembles <i>P1, P2, P3, P4, P6, P7, P8, P9</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Popular Music <i>P8, P10, P11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Jazz Music <i>P1, P2, P3, P5, P6, P7, P9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Music – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Composition/ Performance	Musicology	Aural/ Performance
Task Type	Composition Submission Performance	Viva Voce	Aural Examination Performance
Timing	Week 9/10 Term 1	Week 8 Term 2	Week 9/10 Term 3
Outcome(s)	P4, P6, P7, P8 (C) P1, P2, P3, P9 (P)	P8, P10, P11 (M)	P1, P2, P3, P9 (P) P2, P5, P6, P7 (A)

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)

COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Composition	25	-	-	25%
Musicology	-	25	-	25%
Performance	10	-	15	25%
Aural Core	-	-	25	25%
TOTAL	35%	25%	40%	100%

Outcomes – A student:

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

Photography, Video and Digital Imaging - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Lights, Camera, Action (Module V3) Video <i>M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Vices and Virtues (Module WP1) Wet Photography <i>CH1, CH2, CH3, CH4, CH5</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Little Big Planet (Module D15) Digital Photography <i>M1, M2, M3, M4, M5, M6</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Photography, Video and Digital Imaging – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3
Task Description	Task Description	Task Description	Task Description
Task Type	Criticism & History Making	Criticism & History	Making
Timing	Week 11 Term 1	Week 9 Term 2	Week 7 Term 3
Outcome(s)	M1, M2, M3, M4, M5, M6, CH1, CH2, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6

SCHOOL-BASED ASSESSMENT REQUIREMENTS

WEIGHTING(S)

COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Video	25%			25%
Case Study	10%			10%
Case Study		20%		20%
Portfolio			45%	45%
TOTAL	35%	20%	45%	100%

Outcomes – A student:

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

Outcomes: Critical and Historical studies – A student:

CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Physics - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Module 1: Kinematics (Depth Study: 3 hours) <i>PH11-1,2,3,4,5,6,7,8</i>
	3	
	4	
	5	
	6	
	7	Module 2: Dynamics (Depth Study: 3 hours) <i>PH11-1,2,3,4,5,6,7,9</i>
	8	
	9	
	10	
	11	
Term 2	1	
	2	
	3	
	4	
	5	Module 3: Waves and Thermodynamics (Depth Study: 7 hours) <i>PH11-1,2,3,4,5,6,7,10</i>
	6	
	7	
	8	
	9	
	10	
Term 3	1	Module 4: Electricity and Magnetism (Depth Study: 2 hours) <i>PH11-1,2,3,4,5,6,7,11</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examinations
	10	

Physics – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Working Scientifically Skills Task	Depth Study	Yearly Examination	
Task Type	Skills Task	Student Investigation Task	Formal Examination	
Timing	Week 7 Term 1	Week 9 Term 2	Week 9-10 Term 3	
Outcome(s)	PH11-1,2,3,4,5,6,7,8	PH11-1,2,3,4,5,7 plus one of PH11-8,9,10,11	PH11-2,4,5,6,7,8,9,10,11	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Skills in Working Scientifically	20	20	20	60%
Knowledge and understanding of the course content	10	10	20	40%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
PH11-1	develops and evaluates questions and hypotheses for scientific investigation
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Society and Culture - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Depth Study: The Social and Cultural World <i>P1, P3, P6, P9, P10</i>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Depth Study: Personal and Social Identity <i>P1, P2, P3, P5, P8, P10</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Depth Study: Intercultural Communication <i>P1, P3, P4, P7, P8, P9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Society and Culture – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	The Social and Cultural World Research Task	Personal and Social Identity Essay	Yearly Exam	
Task Type	Research Task	In Class Essay	Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
Outcome(s)	P1, P3, P6, P7, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P9, P10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	30	50%
Application and evaluation of social and cultural research methods	15	15		30%
Communication of information, ideas and issues in appropriate forms	5	5	5	20%
TOTAL	30%	30%	40%	100%

Outcomes – A student:	
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

Sport, Lifestyle and Recreation - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Games & Sports Application II 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Athletics 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4, 5.2, 5.3, 5.4, 5.5
	11	
Term 2	1	Athletics 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4, 5.2, 5.3, 5.4, 5.5
	2	
	3	
	4	
	5	Fitness 1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 5.2, 5.3, 5.4, 5.5
	6	
	7	
	8	
	9	
	10	
Term 3	1	Games & Sports Application I 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examinations
	10	

Sport, Lifestyle and Recreation – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Topic Test	Fitness Training Program	Practical Skills Application	
Task Type	Formal Test	Report (research/ written)	Practical Work	
Timing	Week 11 Term 1	Week 9 Term 2	Week 7 Term 3	
Outcome(s)	1.1, 1.3, 2.1 3.1, 4.1	1.1, 1.3, 2.1 2.2, 3.1, 3.2 3.3	1.1, 1.3, 2.3 3.4, 4.1, 4.4	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	25	25	-	50%
Skills	-	10	40	50%
TOTAL	25%	35%	40%	100%

Outcomes – A student:	
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
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.5	Describes the relationship between anatomy, physiology and performance
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
3.4	Composes, performs and appraises movement
4.1	Plans strategies to achieve performance goal
4.4	Demonstrates competence and confidence in movement contexts
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

Visual Arts - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p>Still Life - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6,</i></p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	<p>Sculpture - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	<p>Contemporary Practice - Studying Art: Historical and Critical Study <i>P7, 8, 9, 10</i></p> <p>Making Art: Portfolio of works <i>P1, 2, 3, 4, 5, 6</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

Visual Arts – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Research Essay/2D Practical Submission	In Class written response/3D Practical Submission	Yearly Examination/ Practical Submission	
Task Type	Studying Art/Making Art	Studying Art/Making Art	Studying Art/Making Art	
Timing	Week 2 Term 2	Week 1 Term 3	Week 9-10 Term 3	
Outcome(s)	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Making Art	20%	15%	15%	50%
Studying Art	15%	15%	20%	50%
TOTAL	35%	30%	35%	100%

Outcomes – A student:	
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

Work Studies - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	My Working Life (Core Module) In The Workplace (Module 1) <i>1, 2, 7</i>
	3	
	4	
	5	
	6	My Working Life (Core Module) Preparing Job Applications (Module 2) <i>1, 2, 5</i>
	7	
	8	
	9	
	10	
	11	
Term 2	1	Workplace Communication (Module 3) In The Workplace (Module 1) <i>1, 2, 5, 8, 9</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	My Working Life (Core Module) Teamwork and Enterprise Skills (Module 4) <i>3, 4, 7, 8</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examinations
	10	

Work Studies – Year 11 Assessment Schedule 2025

	Task 1	Task 2	Task 3	
Task Description	Job Application	Career Investigation	Yearly Examination	
Task Type	Portfolio	Research	Examination	
Timing	Week 9	Week 9	Week 9/10	
	Term 1	Term 2	Term 3	
Outcome(s)	1, 2, 5	1, 2, 5, 8, 9	3, 4, 7, 8	
SCHOOL-BASED ASSESSMENT REQUIREMENTS				
WEIGHTING(S)				
COMPONENTS	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	10	10	30%
Thinking and Problem Solving	10	20	10	40%
Investigations	10	10	10	30%
TOTAL	30%	40%	30%	100%

Outcomes – A student:	
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

VET SUBJECTS

- **SCOPE AND SEQUENCES**
- **ASSESSMENT SCHEDULES & COMPETENCY ASSESSMENT SCHEDULES**

VET Construction - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Practical Skills Projects and Construction Specific Theory Content <u>Task 1 Assessment – White Card</u> CPCWHS1001 - Prepare to work safely in the construction industry
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Practical Skills Projects and Construction Specific Theory Content <u>Task 2 Assessment – Tools and Equipment</u> CPCCCA2002 - Use carpentry tools and equipment CPCCCM2005 - Use construction tools and equipment CPCCCA2011 - Handle carpentry materials <u>Work Placement: Week 10</u>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Practical Skills Projects and Construction Specific Theory Content <u>Task 3 Assessment – Work Safe</u> CPCCWHS2001 - Apply WHS requirements, policies, and procedures in the construction industry <u>Task 4 Assessment – Working it out</u> CPCCCM1011 - Undertake basic estimation and costing CPCCOM1015 - Carry out measurements and calculations
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	Yearly Examinations
	10	

VET Construction – Year 11 Assessment Schedule 2025

	Task 1	Task 2
Task Description	Work Placement	Yearly Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 10 Term 2	Week 9/10 Term 3
SCHOOL-BASED ASSESSMENT REQUIREMENTS		
WEIGHTING(S)		
Activity	Task 1	Task 2
TOTAL	N/A	100%

Competency Assessment schedule



Education

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 - NSW Department of Education, RTO 90333

Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

School Name: Maitland Grossmann HS

Tiling

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 11 Term 1 Date 11/4	Week 10 Term 2 Date 4/7	Week 10 Term 3 Date 26 / 9	Week 10 Term 3 Date 26 / 9
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".

VET Hospitality - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Task 1-‘Safety in the kitchen’ & Task 2 –‘Service please’ Competency Assessment SITXFSA005 Use Hygienic Practices for Food Safety SITHXWHS005 Participate in Safe Work Practices SITHXFSA006 Participate in Safe Food Handling Practices SITHCCC025 Prepare and Present Sandwiches SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Task 1-‘Safety in the kitchen’ & Task 2 –‘Service please’ Competency Assessment SITXFSA005 Use Hygienic Practices for Food Safety SITHXWHS005 Participate in Safe Work Practices SITHXFSA006 Participate in Safe Food Handling Practices SITHCCC025 Prepare and Present Sandwiches SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Task 2 –‘Service please’ Competency Assessment SITXCOM007 Show Social and Cultural Sensitivity SITXCCS011 Interact with Customers Task 3 – ‘Lets start cooking and cleaning’ Competency Assessment SITHKOP009 Clean Kitchen Premises and Equipment SITXINV006 Receive, Store and Maintain Stock Task 4: ‘Pack it up’ Competency Assessment SITHCCC026 Package prepared foodstuffs Task 5 : ‘There’s no I in team’ Competency Assessment SITHCCC023 Use food preparation equipment SITHCCC024 Prepare and present simple dishes SITHCCC027 Prepare dishes using basic method of cookery SITHCCC034 Work effectively in a commercial kitchen
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		Yearly Examinations

VET Hospitality – Year 11 Assessment Schedule 2025

	Task 1	Task 2
Task Description	Work Placement	Yearly Examination
Task Type	Mandatory Work Placement	Examination
Timing	Week 6 Term 3	Week 9/10 Term 3
SCHOOL-BASED ASSESSMENT REQUIREMENTS		
WEIGHTING(S)		
Activity	Task 1	Task 2
TOTAL	N/A	100%

Competency Assessment schedule



Education

Cookery
Qualification: SIT20421 Certificate II in Cookery
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Maitland Grossmann High Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10 Term 2	Week 3 Term 3
Code	Unit of Competency	HSC Examinable	Date:30.6.25	Date:8.8.25
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

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

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".

VET Manufacturing & Engineering - Year 11 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Practical Skills Projects and Manufacturing & Engineering Specific Theory Content <u>Task 1 Assessment</u> Work safely and effectively in manufacturing and engineering Organise and communicate information Undertake manual handling
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2	1	Practical Skills Projects and Manufacturing & Engineering Specific Theory Content <u>Task 2 Assessment</u> Use hand tools Use power tools/handheld operations
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3	1	Practical Skills Projects and Manufacturing & Engineering Specific Theory Content <u>Task 3 Assessment</u> Perform computations Interact with computer technology Use workshop machines for basic operations
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	Yearly Examinations

VET Manufacturing & Engineering - Year 11 Assessment Schedule 2025

	Task 1	Task 2	
Task Description	Welcome to the industry	Tools and equipment	Engineering in practice
Task Type	Competency Assessment	Competency Assessment	Competency Assessment
Timing	Week 10 Term 1	Week 9 Term 2	Week 9 Term 4
SCHOOL-BASED ASSESSMENT REQUIREMENTS			
WEIGHTING(S)			
Activity	Task 1	Task 2	Task 3
TOTAL	N/A	NA	NA

Competency Assessment schedule



Education

Manufacturing and Engineering Introduction
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways
Cohort 2025 - 2026
Training Package MEM - Manufacturing and Engineering

RTO - NSW Department of Education 90333

Pathways

Cohort 2025 - 2026

Training Package MEM - Manufacturing and Engineering

School Name: Maitland Grossmann High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for		Task 1	Task 2	Task 3
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		Welcome to the industry	Right tool right job	Engineering in practice
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 1	Week 9 Term 2	Week 9 Term 4
*Task 2 completion may be carried over to HSC year		Date 4/4/25	Date 27/6/25	Date 19/9/25
Code	Unit Name			
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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".

Appendix A: Illness/Misadventure Appeal Form

ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

STUDENT TO COMPLETE	Student Name			Year	
	Subject / Course			Teacher	
	Today's Date			Due Date(s)	
	Nature of task (tick)	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination	
	Task details:				
	Reason for appeal (tick)	<input type="checkbox"/> ILLNESS		<input type="checkbox"/> MISADVENTURE	
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task				
	Supporting evidence attached	<input type="checkbox"/> YES		<input type="checkbox"/> NO	
	Student Signature:			Date:	
Parent/Carer Signature:			Date:		

HEAD TEACHER	I have noted the above request and recommend the following action:				
Head Teacher Signature:		Date:			

DEPUTY PRINCIPAL	Result of appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Declined	
	Comments:				
	Student advised (please sign):		Date:		
	Deputy signature:		Date:		
Sentral entry created, and document uploaded. Incident Number:					

Office Use: HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

APPEALS	Details of appeal:				
	Scheduled Meeting Date:				
	Result of Appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Dismissed	
Signature:					

Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

☐ Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____ Task: _____

Reason/s for appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only: Deputy Principal Decision

☐ No change to HT decision: Reason/s:

☐ Change to decision: Reason/s and decision outcome: Malpractice Register updated

☐ HT Informed ☐ Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

☐ Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only: Principal Decision

☐ No change to DP decision: Reason/s:

☐ Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

☐ DP and HT Informed ☐ Student/Supervisor informed

Principal Signature: _____ Date: _____
