

YR 11 ASSESSMENT BOOK 2025

BATHURST HIGH CAMPUS



INNOVATION OPPORTUNITY SUCCESS

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Students are required to sign the Denison College Register to acknowledge that they have received a digital copy of this booklet and a hard copy of the Preliminary Rules and Procedures 2025.

INTRODUCTION

This booklet details the assessment requirements for Higher School Certificate students at both campuses of Denison College of Secondary Education. All students, parents and carers should read this booklet carefully and ensure that they fully understand the practices and procedures to be followed at Denison College.

LIST OF CONTACTS

Questions relating to this Assessment Information Book should be directed to the personnel listed below:

BATHURST HIGH CAMPUS Ph 02 6331 3755	
Ken Barwick OAM	Principal
Natalie Saini	Deputy Principal Years 7 & 10
Nicholas Williams	Deputy Principal Years 8 & 11
Pawan Saini	Deputy Principal Years 9 & 12
Rebecca Smith	Deputy Principal Inclusion and Support
Paige Wilson	Year Adviser
Joshua Setright	Year Adviser

KELSO HIGH CAMPUS Ph 02 6331 4544	
Michael Sloan	Principal
Karen Mortimore	Deputy Principal Years 7 & 10
Sharon Mendes	Deputy Principal Years 8 & 11
Gemma Carter	Deputy Principal Years 9 & 12
Nathan Kenny	Deputy Principal Inclusion and Support
Hannah English	Year Adviser

DENISON COLLEGE OF SECONDARY EDUCATION	
Craig Luccarda	College Principal
Matthew Baillie	Head Teacher College
Michael Feening	Head Teacher College
Christine Sams	Head Teacher College
Geoff Childs	Head Teacher College

PART 1: HSC REQUIREMENTS

NSW EDUCATION STANDARDS AUTHORITY (NESA)

This guide is for students entered for Year 11 courses in 2025. This assessment policy is based on NSW Education Standards Authority requirements. Detailed information and assistance is available on the NESA website.

The Higher School Certificate Rules and Procedures guide must be read by all students entered for an HSC course.

The Education Act 1990 (NSW) governs the award of the Higher School Certificate. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements.

The main rules and requirements for the Higher School Certificate are set out in this guide.

Students can obtain more detailed explanations of the rules and requirements by referring to the Assessment, Certification and Examination website and the NSW Education and Standards website, www.educationstandards.nsw.edu.au where you will find links to:

- About the HSC
- Syllabuses A to Z (Stage 6)
- Assessment in Stage 6
- HSC Exam Advice and Resources for Students
- HSC: All My Own Work Program
- Vocational Education (VET)
- HSC Exam Timetable (available April/May 2026) and Key Dates
- Rules and Processes
- HSC Minimum Standard

The screenshot shows the NESA website navigation menu. The logo for NSW Education Standards Authority is in the top left. A search bar is in the top right. The main navigation bar includes links for KINDERGARTEN – YEAR 10, YEAR 11 – YEAR 12 (highlighted), TEACHER ACCREDITATION, REGULATION, ABOUT, and LOG IN. A dropdown menu is open under YEAR 11 – YEAR 12, listing various resources such as Learning areas (English, Mathematics, Science, etc.), HSC (About, Subject selection, etc.), Leaving school, Literacy and numeracy tests, Record of School Achievement, Extra-curricular activities, Understanding the curriculum, NSW curriculum and syllabuses, Syllabuses A–Z, Curriculum development, Assessment, Awarding Grades, Resources, Diversity in learning, Special education, Gifted and talented, English as an additional language or dialect, Advanced search, Resource finder, and News Archive.

POLICY WEBSITES FOR FURTHER INFORMATION

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

<https://ace.nesa.nsw.edu.au/>

<https://lms.det.nsw.edu.au/RTO90333/>

ELIGIBILITY REQUIREMENTS FOR THE 2026 HSC

To complete the Year 11 Course and be eligible to commence the HSC you must have:

- Completed 12 units of Preliminary Courses, including 2 Units of English.
- Complete 'HSC: All My Own Work' (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- Sit for and make a serious attempt at the required Preliminary End of Course Examinations.

Some courses have certain rules and prerequisites. Please check the requirements for your courses with your course teachers and/or Careers Adviser.

Enrolling in a course that you are not eligible for could put your RoSA and HSC at risk, so carefully check your eligibility for all courses you are entered for.

You will receive your ROSA and Higher School Certificate from NESAs following successful completion of the HSC. This is received in the mail and you can access your results online.

For further details, see the NESAs website, Assessment Certificate Examination (ACE) or the Denison College Senior Studies Guide issued to all students as part of their Future Directions program in Year 10.

NESA COURSE REQUIREMENTS

Students will be considered to have satisfactorily completed each course if there is sufficient evidence that you have:

- Followed the course developed or endorsed by NESAs;
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school; and
- Achieved some or all of the course outcomes.

HSC: ALL MY OWN WORK

Students will complete the NESAs program HSC: All My Own Work in Term 1 2025.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Year 11 Course and Higher School Certificate.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own, including 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 or paying someone to write or prepare material;
- Breaching school examination rules or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice.

TYPES OF MALPRACTICE IN PRELIMINARY SUBMITTED WORKS AND PRACTICAL COMPONENTS, PRELIMINARY EXAMS, AND HSC MINIMUM STANDARD TESTS

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

Misrepresentation

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

Misrepresentation can include but is not limited to:

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

Plagiarism

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

Plagiarism includes but is not limited to:

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

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

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

Breach of assessment conditions

All students undertaking an [Preliminary Examination](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

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

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

HONESTY IN HSC ASSESSMENT

"The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Year 11 Course and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESAs NSW treats allegation of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESAs NSW will report matters to the Independent Commission Against Corruption. Details are also entered onto the NESAs Malpractice Register." (ACE 9022)

ARTIFICIAL INTELLIGENCE AT DENISON COLLEGE

Denison College is committed to promoting the responsible and ethical use of artificial intelligence technologies, specifically Generative Artificial Intelligence (GAI). In order to equip our students with the necessary skills for the ever-evolving technological landscape, it is our duty to educate them on the proper and ethical application of artificial intelligence technologies.

What is Artificial Intelligence?

Artificial Intelligence is a technology that can produce text that sounds convincingly human and engage in realistic conversations. Its responses are generated based on a large language model trained on extensive amounts of text from books and the internet. Like predictive text, it predicts the next words in a response based on previous ones using learned probabilities of word combinations. For example, if you ask Artificial Intelligence about ways to reduce the spread of airborne pathogens, it will promptly provide you with paragraphs of uniquely generated text referencing masks, hygiene, and ventilation. It does this not because it comprehends your question, but because it has learned that certain words like 'mask,' 'cleaning,' and 'indoor spaces' are likely to appear together after other words like 'limit the spread' and 'airborne pathogen.'

Artificial Intelligence in the Classroom

As AI technology continues to advance, you will encounter its increasing use in your studies and assessments. While AI will eventually revolutionise the way we learn and work, immediate and extreme changes are not anticipated. For now, in your current studies, you can expect to experiment with, discuss, and critically evaluate AI outputs. Like any other resource used in your studies, approach AI tools with a critical mindset, acknowledging their limitations honestly.

Following the Denison College Assessment Policies and Procedures, **DO NOT USE Artificial Intelligence or other writing tools in assessments unless explicitly permitted.** Failing to acknowledge the use of AI tools in your studies may lead to accusations of academic misconduct. If permitted, be sure to acknowledge your use of these tools.

Stay tuned for updates from the school, your teachers, and supervisors on how we are addressing the opportunities and challenges presented by AI in education. We are continuously working to uphold academic integrity and the value of your education while preparing you to be ethical leaders in a future where these technologies offer new and exciting possibilities. As always, if you are uncertain about how to use a resource, seek guidance from your Teacher, Deputy Principal or the College team.

DISABILITY PROVISIONS - FOR STUDENTS WITH MEDICAL AND LEARNING REQUIREMENTS

Disability provisions are available for students with a range of medical and learning conditions, for example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions are applied for by the school. Deputy Principals can provide further information.

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is important to apply for provisions if you have a medical or learning requirement. More than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESAs. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

EXAMINATION ILLNESS/MISADVENTURE APPEALS

If a student believes that his/her performance in an examination was diminished because of circumstances beyond their control, an Illness/Misadventure Appeal may be lodged. Note that misreading the examination timetable is NOT a valid reason for a misadventure appeal.

An appeal may be made for a variation to results if the student was prevented from attending an examination, or performance was affected by illness or misadventure immediately before or during the examination.

Appeal forms are available from the Deputy Principal at each Campus.

Further details of appeal procedures are on the appeal form and, on the Illness/Misadventure Information form, in the Appendices section of this booklet. It is your right and responsibility to lodge an appeal. See the NESAs website for further details.

N DETERMINATION

An N Determination Warning Letter is issued to students who fail to complete Assessment Tasks or who fail to show diligence and sustained effort which may be a result of poor attendance or course work not completed. Students are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared.

If the student does not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), the student may receive a Non-Completion Determination. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Determination Warning Letters.

This means that the student is jeopardising their Year 11 RoSA or HSC credentials.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead, students are eligible to receive a record of completed competencies and/or a statement of attainment.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours are required in the workplace to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop. This is usually 35 hours in the preliminary course and 35 hours in the HSC course. Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the HSC if they do not require an ATAR.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the HSC examination and will be used only in the case of an illness/misadventure appeal.

PLEASE NOTE: Assessment for VET courses is competency-based and will be ongoing throughout the duration of the course. Compulsory examinations for each school-based VET course will be conducted during the Year 11 End of Course Examinations and Trial HSC examinations under formal examination rules as prescribed by each campus.

For VET courses, the examination results may be used by the school to provide an estimate to NESA. It should be noted that examination results have no bearing on the assessment of competence.

As recommended by NESA, all VET students will sit internal formal examinations such as Year 11 End of Course Examinations at Denison College of Secondary Education.

PART 2:

DENISON COLLEGE ASSESSMENT POLICIES AND PROCEDURES

The assessment program has been prepared in accordance with each NESA syllabus which specifies the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They include tests, written assignments, practical activities, fieldwork and projects.

STUDENTS CAN BEST MEET THESE COURSE REQUIREMENTS IF THEY:

- Attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate, for example if a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and use the planning calendar;
- Complete past Higher School Certificate papers; and
- Complete all Assessment Tasks assigned for each course to maximise their Higher School Certificate result.

ASSESSMENT MARKS

Each syllabus document outlines the Year 11 course assessment, the suggested component and weightings for the course. Students will find these set out in the assessment schedules for each subject in Part 3 of this booklet.

The assessment marks awarded are only used in the Year 11 course. Assessment ranks will be shown on school reports together with a grade based on the Common Grade Scale for Year 11 Courses (see over page) as developed by the NESA.

ASSESSMENT SCHEDULES

- Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task and they will sign a register to acknowledge receipt of the task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.
- There will be no tasks set in the two weeks before school examinations.

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below will be used to report student achievement in Year 11 in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

COMMON GRADE SCALE

- A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information, and communicates ideas in a descriptive manner.
- E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

STUDENT ORGANISATION

It is a student's responsibility to organise study and preparation time to ensure that assessments tasks are submitted by the due date.

Denison College provides all Year 11 students with this Year 11 Assessment Booklet. In addition, all Year 11 students are provided with a Denison College Wall Planner to assist students in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work they submit.

HOW TO SUBMIT ASSESSMENT TASKS

- In class Assessment Tasks - these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.
- Major projects – these items are submitted directly to the teacher. Projects are stored in an appropriate faculty location to minimise the risk of damage.
- Performances – are marked in class on the scheduled assessment day.
- Take home Assessment Tasks – these are the tasks that students are required to complete by a due date. They must be placed in the locked Assessment Task Submission Box at the front office by the end of the school day on the due date. Students must keep a copy of these tasks and the receipt provided by the office. Take home tasks can also be submitted online via Google Classroom or Microsoft Teams - the task and all documents must be uploaded/ submitted and accessible by the due date and time (students are responsible for ensuring teachers have full access/ permissions to all documents).

SHARED COURSE STUDENT SUBMISSION OF TASKS

Students who attend another campus can submit these Assessment Tasks at the Office of their home campus.

Students must comply with campus policy and procedures for the submission of Assessment Tasks. A cover sheet for Assessment Tasks will be provided by the teacher supervising the course and must be attached to the front of the Task when it is submitted. Assessment Tasks are submitted to the front office, unless otherwise advised. An example of the assessment cover sheet is provided in the Appendices to this booklet. Assessment schedules for shared courses can be found in Part 4.

DENISON COLLEGE PLAGIARISM AND MALPRACTICE POLICY

If any plagiarism is found in an Assessment Task or an Examination a student will receive zero (0) for that task and must resubmit it by a negotiated due date. Any cheating or malpractice in an Assessment Task or exam will be dealt with by the Deputy Principal for Year 11, KLA Head Teacher and Principal.

As per NESA rules, the student is placed on the NESA Malpractice Register. Cheating or malpractice includes not following the rules and instructions for examinations or in-class exam style tasks. These rules are included in this booklet (Refer to Appendices).

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-and-procedures-guide>

APPLICATIONS FOR RENEGOTIATION OF ASSESSMENT TASK AND ILLNESS/ MISADVENTURE CONSIDERATION

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (e.g. doctor's certificate or written declaration) must be provided. See the Deputy Principal for Year 11.

If a student fails to complete an assessment task specified in the assessment program, the student should follow the illness/misadventure or renegotiation of assessment task process. If a student has a valid reason (for example illness or endorsed leave), an extension of time may be granted, or a mark may be awarded based on a substitute task or in exceptional circumstances an estimate may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only **the Principal** or **Deputy Principal for Year 11** will have the discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

In general, activities such as work placement, sporting commitments and excursions, do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it's their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has the knowledge that they will be away on the due date of submission.

LATE SUBMISSION OF ASSESSMENT TASKS

If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted, or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the student to receive an estimate based on other appropriate evidence.

If there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

DENISON COLLEGE FORMAL EXAMINATIONS

Students in Year 11 will sit an end of course examination in Term 3. Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations. Students who study a course at the other campus will sit for the examination in that course at their home campus (see Appendices for exam rules).

ZERO MARKS AWARDED

A student may be given a zero mark if they:

- Have not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- Are absent from a task without a valid reason (see above);
- Have been involved in malpractice or submits plagiarized work (see HSC All My Own Work)

APPEALS

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices of this booklet for form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of processes not being followed. Appeals should be lodged with the Deputy Principal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher (refer to Appeals form in Appendices).

SCHOOL REPORTS

School reports will be issued midway through the Year 11 course and after the End of Course Examinations, at the completion of Year 11.

Parents and Carers are encouraged to attend formal parent/teacher evenings throughout Year 11 to discuss the progress of their child.

Parents or Carers should also contact the school directly and immediately should there be any concerns at other times.

Shared course students will receive an invitation to the Kelso High Campus Year 11 Parent and Teacher evening and are encouraged to attend.

ASSESSMENT PROCEDURE SUMMARY

SITUATION	RESPONSE
Student is not applying himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.	Classroom/Head Teacher to contact student's parent/carer. An N determination warning letter may be issued, indicating work required to rectify the situation.
Student is absent from class because of school commitments .	It is the student's responsibility to collect any material issued and complete set work.
Student's attendance is of concern	Classroom/Head Teacher to contact student's parent/carer. An N determination warning letter may be issued, indicating work required to rectify the situation.
Non serious attempt at task	Classroom/Head Teacher to contact student's parent/carer. Zero mark awarded. N determination warning letter sent home. A genuine attempt at the task must be made.
Student knows in advance that he/she is unable to sit for a task on the designated day because of a school endorsed activity or leave.	Student must submit a Renegotiation of Assessment Task form on or before the designated date for the assessment to the Campus Deputy where the course is studied.
Student knows in advance that he/she is unable to submit a task on the designated day because of a school endorsed activity or leave.	Student must submit the task before the due date or arrange for the task to be submitted on the due date where possible.
Student fails to sit for a task on the designated date.	Classroom/Head Teacher to contact student's parent/carer Illness/Misadventure Appeal Form must be submitted on the due date or within a reasonable timeframe as determined by the Campus Deputy. The student should expect to complete the task on the first day of return to school where possible.
Task is submitted after the due time (3.20pm) and/or date.	Zero marks will apply unless there are grounds for Illness/Misadventure. If absent, the student should expect to submit the task on the first day they return to school. An application for Illness/Misadventure Form must be completed if applicable within a reasonable time frame.
Student submits an Illness/Misadventure Form within the required time.	Student, Class Teacher and Head Teacher complete the required sections of the Illness/Misadventure form and submit to the Campus Deputy for a decision.
Illness/Misadventure appeal is upheld .	Student completes a substitute task where possible. In exceptional circumstances, an estimate mark may be provided.
Illness/Misadventure appeal is dismissed .	Student receives their raw mark for the task if attempted. If the task was not attempted, the student will receive a zero grade.
Student fails to submit an Illness/Misadventure Appeal Form as required above	Classroom/Head Teacher to contact student's parent/carer. Student receives their raw mark for the task if attempted. If the task was not attempted, the student will receive a zero grade. N determination warning letter may be issued if the task has not been submitted or a reasonable attempt was not made. Student is still required to complete the task.
Task is not completed or submitted on the due date and student has no grounds for illness/misadventure appeal.	Classroom/Head Teacher to contact with student's parent/carer. Student will receive a zero grade . N determination warning letter may be issued if the task has not been submitted or a reasonable attempt was not made. Student is still required to complete the task.

YEAR 11 CHECKLIST

TERM 1

- Read this guide.
- Check that you are eligible for the RoSA.
- Make sure that your personal details and courses, including any subjects taught at the other campus, are correct on your Confirmation of Entry.
- Read the Student Declaration on your Confirmation of Entry, then sign and return it to your school.
- Read and become familiar with course and assessment requirements.
- Talk to your school if you think you might be eligible for disability provisions.

TERM 2

- Check your assessment Wall Planner.
- Mid-Course Report

TERM 3

- Check your assessment Wall Planner.
- Check your exam timetable and the equipment you need in each exam.
- Attend and make a serious attempt at every exam.
- Submit an Illness/Misadventure Application for any illnesses or mishaps during exams.

TERM 4

- Week 1 - receive examination results and teacher feedback.
- Participate in Hello HSC transition activities.
- Commence HSC course.

PART 3: ASSESSMENT SCHEDULES FOR INTERNAL ASSESSMENT

SUBJECT: ENGLISH ADVANCED			HEAD TEACHER: R. DAVIS	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Multimodal Portfolio of Writing	Essay	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 9/10 2025	
Outcomes assessed	EA11-2, EA11-5, EA11-9	EA11-4, EA11-6, EA11-8	EA11-1, EA11-3, EA11-7	
Component				Weighting %
Knowledge and understanding of course content.	15%	15%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	20%	15%	15%	50%
Total %	35%	30%	35%	100%

SUBJECT: ENGLISH STANDARD			HEAD TEACHER: R. DAVIS	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Multimodal Portfolio of Writing	Essay	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 9/10 2025	
Outcomes assessed	EN11-1, EN11-2, EN11-9	EN11-3, EN11-5, EN11-7	EN11-4, EN11-6, EN11-8	
Component				Weighting %
Knowledge and understanding of course content.	15%	15%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	20%	15%	15%	50%
Total %	35%	30%	35%	100%

SUBJECT: ENGLISH STUDIES				HEAD TEACHER: R. DAVIS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Workplace Documents	Multimodal Presentation	Portfolio of Classwork	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 4 2025	Term 3 Week 2 2025	
Task due	Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 7 2025	
Outcomes assessed	ES11-1, ES11-3, ES11-4	ES11-2, ES11-5, ES11-6, ES11-9	ES11-7, ES11-8, ES11-10	
Component				Weighting %
Knowledge and understanding of course content.	10%	20%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	15%	15%	20%	50%
Total %	25%	35%	40%	100%

SUBJECT: ENGLISH EXTENSION I				HEAD TEACHER: R. DAVIS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Portfolio of Writing	Multimodal Presentation	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 5 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Weeks 9/10 2025	
Outcomes assessed	EE11-2; EE11-6	EE11-1; EE11-4	EE11-3; EE11-5	
Component				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued.	20%	15%	15%	50%
Skills in complex analysis, sustained composition and independent investigation.	15%	20%	15%	50%
Total %	35%	35%	30%	100%

SUBJECT: MATHEMATICS ADVANCED				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Formal Examination	Open Book Examination	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 10 2025	Term 2 Week 8 2025	Term 3 Week 9/10 2025	
Outcomes assessed	MA11-1, MA11-2, MA11-6 Algebra and Surds, Equations and Inequalities, Functions	MA11-1, MA11-2, MA11-3, MA11-5 Functions, Trigonometry, Differential Calculus	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 Algebra, Surds, Equations, Functions, Trigonometry, Calculus, Probability, Logarithms & Exponentials	
Component				Weighting %
Understanding, fluency and communication.	15%	15%	20%	50%
Problem solving, reasoning and justification.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

SUBJECT: MATHEMATICS STANDARD				HEAD TEACHER: A. SHEADER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Formal Examination	Open Book Examination	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 10 2025	Term 2 Week 8 2025	Term 3 Week 9/10 2025	
Outcomes assessed	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10 Algebra, Finance, Statistics, Measurement	MS11-1, MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10 Statistics, Measurement, Linear Relationships	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 Financial Mathematics, Statistical Analysis, Measurement, Algebra	
Component				Weighting %
Understanding fluency and communication.	15%	15%	20%	50%
Problem solving, reasoning and justification.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

SUBJECT: MATHEMATICS EXTENSION 1			HEAD TEACHER: A. SHEADER	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Formal Examination	Open Book Examination	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 7 2025		
Task due	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 9/10 2025	
Outcomes assessed	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7 Harder Algebra, Functions, Combinatorics	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7 Trigonometry, Further Work with Functions, Polynomials, Differential Calculus	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME12-5, ME12-6, ME12-7 Harder Algebra, Functions, Combinatorics, Trigonometry, Further Work with Functions, Calculus, Statistical Analysis	
Component				Weighting %
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	15%	15%	20%	50%
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	15%	15%	20%	50%
Total %	30%	30%	40%	100%

SUBJECT: AGRICULTURE				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Growth Trial Report	Farm Case Study	End of Course Examination	
Tasks handed out	Term 1 Week 7 2025	Term 2 Week 5 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1-2, P2-2, P4-1	P1-1, P2-3, P3.1, P5-1	P1-1, P1-2, P2-1, P2-2, P2-3, P3-1, P4-1, P5-1	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Knowledge, understanding and skills required to manage agricultural production systems.	5%	15%	20%	40%
Skills in effective research, experimentation and communication.	15%	5%		20%
Total %	30%	30%	40%	100%

SUBJECT: ANCIENT HISTORY				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Source Analysis Portfolio and Presentation	Historical Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 2 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025	
Outcomes assessed	AH11-(3-4), AH11-(6-7), AH11-9	AH11-1, AH11-5, AH11-8, AH11-10	AH11-2, AH11-(5-6), AH11-9	
Component				Weighting %
Knowledge and understanding course content.	10%	10%	20%	40%
Historical skills in analysis and evaluation of sources and interpretations.	5%	5%	10%	20%
Historical inquiry and research.	10%	10%		20%
Communication of historical understanding and appropriate forms.	5%	5%	10%	20%
Total %	30%	30%	40%	100%

SUBJECT: BIOLOGY				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Skills Test	Depth Study	End of Course Examination	
Tasks handed out	Term 1 Week 10 2025	Term 2 Week 8 2025		
Task due	Term 2 Week 2 2025	Term 3 Week 2 2025	Term 3 Week 9/10 2025	
Outcomes assessed	BIO11/12-(3-7) BIO11-8	BIO11/12-(1-7) BIO11-(10-11)	BIO11/12-(4-7), BIO11-(8-11)	
Component	Weighting %			
Skills in working scientifically.	20%	20%	20%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	30%	30%	40%	100%

SUBJECT: BUSINESS STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Task Nature of Business	Small Business Plan Business Planning	End of Course Examination	
Tasks handed out	Term 1 Week 6 2025	Term 2 Week 6 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Component	Weighting %			
Knowledge and understanding of course content.	5%	15%	20%	40%
Stimulus based skills.	10%		10%	20%
Inquiry and research.	10%	10%		20%
Communication of business information, ideas and issues in appropriate forms.	5%	10%	5%	20%
Total %	30%	35%	35%	100%

SUBJECT: CHEMISTRY				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study	Skills Test	End of Course Examination	
Tasks handed out	Term 1 Week 7 2025	Term 2 Week 9 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 1 2025	Term 3 Week 9/10 2025	
Outcomes assessed	CH11/12-(1, 3-7) CH11-8	CH11/12-(1-5,7) CH11-10	CH 11/12-(2-7) CH 11-(8-11)	
Component				Weighting %
Skills in working scientifically.	20%	30%	10%	60%
Knowledge and understanding of course content.	10%	5%	25%	40%
Total %	30%	35%	35%	100%

SUBJECT: COMMUNITY and FAMILY STUDIES				HEAD TEACHER: D. MORRISSEY
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Core 1 Questions	Leadership Case Study	End of Course Examination Core 1,2,3	
Tasks handed out	Term 1 Week 4 2025	Term 2 Week 3 2025		
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2, P6.1	P1.1 – P6.2	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating.	25%	20%	15%	60%
Total %	35%	30%	35%	100%

SUBJECT: DESIGN & TECHNOLOGY				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Design Task	Research Task Designer Case Study	End of Course Examination	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 5 2025		
Task due	Term 2 Week 4 2025	Term 3 Week 1 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1.1, P3.1, P4-(1-2-3), P5.3	P2-(1-2), P5-(1-2), P6- (1-2)	All outcomes	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	30%	20%	10%	60%
Total %	40%	30%	30%	100%

SUBJECT: DRAMA				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Improvisation, Playbuilding and Acting	Elements of Production in Performance	End of Course Examination Theatrical Traditions and Performance Styles	
Tasks handed out	Term 1 Week 7 2025	Term 2 Week 8 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1.1, P1.2, P1.5, P2.1, P2.2, P2.3	P1.2, P1.4, P1.6, P3.2, P3.3	P1.3, P1.6, P2.1, P2.4, P3.1, P3.2, P3.3	
Component				Weighting %
Making.	15%	15%	10%	40%
Performing.	20%		10%	30%
Critically Studying.		15%	15%	30%
Total %	35%	30%	35%	100%

SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE				HEAD TEACHER: R. WEITHALER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Skills Test	Depth Study	End of Course Examination	
Tasks handed out	Term 1 Week 6 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025	
Outcomes assessed	EES 11-8 EES11/12-(3-7)	EES 11-11 EES11/12-(1-7)	EES 11-(8-11) EES11/12-(4-7)	
Component	Weighting %			
Skills in working scientifically	20%	20%	20%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	30%	30%	40%	100%

SUBJECT: ECONOMICS				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Portfolio and case study	Research Task	End of Course Examination	
Tasks handed out	Term 1 Week 4 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
Component	Weighting %			
Knowledge and understanding of course content.	5%	10%	25%	40%
Stimulus-based skills.	10%	5%	5%	20%
Inquiry and research.	10%	10%		20%
Communication of economic information, ideas and issues in appropriate forms.	5%	10%	5%	20%
Total %	30%	35%	35%	100%

SUBJECT: HEALTH AND MOVEMENT SCIENCE			HEAD TEACHER: D. MORRISSEY	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Case Study: The Body, Mind and Motion	Collaborative Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 5 2025	Term 3 Week 9/10 2025	
Outcomes assessed	HMS11-03 HMS11-06 HMS11-08 HMS11-10	HMS11-05 HMS11-06 HMS11-08 HMS11-XX*	HMS11-01, HMS11-02, HMS11-03, HMS11-04, HMS11-06, HMS11-07, HMS11-08, HMS11-09	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Skills in critical thinking, research, analysis & communicating.	25%	25%	10%	60%
Total %	35%	35%	30%	100%

*Knowledge and understanding outcome(s) to be determined by the teacher in partnership with students, based on the nature of the investigation.

SUBJECT: INDUSTRIAL TECHNOLOGY (Timber)			HEAD TEACHER: P. FORD	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Industry Study	Communication and Management Portfolio and Associated Product	Year 11 Major Project and Associated Communication and Management Portfolio	
Tasks handed out	Term 1 Week 4 2025	Term 2 Week 6 2025	Term 3 Week 2 2025	
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 6 2025	
Outcomes assessed	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	P3.1, P3.2, P3.3, P5.1, P5.2	P1.1, P2.2, P4.1, P4.2, P4.3, P6.1	
Component	Weighting %			
Knowledge and understanding of course content.	20%	10%	10%	40%
Knowledge and skills in the management, communication and production of projects.	10%	20%	30%	60%
Total %	30%	30%	40%	100%

SUBJECT: JAPANESE CONTINUERS				HEAD TEACHER: R. DAVIS
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Response to a spoken/ visual text / oral presentation	Response to multimodal and texts	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 8 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	1.1, 2.1, 2.2, 2.3, 3.2	1.3, 2.3, 3.1, 3.4, 3.5	1.2, 3.3, 3.6, 4.2, 4.3	
Component				Weighting %
Listening.	20%	10%		30%
Reading.		10%	20%	30%
Speaking.	10%	10%		20%
Writing.			20%	20%
Total %	30%	30%	40%	100%

SUBJECT: LEGAL STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Legal System Topic Test	The Individual and the Law Extended Response	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 5 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 1 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P2, P3, P4, P7, P8	P1, P2, P8, P9, P10	P2, P5, P6, P7, P8, P9	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Analysis and evaluation.	5%	10%	5%	20%
Inquiry and research.	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms.	5%	5%	10%	20%
Total %	30%	35%	35%	100%

SUBJECT: MODERN HISTORY				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Investigating Modern History HOLOCAUST	Historical Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 3 2025		
Task due	Term 2 Week 2 2025	Term 3 Week 2 2025	Term 3 Week 9/10 2025	
Outcomes assessed	MH11-7, MH11-9, MH11-10	MH11-4, MH11-5, MH11-6, MH11-7, MH11-8	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7	
Component				Weighting %
Knowledge and understanding of course content.	10%	5%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretation.	5%	10%	5%	20%
Historical inquiry and research.	10%	10%		20%
Communication of historical understanding in appropriate forms.	5%	5%	10%	20%
Total %	30%	30%	40%	100%

SUBJECT: MUSIC 1				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Musicology Viva Voce	Composition and Performance	End of Course Examination and Performance	
Tasks handed out	Term 1 Week 2 2025	Term 2 Week 1 2025	Term 3 Week 1 2025	
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 8/9/10 2025	
Outcomes assessed	P2, P5, P6, P8, P10, P11	P1, P3, P7, P8, P9, P10, P11	P1, P4, P5, P6, P7, P8, P9, P10, P11	
Component				Weighting %
Performance.		10%	15%	25%
Composition.	25%			25%
Musicology.		25%		25%
Aural.			25%	25%
Total %	25%	35%	40%	100%

SUBJECT: PHYSICS			HEAD TEACHER: R. WEITHALER	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Skills Test	Depth Study	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 8 2025		
Task due	Term 2 Week 1 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	PH11/12-(2-5) PH11-(8-9)	PH11/12-(1,5-7), PH11-10	PH11/12-(1-7), PH11-(8-11)	
Component				Weighting %
Skills in working scientifically.	20%	20%	20%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	30%	30%	40%	100%

SUBJECT: SOCIETY and CULTURE			HEAD TEACHER: I. NEWELL	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Contemporary Social Issue Research and Response	Structured Research Report	End of Course Examination	
Tasks handed out	Term 1 Week 7 2025	Term 2 Week 4 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P3, P6, P7, P9, P10	P1, P2, P3, P5, P7, P8, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Component				Weighting %
Knowledge and understanding of course content.	15%	15%	20%	50%
Application and evaluation of social and cultural research methods.	10%	15%	5%	30%
Communication of information, ideas and issues in appropriate forms.	5%	5%	10%	20%
Total %	30%	35%	35%	100%

SUBJECT: SOFTWARE ENGINEERING				HEAD TEACHER: P. FORD
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Project and Folio (Programming Fundamentals)	Practical Project and Folio (Mechatronics)	End of Course Examination	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 10 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 5 2025	Term 3 Week 9/10 2025	
Outcomes assessed	SE-11-01 SE-11-02 SE-11-07	SE-11-06 SE-11-08 SE-11-09	SE-11-03 SE-11-04 SE-11-15	
Component				Weighting %
Knowledge and understanding of course content.	10%	20%	20%	50%
Knowledge and skills in the design and development of software solutions.	20%	20%	10%	50%
Total %	30%	40%	30%	100%

SUBJECT: SPORTS, LIFESTYLE and RECREATION				HEAD TEACHER: D. MORRISSEY
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Athletics In Class Task	Healthy Lifestyles	End of Course Examination	
Tasks handed out	Term 1 Week 6 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Week 9/10 2025	
Outcomes assessed	1-1, 2-1, 2-2, 2-3, 2-5, 3-1, 4-4	1-5, 2-3, 3-5, 4-3, 4-4	1-1, 1-3, 3-1, 4-1	
Component				Weighting %
Knowledge and Understanding.	20%	20%	10%	50%
Skills.	15%	15%	20%	50%
Total %	35%	35%	30%	100%

SUBJECT: WORK STUDIES				HEAD TEACHER: I. NEWELL
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Stimulus Task and Portfolio 1 My Working Life	Research Communication and Skills Portfolio Elective Modules	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 4 2025		
Task due	Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Week 9/10 2025	
Outcomes assessed	1, 2, 4, 5,8,9	3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	10%	30%
Skills	30%	30%	10%	70%
Total %	40%	40%	20%	100%

SUBJECT: VISUAL ARTS				HEAD TEACHER: V. MANOCK
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Developing Practice: Portfolio of Works Artwork analysis written response	Developing Practice: Portfolio of Works Extended Response	End of Course Examination Trials	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 5 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P2, P4, P7	P3, P5, P6, P8	P9, P10	
Component				Weighting %
Artmaking.	25%	25%		50%
Art criticism and history.	15%	15%	20%	50%
Total %	40%	40%	20%	100%

ASSESSMENT SCHEDULES FOR VOCATIONAL EDUCATION AND TRAINING

Preliminary Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course/s towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>

Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

2025 Primary Industries Course Descriptor

AHC20122 Certificate II in Agriculture

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Primary Industries

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of AHC20122 Certificate II in Agriculture

<https://training.gov.au/Training/Details/AHC20122> You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification you must achieve 16 units of competency. To meet NESA's indicative hours 17 units of study may be required. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the agriculture industry

- farm or station hand/labourer
- shearing hand
- nursery assistant
- livestock worker

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$40

Enclosed leather footwear and sun protection

HSC - \$40

Refunds

Refund arrangements are on a pro-rata basis
Please refer to your school refund policy

Delivery Arrangements: Available only at Bathurst High Campus of Denison College of Secondary Education pending timetabling arrangements.

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: In this Framework, students can only undertake the Primary Industries (120 indicative hours) course or the Primary Industries (240 indicative hours) course. General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Construction Course Descriptor

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

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Construction

Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)
Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <https://training.gov.au/Training/Details/CPC20220> & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- risk management
- time management
- basic emergency response
- communication
- problem solving
- decision making

Examples of occupations in the construction industry

- carpentry
- joinery
- bricklaying
- builder's labourer

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$100 HSC - \$100
\$35 for white card course. Enclosed leather shoes/ boots

Refunds
Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

Delivery Arrangements- Available at both campuses of Denison College of Secondary Education pending timetabling arrangements.

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course.

General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Cookery Course Descriptor

SIT20421 Certificate II in Cookery

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: [Hospitality \(Cookery\)](#)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery

<https://training.gov.au/training/details/SIT20421>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- teamwork
- attention to detail
- organisational skills
- adaptability
- communication
- problem solving

Examples of occupations in the hospitality industry

- assistant cook
- short order cook
- food preparation cook
- chef
- breakfast cook
- sandwich hand

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$150

Students are required to purchase an industry standard white chef uniform for practical lessons \$65. Wear enclosed leather shoes. Pen and black sharpie required for labelling.

HSC - \$150

Refunds

Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

Delivery Arrangements: Available only at Bathurst High Campus of Denison College of Secondary Education pending timetabling arrangements

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality-kitchen-operations>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Hospitality Course Descriptor

SIT20322 Certificate II in Hospitality

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- customer service skills
- teamwork
- organisational skills
- adaptability
- critical thinking
- problem solving

Examples of occupations in the hospitality industry

- food and beverage attendant
- espresso coffee machine operator
- restaurant host/hostess
- receptionist
- function attendant
- barista and café service administration

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

Consumable costs: Preliminary - \$150

HSC - \$150

Students are required to wear industry standard front of house uniform for practical lessons. Pen and black sharpie required for labelling.

Refunds

Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

Delivery Arrangements: Available at both campuses of Denison College of Secondary Education pending timetabling arrangements.

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

Exclusions: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course. General information about NESA VET course exclusions can be found

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

VET COURSE ASSESSMENT SCHEDULES

Denison College of Secondary Education Policy is that students in ALL VET courses that have an optional HSC Examination will sit the Preliminary End of Course Examination and HSC Trial Examination for these courses.

Please note: Dates provided in the assessment schedules for VET courses offered at Denison College are guides only. VET assessment is competency based, however published dates of when competencies should be achieved by will be adhered to where possible. A student may have more than one opportunity to demonstrate they have achieved specific units of competency.



School Name: Denison College of Secondary Education, Bathurst High Campus

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 Provide Feed for livestock
Code	Unit of Competency	HSC Examinable	Week 6 Term 1 07.03.25	Week 11 Term 1 11.04.25	Week 11 Term 1 11.04.25	Week 10 Term 2 04.07.25	Week 10 Term 2 04.07.25	Week 10 Term 2 04.07.25	Week 10 Term 3 26.09.25
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCMOM202	Operate tractors			X					
AHCMOM304	Operate machinery and equipment			X					
AHC BIO203	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	
AHCLSK211	Provide feed for 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.

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”.



School Name: Denison College of Secondary Education

Brick and Block Laying Assessment Schedule Year 11 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) 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
			Week 10	Week 10	Week 10	Week 10
			Term 1	Term 2	Term 1	Term 2
Code	Unit of Competency	HSC Examinable	Date TBD	Date 30.06.2025	Date 07.04.2025	Date 30.06.2025
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".



School Name: Denison College of Secondary Education- Bathurst High Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1	Task 2
Code	Unit of Competency	HSC Examinable	Week 5 Term2 Date 26.05.2025	Week 10 Term 3 Date 22.09.2025
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".



School Name: Denison College of Secondary Education

Assessment Schedule Year 11 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5	Week 10
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 26.05.2025	Date 22.09.2025
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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

PART 4: SHARED COURSES

SHARED COURSE ASSESSMENTS AND EXAMINATIONS

Students who attend another campus for shared courses, will submit assessment tasks at the Administration Office of their **home or host campus**. Students must comply with the college policy and procedures for the submission of assessment tasks. A cover sheet for Assessment Tasks will be provided by the teacher supervising the course and must be attached to the front of the Task when it is submitted.

All examinations will be held at the **home campus** of the student. Any shared course examination papers will be transported to the **home campus** for completion. They will then be transported back to the shared course teacher for marking.

SUBJECT: CHEMISTRY			HEAD TEACHER: J. LAWLER	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study	Practical Task	End of Course Examination	
Tasks handed out	Term 1 Week 6 2025	Term 2 Week 9 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 1 2025	Term 3 Week 9/10 2025	
Outcomes assessed	CH11/12-1, 3, 5, 7 CH11-8	CH11/12-2, 3, 4, 6 CH11-10	CH11/12-1,2,3,4,5,6,7 CH11-8,9,10,11	
Component	Weighting %			
Skills in working scientifically.	25%	20%	15%	60%
Knowledge and understanding of course content.	15%	10%	15%	40%
Total %	40%	30%	30%	100%

SUBJECT: COMMUNITY AND FAMILY STUDIES			HEAD TEACHER: Z. MACPHERSON	
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Core 1 Research Project	Core 2 Case Study	End of Course Examination	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 5 2025		
Task due	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1-(1-2), P2-3	P2.1,3 P3.2 P4.2	P1.1-6.2	
Component	Weighting %			
Knowledge and understanding of course content.	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating.	20%	20%	20%	60%
Total %	30%	30%	40%	100%

SUBJECT: EXPLORING EARLY CHILDHOOD				HEAD TEACHER: Z. MACPHERSON
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Project Core A	Virtual Baby Task Core C	End of Course Examination	
Tasks handed out	Term 1 Week 6 2025	Term 2 Week 5 2025		
Task due	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 9/10 2025	
Outcomes assessed	1-1,2,5, 2-1	1-2, 5-1, 6-1	1-1,2,3,4,5, 2-1,2, 6-1,2	
Component				Weighting %
Knowledge and understanding.	10%	10%	30%	50%
Skills.	20%	20%	10%	50%
Total %	30%	30%	40%	100%

SUBJECT: HEALTH AND MOVEMENT SCIENCE				HEAD TEACHER: Z. MACPHERSON
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Case Study: The Body, Mind and Motion	Collaborative Investigation	End of Course Examination	
Tasks handed out	Term 1 Week 5 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 5 2025	Term 3 Week 9/10 2025	
Outcomes assessed	HMS11-03 HMS11-06 HMS11-08 HMS11-10	HMS11-05 HMS11-06 HMS11-08 HMS11-XX*	HMS11-01, HMS11-02, HMS11-03, HMS11-04, HMS11-06, HMS11-07, HMS11-08, HMS11-09	
Component				Weighting %
Knowledge and understanding of factors that affect health, the way the body moves.	10%	10%	20%	40%
Skills in critical thinking, research, analysis and communicating.	25%	25%	10%	60%
Total %	35%	35%	30%	100%

*Knowledge and understanding outcome(s) to be determined by the teacher in partnership with students, based on the nature of the investigation.

SUBJECT: INDUSTRIAL TECHNOLOGY (Metals, Multimedia, Timber)				HEAD TEACHER: W. MALONEY
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical production and evidence	Industry related communication portfolio	End of Course Examination	
Tasks handed out	Term 1 Week 2 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 8 2025	Term 3 Week 4 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1.2, P3.1, P4.1, P4.2	P3.1, P3.2, P3.3, P5.1 P5.2	P1.2, P2.1, P6.1	
Component				Weighting %
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%

SUBJECT: INVESTIGATING SCIENCE				HEAD TEACHER: J. LAWLER
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Designing Investigations	Depth Study Building Models	End of Course Examination	
Tasks handed out	Term 1 Week 8 2025	Term 2 Week 8 2025		
Task due	Term 2 Week 3 2025	Term 3 Week 3 2025	Term 3 Week 9/10 2025	
Outcomes assessed	INS11/12-1, 2, 4, INS11-9	INS11/12-1, 2, 6, 7 INS11- 10	INS11/12-1,2,3,4,5,6,7 INS11- 8,9,10,11	
Component				Weighting %
Skills in working scientifically.	20%	20%	20%	60%
Knowledge and understanding of course content.	10%	10%	20%	40%
Total %	30%	30%	40%	100%

SUBJECT: LEGAL STUDIES				HEAD TEACHER: K. MORTIMORE
Task number	Task 1	Task 2	Task 3	
Nature of tasks	The Legal System Media task and oral presentation	The individual and the Law Case Study and timed response	End of Course Examination	
Tasks handed out	Term 1 Week 4 2025	Term 2 Week 6 2025		
Task due	Term 1 Week 11 2025	Term 3 Week 1 2025	Term 3 Week 9/10 2025	
Outcomes assessed	P1, P2, P3, P4, P7	P1, P2, P9, P10	P2, P5, P6, P7, P9	
Component				Weighting %
Knowledge and understanding of course content.	10%	10%	20%	40%
Analysis and evaluation.		10%	10%	20%
Inquiry and research.	10%	10%		20%
Communication of legal information, issues and ideas in appropriate forms.	10%	10%		20%
Total %	30%	40%	30%	100%

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING				HEAD TEACHER: S. ASH
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Traditional Photography: Students will complete a series of Traditional photographs whilst studying the work of Traditional photographers.	Digital Photography and Film: Students will complete a series of digital photographs or create a film whilst studying the work of Contemporary Digital photographers or Film makers.	End of Course Examination	
Tasks handed out	Term 1 Week 4 2025	Term 2 Week 3 2025		
Task due	Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Week 9/10 2025	
Outcomes assessed	M1, M2, M6, CH1	M3, M4, M5, CH2	CH3, CH4, CH5	
Component				Weighting %
Making.	35%	35%		70%
Critical and historical studies.	5%	5%	20%	30%
Total %	40%	40%	20%	100%

SUBJECT: TEXTILES AND DESIGN				HEAD TEACHER: W MALONEY
Task number	Task 1	Task 2	Task 3	
Nature of tasks	Preliminary Textile Project 1	Preliminary Textile Project 2	End of Course Examination	
Tasks handed out	Term 1 Week 3 2025	Term 2 Week 4 2025		
Task due	Term 2 Week 2 2025	Term 3 Week 6 2025	Term 3 2025 Week 9/10	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P2.3	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P5.1, P5.2, P6.1	
Component				Weighting %
Knowledge and understanding of course content	10%	10%	30%	50%
Skills and knowledge in the design, manufacture and management of textiles projects	20%	30%		50%
Total %	30%	40%	30%	100%

PART 5: APPENDICES

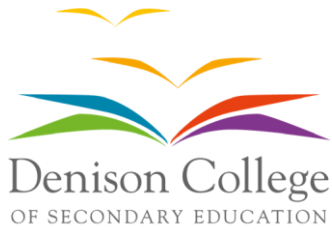
Denison College of Secondary Education

2025

BHC Preliminary HSC Assessment Planner



	Term	Week	Dates	
		1	31/1*	BHC S.C 25/2 A.C 12/4 Astley Cup Term 2 Week 8,9
2025 Term 1	Term begins 6 Feb 2025	2	3/2* - 7/2	School commences Thursday 6th Feb
		3	10/2 - 14/2	KHC S.C 1/3 A.C 10/5
		4	17/2 - 21/2	VET subjects complete cluster assessment tasks throughout the year
		5	24/2 - 28/2	
		6	3/3 - 7/3	
		7	10/3 - 14/3	3 for the HSC
		8	17/3 - 21/3	Ancient History, CAFS, Earth and Enviro, Economics, Ind Tech (All), Music
		9	24/3 - 28/3	English (Adv, Stan, Stud), SLR, Work Studies
		10	31/3 - 4/4	Mathematics(Adv, Stan), EEC, Math Ex 1, Photography
		11	7/4 - 11/4	Chemistry, Health and Mov Science, Legal Studies, Software Engineering
			Term	Week
2025 Term 2	Term 2 begins 29 Apr 2025	1	*29/4 - 2/5	Physics
		2	5/5 - 9/5	Biology, Modern History, Textiles and Design
		3	12/5 - 16/5	Ag, Bus Studies, Drama, Eng Ext 1, Inv Sci, Japanese Cont, Soc&Cul, Vis Art
		4	19/5 - 23/5	Design and Technology Year 11 Half Yearly Report Due Friday
		5	26/5 - 30/5	
		6	2/6 - 6/6	
		7	*9/6 - 13/6	
		8	16/6 - 20/6	Mathematics(Adv,Stan), SLR, Work Studies
		9	23/6 - 27/6	English (Adv, Stan, Stud), EEC, Photography, Math Ex 1
		10	30/6 - 4/7	Ancient History, CAFS, Earth and Enviro, Economics, Ind Tech Timber (BHC), Music
	Term	Week	Dates	
2025 Term 3	Term 3 begins 22 Jul 2025	1	*22/7 - 25/7	Chemistry, Design and Technology, Legal Studies
		2	28/7 - 1/8	Biology, Modern History
		3	4/8 - 8/8	Ag, Bus Studies, Drama, Eng Ext 1, Inv Sci, Japanese Cont, Physics, Soc&Cul, Vis Art
		4	11/8 - 15/8	Industrial Tech (All KHC)
		5	18/8 - 22/8	Health and Movement Science, Software Engineering
		6	25/8 - 29/8	Industrial Tech Timber (BHC), Textiles and Design
		7	1/9 - 5/9	English Studies
		8	8/9 - 12/9	Assessment free week for theory, practical assessments to take place
		9	15/9 - 29/9	End of Course Examinations
		10	22/9 - 26/9	



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Student Personal Result Sheet

Student Name: _____

Please use this page to keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task No.	Courses Studied						
	(Use one column for each subject including any additional extension courses)						
1	ENGLISH						
2							
3							

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school-based assessment marks are moderated by NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Illness or Misadventure Consideration Form

NOTE:

- Illness/Misadventure applications **MUST** be submitted *within one week* of the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.

Student name: _____ Year: _____ 11 _____ Date: _____

I wish to apply for a consideration due to illness/misadventure
(Delete whichever does not apply)

Course: _____ Due date of task/test/exam: _____

Task or Exam: _____

Please outline the reasons for your application: _____

Independent supporting documentation provided:

- Doctor's Certificate supplied Yes / No
- Written declaration by Parent Carer Student (if own Carer) Yes / No

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only - Illness/Misadventure Application

Student Name: _____

Deputy Principal decision & comment:

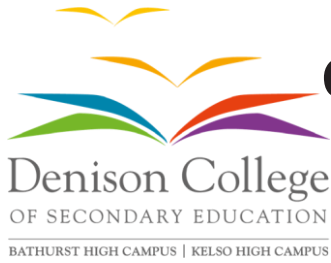
Approved/Declined

New date if granted: _____ Deputy Principal Signature: _____

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Renegotiation of Assessment Task

NOTE:

- Renegotiation applications **MUST** be submitted at least one day **before** the due date of an Assessment Task or before sitting for a Test or Examination.

Student name: _____ Year: _____ 11 _____ Date: _____

I wish to apply for a Renegotiation of Assessment Task

Course: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting: _____ % Topic: _____

Please outline the reasons for your application: _____

Independent supporting documentation provided:

- Doctor's Certificate supplied Yes/No
- Written declaration by Parent Carer Student (if own Carer) Yes/No

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only - Renegotiation Application

Student Name: _____

Deputy Principal decision & comment:

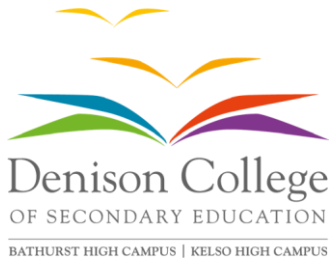
Approved/Declined

- Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a "N-Warning" letter being sent home and a Zero mark being awarded.
- Substitute task will be set. A new notification form will be issued.
- An estimate will be given based on other evidence.
- The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Assessment Mark/Grade Appeal Form

Note:

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged with the Deputy Principal at which the course is studied within one calendar week of the return of the task. You may seek advice from the Home Campus Deputy Principal before you complete this form.

Student name: _____ Year: _____ 11 _____ Date: _____

Course: _____ Task Number: _____

Task Description:

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

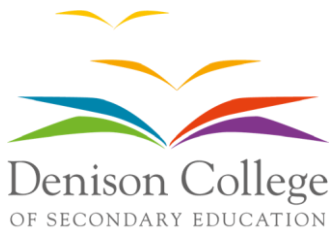
Student Name: _____

Deputy Principal decision & comment:	Approved/Declined
_____	_____

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent Carer: _____



**DENISON COLLEGE
OF SECONDARY EDUCATION
BATHURST HIGH CAMPUS**



Yr 11 ASSESSMENT TASK COVER SHEET

Student Name: _____

Course: _____

Teacher: _____

Assessment Task: _____

Due Date: _____

Office Use Only - Assessment Task Submission

Assessment Task Received at Front Office (date): _____

Received by: _____ Signed: _____

**BATHURST HIGH CAMPUS
RECEIPT OF Yr 11 ASSESSMENT
TASK
(STUDENT COPY)**

Student Name: _____

Course: _____

Teacher: _____

Assessment Task: _____

Office Use Only - Assessment Task Submission Student Receipt

Assessment Task Received at Front Office (date): _____

Received by: _____ Signed: _____

DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Rules and Instructions to Candidates Stage 6 Examinations 2025 - 2026

1. Students should be in attendance at least 10 minutes before the start of an examination.
2. Students must wear school uniform.
3. Students may take only the equipment specified for a subject into the examination venue. Students may bring: black pens, highlighters, a pencil, an eraser, a sharpener, water in a clear bottle. Students may not bring paper or written material, liquid paper, correction tape or a pencil case. No eating is permitted.
4. Mobile phones, programmable watches and other electronic devices are to be switched off and placed in Students bags at the back of the examination room.
5. Students may enter the examination room only with the permission of the supervising Teacher-In-Charge
6. Entry will not be permitted 30 minutes after the start of an examination. Latecomers will finish at the designated examination time. There is no extension of time.
7. Students are expected to use their time wisely and use all the examination time. If students choose not to use time wisely, students may leave after the first hour, but not during the final 15 minutes of an examination.
8. Students may begin the examination only after being instructed by the supervising Teacher-In-Charge.
9. Students will be accompanied by a supervising teacher on toilet breaks.
10. Students may not speak or make any other form of contact with a person other than a supervising teacher while in the examination room. Consequences will apply for students who disregard this rule.
11. If a student feels unwell or upset during the examination, they must tell a supervising teacher. Students should ask for an Illness/Misadventure Form.
12. Students may not behave in a way likely to disturb the work of any other candidate or upset the conduct of the examination.

NOTE: Attendance at examinations is compulsory

If there is a significant reason that you are aware of in advance which affects your ability to sit the examination, please complete an Illness/Misadventure Form and submit it to the Deputy Principal **before the examination date**.

You must also submit documentation to support your reason. A significant reason may include: scheduled surgery, close family member's funeral, some representative sport or activities.

If illness or misadventure occurs on the day of the examination students must contact the Deputy Principal on the day of the examination (ph 02 6331 3755). Students must then submit an Illness/Misadventure Form with documentation to the Deputy Principal as soon as possible.

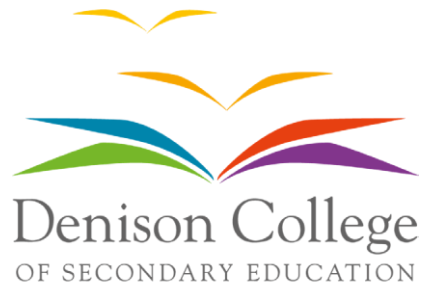
Students are encouraged to sit the examination even if they are not feeling well. Students can then submit an Illness/Misadventure Form after the examination.

Failure to follow these procedures may result in a zero grade.

Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilize, employ in a particular situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgment of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together arguments or items.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgment based on criteria.
Examine	Enquire into.
Explain	Relate cause and effect; make the relationships between things evident.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward a point of view, idea, argument, suggestion for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesize	Putting together various elements to make a whole.



CONTACT DETAILS

Bathurst High Campus

Hope Street, Bathurst NSW 2795

PO Box 494, Bathurst

Tel: 02 6331 3755

Email: bathurst-h.schools@det.nsw.edu.au

Web: <https://bathurst-h.schools.nsw.gov.au/>

Kelso High Campus

Boyd Street, Kelso NSW 2795

PO Box 499, Bathurst

Tel: 02 6331 4544

Email: kelso-h.schools@det.nsw.edu.au

Web: <https://kelso-h.schools.nsw.gov.au/>