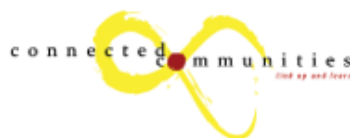


Gunnedah High School



Stage 6 Year 11 Preliminary Assessment Booklet

gunnedah-h.schools.nsw.gov.au



Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Stage 6 – Preliminary course.

The Preliminary courses lay the foundation for the Higher School Certificate (HSC) and is an important year in their educational journey.

From Term 1, in Year 11, students will commence Year 11 assessment tasks in all subjects. The combined assessment task marks will form the basis of each student's RoSA grade at the end of Year 11.

This assessment booklet outlines the key information regarding assessment expectations, guidelines, and important dates. Therefore, students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

We encourage you to work alongside your child, helping them stay organised and focused on their studies, as they prepare for the challenges and opportunities ahead.

Thank you for your continued support.

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Message from the Executive Principal

Gunnedah High School respectfully acknowledges the Kamilaroi People on whose land we learn and work together.



Dear Year 11 Students,

It is a privilege to lead Gunnedah High School as you begin your Preliminary HSC studies. This is a significant year in your education, and the effort you put in now will set the foundation for your HSC success.

Assessment plays a vital role in guiding your learning, providing feedback, and helping you track your progress. Our Stage 6 Assessment Program is designed to meet NESA requirements, offering you various opportunities to demonstrate your understanding. I encourage you to approach all tasks with dedication and focus.

This booklet contains important information about your assessments. Please ensure you read it carefully and use it as a reference throughout the year. Staying organised, setting goals, and meeting deadlines will help you succeed. Remember, your attendance and active participation are essential.

If you need support, our staff and welfare team are always here to help. I wish you all the best as you begin your Preliminary HSC journey. Stay focused, work hard, and make the most of this year!

Mr Darren Monte
Principal
Gunnedah High School

Mr Darren Monte
Principal
Gunnedah High School

Executive Principal

RoSA

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The RoSA records:

- Completed Preliminary Stage 6 (Year 11) courses and grades

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 – 10
- Attended a government school, an accredited non-government school or a recognised school outside of NSW
completed course of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- Left the schooling system after completing Year 10 but before completing the HSC
- Complied with the requirements from the Education Act.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- the date the student left school (if applicable).

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) satisfactorily completed courses.

Gunnedah High School is responsible for submitting a RoSA grade for each student who satisfactorily completes Year 11 based on achievement in assessment work. This grade is submitted in Term 4 and is monitored by NESA for fairness and consistency.

Assessment in each course relates to the stated objectives and outcomes as describe in the aligned syllabus document. Gunnedah High School award and submit A to E grades to NESA for all students completing Year 11.

At the completion of each course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the [Common Grade Scale for Preliminary courses](#) and with reference to other material produced by NESA to support the consistent awarding of grades.

Students are given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Preliminary Assessment

Each course's **assessment schedule** includes the following key elements:

- The **number of assessment tasks** required for the course
- The **components** of the course that will be assessed
- The **weighting** of each assessment task
- The **timing** of assessment tasks throughout the course

Assessment tasks are designed to assess a range of **knowledge, skills, and understanding** related to the syllabus outcomes. These tasks may take various forms, including but not limited to:

1. Tests
2. Written assignments
3. Practical activities
4. Oral tasks
5. Fieldwork
6. Projects

Notification of Tasks

Individual assessment schedules include specific dates course assessment tasks are due. Teachers will provide written notification for each assessment task, outlining specific task details, at least 2 weeks prior to the task due date.

Submission of Tasks

Teachers will inform students in writing of the date and time the task is to be submitted by, and how the task is to be submitted.

Students **must not under any circumstances leave a piece of work on a teacher's desk** as no record will have been established of its presentation. Any work not personally handed to the class teacher, or a person nominated by the class teacher, will be dealt with in the same manner as for failure to complete a task.

Students must follow the procedures outlined in this booklet for absence from, or inability to submit an assessment task on the due date, if this is due to illness or misadventure.

Late submission of tasks

Zero marks will be awarded for the task unless there is an approved illness misadventure.

The task must still be submitted to meet course requirements. The task will be marked and returned to the student with feedback. The mark will not contribute to the assessment mark in that subject or course for Gunnedah High School internal reporting.

Failure to submit an assessment task will lead to an 'N' (Non-Completion) Warning and may lead to an 'N' (Non-Completion) determination for the course. This may affect a student's eligibility for the HSC and/or an ATAR.

Task feedback

Students will receive meaningful, timely feedback on their performance in each task. Course teachers may provide feedback to students prior to task submission to support progress however they will ensure any assistance maintains the integrity of the assessment task ensuring equal opportunity for all students to receive feedback from their course teachers and faculty Head Teachers.

Feedback will normally be provided as a comment either orally or written from the course teacher, based on the criteria for assessing learning and/or the marking guidelines, a raw mark, and/or ranked position within the course cohort.

Attendance on the Day a Task is Due

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a penalty will be awarded.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

Illness/Misadventure

Please note the following:

Illness/injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand).

Misadventure – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by flood).

If a student is unable to complete the task on or by the due date they may apply for consideration under the illness/misadventure provisions. **It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness of unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a

completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** and only after approval from the Principal).

Procedures for student absence from or inability to submit an Assessment Task on the due date

Step 1
NOTIFY the Deputy Principal and/or relevant Head Teacher and/or class teacher prior to or on the morning of the task or task due-by date.
Step 2
<p>OBTAIN documentation:</p> <p>Illness - a Doctor's Medical Certificate will be required covering the absence.</p> <p>Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.</p> <p>Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used.</p>
Step 3
<p>SUBMIT the task:</p> <p>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date.</p> <p>Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, SUBMIT the task the <u>very next day</u> you attend school to the Class Teacher or to the relevant Head Teacher even if there is NO scheduled lesson on that day.</p> <p>ORGANISE an alternate date for an in-class task or examination <u>the very next day</u> you attend school with the Class Teacher or the relevant Head Teacher even if there is NO scheduled lesson on that day.</p>
Step 4
<p>COLLECT and COMPLETE an Illness/Misadventure Form.</p> <p>Forms can be collected from the Deputy Principal <u>the very next day you attend school</u>. Complete the form <u>within 2 school days of your return to school</u>.</p> <p>Attach the relevant documentation and collect all required signatures.</p>
Step 5
<p>SUBMIT the Illness/Misadventure form and documentation to the Deputy Principal. On return to school, students will be given 2 school days to submit the form and documentation. If circumstances (e.g. class teacher or Head Teacher absent) prevent this, you must notify the Deputy Principal within the 2-day period.</p> <p>The Deputy Principal will notify the student and the relevant Head Teacher of the decision regarding the illness/misadventure application within 2 school days. If the application is successful an extension of time may be granted and the task marked without penalty, or a mark may be awarded based on a substitute task. If the application is unsuccessful the task is marked and a zero is awarded.</p>
Step 6
<p>If a student's application is unsuccessful, students are entitled to submit an appeal by completing the Student Appeal form to the Deputy Principal within two school days of being informed the illness/misadventure application decision. The appeal will be considered in consultation with the Executive Principal and the Head Teacher. If the appeal is successful, the student will be informed, and the marks awarded. If the appeal is unsuccessful, the student will be informed, and no further actions are available.</p>

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work or must be acknowledged appropriately.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- unexplained absences: on the day before the task, during periods before the task and being late to school on the day of the task

If Malpractice is suspected by a teacher
The student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation.
If malpractice is confirmed
The task will be awarded a zero mark, and the student/s and parent/s advised accordingly. A school letter will be sent home and the student's name and details relating to the malpractice will be recorded on the NESA malpractice register.
The mark awarded is a zero
Students will be expected to complete and submit the task on an alternate date to demonstrate satisfactory completion of the course.

NSW Education Standards Authority (NESA) Requirements

Satisfactory completion of Preliminary course

Students are required to meet course completion criteria as well as assessment completion criteria. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is **sufficient evidence** that the student has:

a) **followed the course developed or endorsed by NESA**; and

b) **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and

c) **achieved some or all of the course outcomes.**

Coursework

Students studying a Preliminary course must make a **genuine attempt** to complete the course requirements including the teaching and learning activities delivered by their course teacher. This involves completing set tasks, homework and assignments, even if they are not assessment tasks listed in the course assessment schedule. It is a matter for the teacher's professional judgement in collaboration with the Head Teacher, to determine whether a student has made a genuine attempt to complete the requirements.

Assessment Tasks

Students must make a genuine attempt to complete assessment tasks that contribute **more than 50%** of the total assessment marks to qualify for the Preliminary grade to show on their RoSA. Furthermore, the student must fulfil the course completion criteria and submit each task by the due date and time outlined in the assessment notification.

In the case of **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Attendance

Regular school attendance during the Preliminary year is essential for academic success, consistent learning, and personal development. It ensures students are fully engaged in their course content, have access to teacher support, and can complete all required coursework to the best of their ability.

The Executive Principal may determine that, **as a result of absences, the course completion criteria may not be met**. If a student's attendance is in question, they will need to show the Executive Principal that they are meeting the course completion criteria, based on their coursework and assessments. Students and parents will be provided warning of the consequences of absences in terms of course completion criteria.

Work Placement

Some courses require mandatory work placement hours to be completed by students. Students have the responsibility to know the minimum work placement requirements of each course that they are enrolled in.

Students undertaking these courses as part of a school-based apprenticeship or traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the apprenticeship or traineeship.

Non-completion of work placement is grounds for withholding the HSC course. Students are advised the school will follow the procedure for issuing of 'N'

determinations as outlined on the NSW Education Standards Authority (NESA) Assessment Certification Examination (ACE) website.

Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.

To find out more speak to your teacher or by referring to work placement requirements for your course on the *NESA* website:

<https://educationstandards.nsw.edu.au/>

Major Projects – Practical and Performance

It is important that students understand and are aware that each Preliminary Major Project has specific requirements that students should be aware of.

Students, teachers and the school principal are required to certify that all submitted work is the student's own work in line with NESA procedures and requirements. Refer to HSC Rules and Procedures Guide.

Teachers must certify that any submitted work is the student's own, that any words, ideas, designs, products or workmanship of others have been acknowledged appropriately, that the work has been completed under supervision, and in line with the rules and procedures outlined by NESA.

To find out more speak to your teacher or by referring to the *NESA* website:

<https://educationstandards.nsw.edu.au/>

All My Own Work

HSC: All My Own Work HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

There are five modules covering the following topics.

Module one: **Scholarship Principles and Practices**

Module two: **Acknowledging Sources**

Module three: **Plagiarism**

Module four: **Copyright**

Module five: **Working with others**

To find out more speak to your Deputy Principal or by referring to the *NESA All My Own Work* website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Adjustments and Disability Provisions

Adjustments enable a student with a temporary or permanent disability to access syllabus outcomes and content on the same basis as their peers. Adjustments include:

- adjustments to the assessment process; examples include additional time, rest breaks, the use of a reader and/or writer or specific technology
- adjustments to assessment activities; examples include rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses; examples include writing in point form instead of essays, scaffolded structured responses, short objective questions, or multimedia presentations

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to the NSW Education Standards Authority (NESA). This application tells NESA which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

To find out more about disability provisions speak with your Deputy Principal or by referring to the *NESA Disability Provisions* website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

School Support Services

Gunnedah High School is committed to supporting all students to achieve their potential. We provide a number of support services which aim to assist students to succeed with their studies.

Your subject teacher is best positioned to provide you with support. It is important that you communicate with your teacher if you are experiencing difficulties within the course. Alternatively, you can raise any concerns with the subject Head Teacher.

Additionally, Gunnedah High School provides each year group with a Year Advisor who are positioned to have a general understanding of your overall well-being. Year Advisors can also direct you to the appropriate support.

In some cases, Gunnedah High School will provide case management by the Deputy Principal for individual students, which involves a coordinated approach to accessing services including:

- Course Teachers
- Learning and support team
- Head Teacher Teaching and Learning
- The Think Tank/Tutors
- School Counsellor
- Faculty Head Teachers
- External Agencies
- School Learning Support Officers
- Learning and Support Teachers

We are here to support you throughout your studies. It is important that you understand the requirements of each course and seek assistance when necessary.

For further information please contact the school on 67 420155.

Unsatisfactory completion of a course

N-Determinations and N-Warnings

This is the decision made by the Executive Principal at the end of the course, under delegated authority from NESA, that a student has **not satisfactorily completed a course**.

Students who have not complied with the course completion criteria and who have received **at least two written warnings** can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

Parents will be notified by letter when students are not meeting requirements in a course. This is called an 'N' Warning.

The 'N-Warning Letter' Process

If you are not engaging genuinely in the coursework delivered, completing and submitting assessment tasks (on time) and/or regularly attending school and classes you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

1. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted/emailed to the parent/carer.

If the work is not completed and/or there is no improvement, then:

2. **Warning 2** – A 'SECOND' formal warning letter will be issued, and contact will be made with the Head Teacher and your parent/guardian. The letter will be provided to the parent and student.

If this work is not completed and there is still no improvement, then:

3. **FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal or Executive Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Executive Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made. The following course/s will not be listed on a student's Record of School Achievement or Transcript of Study if an 'N' determination has been made and the student may not be eligible for an HSC credential.

During this process students are provided the opportunity to rectify the situation and **provided support** by the course teacher and Faculty Head Teacher.

Appeals

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on a number of bases. These may be summarised as follows:

- a. student appeals against a decision made concerning an individual assessment task.

Students should always speak to their subject teacher and the subject Head Teacher to determine if the concern can be resolved before starting the formal appeals process. In the event that the concern cannot be resolved students have the right to appeal.

To begin the formal appeal process, students should complete the **Assessment Appeal Form** and hand it into the relevant Deputy Principal.

Unacceptable Grounds for Appeal

The appeals process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before a task is due will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during a task.
- matters avoidable by the student (e.g. misreading of an Assessment Notification; misinterpretation of task or examination paper).

Preliminary Assessment Task Calendar – Term 1 2025 and Term 2 2025

Term 1 2025		Term 2 2025	
Week	Scheduled Tasks	Week	Scheduled Tasks
1		1	
2		2	
3		3	Advanced English Standard English
4		4	Visual Arts
5	Community and Family Studies	5	Biology Industrial Technology Timber
6	Design and Technology	6	
7		7	Ancient History Health and Movement Science
8	Ancient History Biology Industrial Technology Timber Society and Culture	8	Earth and Environmental Science English Studies
9	Mathematics Standard Mathematics Advanced	9	Mathematics Standard Mathematics Advanced
10	Earth and Environmental Science Advanced English Standard English Health and Movement Science VET Hospitality	10	Community and Family Studies
11	English Studies		

Preliminary Assessment Task Calendar – Term 3 and Term 4 2025

Term 3 2025	
W eek	Scheduled Tasks
1	
2	
3	Visual Arts
4	
5	Society and Culture
6	English Studies
7	Design and Technology VET Hospitality
8	
9	Yearly Exams Ancient History Biology Community and Family Studies Earth and Environmental Science Advanced English Standard English Movement and Health Science Industrial Technology Timber Design and Technology Society and Culture Visual Art VET Hospitality Mathematics Standard Mathematics Advanced Visual Arts
10	

Preliminary Course Assessment Schedules

Ancient History – Preliminary Course Assessment Schedule 2025

Task Number		Task 1	Task 2	Task 3	
Due Date		Date Due:	Date Due:	Date Due:	
		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9-10	
Type of Task		Source Analysis and research task Investigating Ancient History	Research and Essay Historical Investigation	Yearly Examination	
Syllabus Outcomes		AH11-6, AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Syllabus Components		Syllabus Weighting %			
Knowledge and understanding of course content	40%	20%		20%	
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%	
Historical inquiry and research	20%	10%	10%		
Communication of historical understanding in appropriate forms	20%	5%	5%	10%	
WEIGHTING TOTALS		100%	40%	20%	40%

Course outcomes

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 – Preliminary Course Assessment Schedule 2025

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 9-10
Type of task		Practical Task	Depth Study	Yearly Examination
Syllabus Outcomes		BIO11-2, BIO11-3, BIO11-4, BIO11-7, BIO11-8	BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-10	BIO11-1 BIO11-2 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Syllabus Components		Syllabus Weighting %		
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in working scientifically	60%	25%	20%	15%
WEIGHTING TOTALS	100%	35%	35%	30%

Course outcomes

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

Community and Family Studies – Preliminary Course Assessment Schedule 2025

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 5	Term 2 Week 10	Term 3 Weeks 9-10
Type of task		Case Study Analysis	Research Analysis Report	Yearly Examination
Syllabus Outcomes		P1.1, P1.2, P3.2, P4.2, P5.1, P6.1	P2.1, P2.3, P3.1,P3.2, P4.1, P4.2, P6.1, P6.2	ALL OUTCOMES
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in critical thinking, research methodology and communicating	50%	10%	20%	20%
WEIGHTING TOTALS	100%	20%	40%	40%

Course outcomes

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resource problems P2.1 accounts for the roles and relationships that individuals adopt within groups P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning 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. H4.1 justifies and applies appropriate research methodologies H4.2 communicates ideas, debates issues and justifies opinions. P6.2 uses critical thinking skills to enhance decision making. H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups H3.3 critically analyses the role of policy and community structures in supporting diversity H4.1 justifies and applies appropriate research methodologies H4.2 communicates ideas, debates issues and justifies opinions H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources H6.2 formulates strategic plans that preserve rights. P6.1 distinguishes those actions that enhance wellbeing.

Earth and Environmental Science – Preliminary Course Assessment Schedule 2025

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10
Type of task		Field Study Report Depth Study	Data Analysis	Yearly Examination
Syllabus Outcomes		EES11-1, EES11-2, EES11-3, EES11-5, EES11-7, EES11-8, EES11-11	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10	All Outcomes
Syllabus Components		Syllabus Weighting %		
Knowledge and understanding of course content	40%	10%	10%	20%
Skills working scientifically	60%	20%	20%	20%
WEIGHTING TOTALS	100%	30%	30%	40%

Course outcomes

EES11-1	develops and evaluates questions and hypotheses for scientific investigation
EES11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4	selects and processes appropriate qualitative and quantitative data and information using a of range appropriate media
EES11-5	analyses and evaluates primary and secondary data and information
EES11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific proc
EES11-7 purpose	communicates scientific understanding using suitable language and terminology for a specific audience
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere biosphere and how they are interrelated
EES11-9 boundaries	describes the evidence for the theory of plate tectonics and the energy and geological changes that plate
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's system
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes an biological changes

English Advanced – Preliminary Course Assessment Schedule 2025

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 9-10
Type of task		Portfolio of writing	Multimodal task	Yearly Examination
Syllabus Outcomes		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	60%	15%	20%	15%
WEIGHTING TOTALS	100%	30%	40%	30%

Course outcomes

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

English Standard – Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 9-10
Type of task		Reading to write	Contemporary possibilities	Yearly Examination
Syllabus Outcomes		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
WEIGHTING TOTALS	100%	30%	40%	30%

Course outcomes

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills 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 – Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3	
Due Date		Date Due:	Date Due:	Date Due:	
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 6	
Type of task		Written Task Achieving through English	Multimodal Presentation Elective Module: On the Road	Portfolio of Classwork All Modules	
Syllabus Outcomes		EA11-1, EA11-4, EA11-5, EA11-6	EA11-2, EA11-3, EA11-6, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5, EA11-7, EA11-9, EA11-10	
Syllabus Components		Syllabus Weighting %			
Knowledge and understanding of course content		50%	15%	20%	15%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively		50%	15%	15%	20%
WEIGHTING TOTALS		100%	30%	35%	35%

Course outcomes

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

Health and Movement Science - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9-10
Type of task		Depth Study: Energy Systems Case Study Analysis	Collaborative Investigation	Yearly Exam
Syllabus Outcomes		HM-11-03 HM-11-06 HM-11-07 HM-11-09	HM-11-05 HM-11-06 HM-11-07 HM-11-08 HM-11-09 HM-11-10 HM-11-XX*	HMS11-01, HMS11-02, HMS11-03, HMS11-04, HMS11-05, HMS11-06, HMS11-07, HMS11-08, HMS11-09, HMS11-10
Syllabus Components		Syllabus Weighting %		
Knowledge and understanding of course content	40%	15%	10%	15%
Skills in critical thinking, research, and analysis and communicating	60%	15%	30%	15%
WEIGHTING TOTALS	100%	30%	40%	30%

Course outcomes

HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts
HM-12-01	analyses the health status of Australians at a national and international level
HM-12-02	examines how technology and data can achieve better health for all Australians
HM-12-03	evaluates how the Sustainable Development Goals can be used to improve the health of a community
HM-12-04	investigates factors that impact movement and performance
HM-12-05	analyses individual and group training programs to improve performance
HM-12-06	Analysis: critically analyses the relationships and implications of health and movement concepts
HM-12-07	Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts

- HM-12-08 Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
- HM-12-09 Problem-solving: proposes and evaluates solutions to complex health and movement issues
- HM-12-10 Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Industrial Technology Timber - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 9-10
Type of task		Industry Case Study	Preliminary Project & Folio	Yearly Examination
Syllabus Outcomes		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1,P6.1, P7.1, P7.2
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40%	20%	0%	20%
Knowledge and skills in the management,communication and production of projects	60%	10%	40%	10%
WEIGHTING TOTALS	100%	30%	40%	30%

Course outcomes

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production 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

Design and Technology - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 6	Term 3 Week 7	Term 3 Weeks 9-10
Type of task		Concept Board	Mini Design Project	Yearly Examination
Syllabus Outcomes		P1.1, P4.2, P5.2, P6.2	P3.1, P4.2, P4.3, P5.1, P6.2	P1.1, P2.1, P4.1, P5.3
Syllabus Components	Syllabus Weighting %			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in the management,communication and production of projects	60%	20%	30%	10%
WEIGHTING TOTALS	100%	30%	40%	30%

Course outcomes

- DT11-1: Demonstrates an understanding of the role and influence of design and technology in society and the environment.
- DT11-2: Demonstrates an understanding of the principles and processes involved in design.
- DT11-3: Demonstrates an understanding of the role of materials, tools, and technologies in the production of designed solutions.
- DT11-4: Explains how design decisions can impact the environment, society, and the economy.
- DT11-5: Explains the interrelationship between design and technology.
- DT11-6: Applies the design process to solve problems and meet needs.
- DT11-7: Selects and applies appropriate materials, tools, and technologies in design projects.
- DT11-8: Develops and produces designed solutions based on design criteria and constraints.
- DT11-9: Evaluates the effectiveness of designed solutions in meeting specified needs.
- DT11-10: Develops and uses a range of communication techniques to present and justify design ideas.
- DT11-11: Demonstrates creativity and innovation in the design process.
- DT11-12: Demonstrates ethical decision-making in relation to environmental and social impacts.
- DT11-13: Demonstrates a commitment to quality in design and production.
- DT11-14: Demonstrates an appreciation of sustainability in design practices.

Mathematics Standard - Preliminary Course Assessment Schedule

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due:	Date Due:	Date Due:
		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10
		Task: Math assignment and report	Task: Investigation Assignment	Task: Yearly Examination
Syllabus Outcomes		MS11-1 MS11-2 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-1 to MS11-10
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
WEIGHTING	100%	30%	30%	40%

Course outcomes

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

Mathematics Advanced - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10
Type of task		Bank of Questions	Investigation Assignment	Yearly Examination
Syllabus Outcomes		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-8 MA11-9	MA11-1 to MA11-9
Syllabus Components		Syllabus Weighting %		
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
WEIGHTING TOTALS	100%	30%	30%	40%

Course outcomes

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

Society and Culture – Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3
Due Date		Date Due:	Date Due:	Date Due:
		Term 1 Week 8	Term 3 Week 5	Term 3 Week 9-10
Type of task		Text Analysis – The Social and Cultural World	Research Task Personal and Social Identity	Yearly Examination
Syllabus Outcomes		P1, P2, P3, P9	P5, P6, P7, P8, P10	P2, P3, P5, P9
Syllabus Components		Syllabus Weighting %		
Knowledge and understanding of course content	40%	15%	5%	30%
Application and evaluation of social and cultural research methods	20%	5%	20%	5%
Communication of legal information, issues and ideas in appropriate forms	20%	10%	5%	5%
WEIGHTING TOTALS	100%	30%	30%	40%

Course outcomes

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

Sport, Lifestyle and Recreation - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3	
Due Date		Date Due:	Date Due:	Date Due:	
		Term 1 Week 5	Term 2 Week 9	Term 3 Week 5	
Type of task		Fitness and Theory Task	First Aid & Sports Injuries Written Exam	Outdoor Recreation Expedition Portfolio	
Syllabus Outcomes		1.2, 1.3, 2.2, 3.2, 3.3,4.1	1.3, 2.4, 3.6 4.2, 4.4, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	
Syllabus Components		Syllabus Weighting %			
Knowledge and understanding of course content		50%	20%	20%	10%
Skills		50%	10%	15%	25%
WEIGHTING TOTALS		100%	30%	35%	35%

Course outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 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
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts - Preliminary Course Assessment Schedule

Task Number		Task 1	Task 2	Task 3	
Due Date		Date Due:	Date Due:	Date Due:	
		Term 2 Week 4	Term 3 Week 3	Term 3 Week 9-10	
Type of task		Art Making & Diary Entry Syllabus Content	Art Making Mini B.O.W Diary andCase Studies	Art Making MiniB.O.W, Diary and Examination	
Syllabus Outcomes		P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Syllabus Components		Syllabus Weighting %			
Artmaking	50%	20%	20%	10%	
Art Criticism and History	50%	15%	15%	20%	
WEIGHTING TOTALS		100%	35%	35%	30%

Course outcomes

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

VET Hospitality



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025-2026

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Gunnedah High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Term 2 2025 Week 10	Term 3 2025 Week 7
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

EXAM
Term 3 2025 Week 9 - 10

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

*** Examinable units to be confirmed by teacher.**

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".

Primary Industries

School Name: Gunnedah High School

Livestock – Assessment Schedule Year 11 -2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Handle and Observe Livestock and Care for Livestock completion may be carried over to HSC year			Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Care for Livestock	Task Identify and Mark Livestock
			Week10 Term2	Week2 Term2	Week 3 Term2	Week 10 Term 2	Week 10 Term 3	Week 10 Term 3	Week 10 Term 3
Code	Unit of Competency	HSC Examinable							
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCMOM202	Operate tractors			X					
AHCMOM304	Operate machinery and equipment			X					
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				X				
AHCWRK212	Work effectively in industry	√				X			
AHCWRK213	Participate in workplace communications					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	√						X	
AHCLSK206	Identify and Mark Livestock								X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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”.

