



KINCUMBER
HIGH SCHOOL

20
25

COURSE REQUIREMENTS
ASSESSMENT PROCEDURES
MALPRACTICE POLICY
ASSESSMENT SCHEDULE & CALENDAR

Y11 Assessment Booklet

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A word from the Principal

Dear Year 11 Students,

Welcome to Stage 6 at Kincumber High School. Year 11 marks the beginning of your Higher School Certificate (HSC) journey, where you will develop the skills, knowledge, and discipline needed to succeed in your senior studies and beyond. This is an exciting time, offering new opportunities, greater independence, and the chance to shape your future pathways.

This Assessment Booklet outlines the key assessment policies, procedures, and expectations for your Preliminary courses. It is designed to ensure you understand how assessments contribute to your learning and final grades, as well as the importance of meeting deadlines, academic integrity and school-based requirements.

Success in Stage 6 requires commitment, organisation, and resilience. Your teachers, Year Advisors, and the Senior Executive Team are here to support and guide you throughout this journey. I encourage you to use this booklet as a reference, seek assistance when needed and approach your studies with dedication and a growth mindset.

I wish you all the best for the year ahead and look forward to seeing you challenge yourself and achieve your personal best.

Best regards,

Mr Brent Walker

Principal
Kincumber High School

Section One – Introduction

Introduction to the Year 11 (Preliminary courses) Assessment Booklet

Welcome to the Kincumber High School Year 11 Assessment Booklet. This document outlines the Year 11 Course Assessment Policy and provides detailed assessment procedures for each course offered to the 2025 Year 11 cohort.

At Kincumber High School, we emphasise the importance of meeting assessment requirements, particularly in relation to deadlines for the submission and completion of work. This booklet details the expectations for assessment compliance and the consequences of failing to meet these requirements. Each course's assessment schedule specifies the nature of tasks and the approximate due dates to help students plan their workload effectively.

According to ACE Rule 3.1.1, the delivery of Preliminary courses must not begin before Day 1, Term 1 of Year 11. While Stage 6 VET courses do not distinguish between Preliminary and HSC courses, the same commencement rules apply.

1. Eligibility for Year 11 (Preliminary) Courses

As per ACE Rule 3.3, students can enter Preliminary courses if they have satisfactorily:

1. Completed Year 10, and
2. Met the required study components necessary for the award of the Record of School Achievement (RoSA).

Eligibility for Year 10 completion is assessed at the time of entry into Year 11 and is considered separately from achieving the RoSA.

2. The formal assessment program and the Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) tracks a student's academic performance throughout Stage 5 and Stage 6, up to the completion of HSC requirements.

Students undertaking Life Skills courses in Stage 5 and/or Stage 6 may receive a Profile of Student Achievement or a Transcript of Study upon leaving school.

At Kincumber High School, students who complete Stage 5 and Stage 6 courses (excluding Life Skills and VET courses) receive a grade that reflects their achievement against statewide standards. This grade is submitted to NESAs and recorded on the RoSA, which serves as a cumulative credential for students who leave school before completing their HSC examinations.

- Students who successfully complete Year 10 receive a Year 10 RoSA.
- Students who complete the Preliminary HSC are issued a Preliminary HSC RoSA.
- After completing Year 10 or Year 11, students can access an eRecord of their grades at any time via their Student Online NESAs account.

3. Context for assessment and the NSW Education Standards Authority (NESA)

Assessment refers to the gathering and evaluation of evidence regarding a student's learning. It plays a vital role in both teaching and learning, serving multiple purposes. When assessment involves engagement with teachers, peers, and various resources, it can enhance student motivation and engagement.

The NSW syllabuses advocate for an integrated approach to teaching, learning, and assessment. At Kincumber High School, we utilise syllabuses, assessment, reporting materials, and the Assessment Certification and Examination (ACE) requirements to design our school-based assessment programs.

For more details, visit the NESA Understanding the Curriculum website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>.

4. Preliminary Course School-Based Assessment

In accordance with NESA regulations ([ACE Rule 2.1](#)), students, teachers, and others involved in the assessment process must uphold the integrity of HSC school-based assessments.

The honesty of students in completing assessment tasks and exams is crucial to maintaining the credibility of the HSC qualification. Any dishonest behaviour aimed at gaining an unfair advantage constitutes malpractice (cheating) and compromises academic integrity.

5. Developing a School-Based Assessment Program

Kincumber High School follows NESA's syllabuses and assessment guidelines, ensuring that all Preliminary course assessments meet mandatory requirements. Key aspects of the school-based assessment program include:

- Adhering to course prerequisites, exclusions, and VET work placement requirements.
- Allowing flexibility in the number, type, and weighting of assessment tasks, within NESA guidelines.
- Implementing valid and transparent marking, recording, and reporting procedures.
- Providing students with clear policies on:
 - Malpractice and its consequences.
 - Assessment task absences and late submissions.
 - Illness/misadventure procedures.
 - Handling invalid or unreliable assessment results.
 - Final grade appeal processes, ensuring alignment with NESA's grading guidelines.
 - Assessment schedules, including:
 - Syllabus outcomes for each task.
 - Course components and weightings for assessment tasks.
 - When each assessment task is to be attempted or submitted.

This booklet is designed to support students in understanding their assessment responsibilities and ensuring they meet the academic expectations of Preliminary courses. We encourage students to use this document as a reference throughout Year 11 to stay on top of their assessments and coursework.

For any questions or clarifications, students should speak with their teachers, Year Advisors, or the Senior Executive Team.

Course completion requirements

As per ACE Rule 4.1.2, students must meet specific criteria to satisfactorily complete a Preliminary or HSC course. A student will be considered to have met these requirements if the Principal determines there is sufficient evidence that they have:

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

1. Preliminary courses

According to ACE Rule 4.1.2, a Preliminary course is considered satisfactorily completed if the Principal determines there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of a Preliminary course (or an equivalent qualification) is a prerequisite for entry into an HSC course.

1. A student will be considered to have satisfactorily completed a Preliminary course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria.
2. Satisfactory completion of the Preliminary course (or an equivalent) is a prerequisite for entry into an HSC course.

2. HSC courses

HSC course completion rules are included here for reference, as completing Year 11 is a prerequisite for starting HSC courses. Additionally, some courses, such as VET courses, span both Year 11 and Year 12, making this information relevant.

1. Students studying an HSC course must make a genuine attempt to complete course requirements. Teachers will use professional judgement to determine whether a student has made a genuine attempt.
2. For courses with school-based assessments, students must attempt tasks that contribute to more than 50% of the total marks. Completing exactly 50% is not sufficient—tasks worth over 50% must be attempted.
3. A course will not be listed on the RoSA unless students meet these conditions.
4. In competency-based courses, if a student does not successfully complete any units of competency, the teacher's professional judgement will determine whether the student's attempts were genuine.
5. For HSC courses with a compulsory examination component, students must sit the exam and make a genuine attempt.
6. If a student is deemed not to have made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
7. Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours to be deemed satisfactory.

8. Until a student has satisfactorily completed at least 12 units of Preliminary courses and 10 units of HSC courses, meeting NESAs pattern of study requirements, they will not be eligible to receive the Higher School Certificate (HSC) award.

3. Pattern of study requirements

According to ACE Rule 12.1.1, students must complete a minimum pattern of study to qualify for the HSC credential. This includes:

- A Preliminary pattern of study of at least 12 units.
- An HSC pattern of study of at least 10 units.

The pattern of study must also include:

- 2 units of a Board Developed course in English.
- At least 4 additional units of Board Developed courses.
- At least three 2-unit courses (Board Developed or Board Endorsed).
- A minimum of 4 subjects.

Additional considerations:

- Students may study up to 6 units of Preliminary Science and 7 units of HSC Science.
- Mathematics Extension 2 students must complete both Mathematics Extension 1 and Mathematics Extension 2, with each counting as a 2-unit course.
- Students must meet all course eligibility and HSC eligibility requirements to receive the HSC credential.
- Students may accumulate HSC courses over a consecutive five-year period.

This structure ensures students complete a balanced program of study, meeting the academic and assessment expectations necessary for the successful completion of the HSC.

4. Demonstrating the HSC Minimum Standard before leaving school

As per ACE Rule 8.1.1, students must meet the HSC minimum standard before completing Year 12 to be eligible for the award of the Higher School Certificate (HSC).

1. Students must meet the HSC minimum standard before completing Year 12 to receive the HSC credential.
2. To meet this standard, students must demonstrate Level 3 or above in the NESAs minimum standard online reading, writing, and numeracy tests.
3. Students can demonstrate the HSC minimum standard at any time while they are enrolled in Years 10 to 12, but must complete the requirement before their enrolment ceases.
4. Students who are planning to leave school in Years 10 to 12 may choose to attempt the NESAs minimum standard tests. These test results can be used to demonstrate their reading, writing, and numeracy levels to employers and/or further education and training providers. However, students must attempt these tests while they are still enrolled in a school.

Ensuring students meet the HSC minimum standard supports their readiness for further study, employment, and life beyond school.

Final Grades

1. Determining Final Grades for Preliminary Courses

As per ACE Rule 2.1, teachers must assess students against the Common Grade Scale for Preliminary courses and assign a final grade that best reflects their level of achievement.

1. Teachers must:
 - a. Provide students with opportunities to demonstrate their full range of achievement relative to the Common Grade Scale.
 - b. Use all available assessment data at the completion of the Preliminary course to make a valid judgement when assigning a final grade.
 - c. Ensure that students receiving adjustments are not restricted from accessing the full range of grades.
2. Schools must:
 - a. Have procedures in place for determining Preliminary grades and managing final grade appeals.
 - b. Submit A to E grades to NESAC for all students completing any Preliminary Board Developed or Board Endorsed course, excluding VET courses, University Developed Board Endorsed courses, and Life Skills courses.
 - c. Submit an A to E grade for any student assigned an 'N' determination. This grade will apply if the student successfully appeals the 'N' determination.

2. Common Grade Scale for Preliminary Courses

The Common Grade Scale is used by all NSW schools to report student achievement in Preliminary Stage 6 courses. It defines performance across five grade levels:

- **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.

Grades are determined using a holistic judgment of student performance throughout the Preliminary course.

Attendance and effort

Regular attendance is crucial for successful completion of HSC courses, typically defined as 240 hours for Years 11 and 12. A student with a poor attendance record or who is making insufficient effort may risk being issued an N Determination (see below), which would impact their eligibility for the HSC. Students should aim to maintain an attendance rate of at least 90% for whole days and for each course.

Poor effort may be demonstrated through incomplete classwork, lack of homework, negative attitude, truancy, non-serious attempts at assessments, or failure to complete mandatory Work Placement for VET courses. If a student's attendance or effort does not meet the requirements, they may be required to prove, to the Principal's satisfaction, that they are meeting the course completion criteria.

Course Non-Completion: Understanding N Determination

NESA has delegated to Principals the authority to determine if students seeking completion of Year 11 and Higher School Certificate have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled, in accordance with NESA requirements.

'N' determinations – principal's determination of non-completion of course requirements, as per ACE Rule https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions#acerule=n4_2_non_completions.

1. This is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.
2. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.
3. For [Stage 5](#) and [Stage 6 Preliminary courses](#), the school must also submit a grade that reflects the student's actual achievement in the course so that, if the student appeals successfully to NESA, the grade can be reinstated.
4. Where the 'N' determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.
5. The following courses will not be listed on a student's Record of School Achievement or Transcript of Study if an 'N' determination has been made:
 - a. additional studies (electives) in Stage 5
 - b. Stage 6 courses.

Principals will assess whether there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the tasks and experiences provided by the school in the course. For post-compulsory students (aged 17 or older), Principals may consider expelling a student for unsatisfactory participation in learning if the student is at risk of receiving an 'N Determination' in at least two courses and has received a minimum of two written 'N Determination Warnings' in each course.

Although NESA does not stipulate attendance requirements, Principals may determine that due to absences, a student may not meet course completion criteria because they are not demonstrating a diligent and sustained effort.

A student is considered to have satisfactorily completed a course if the Principal determines there is sufficient evidence that they have followed the NESAs-developed or endorsed course, applied themselves with a diligent and sustained effort, and achieved some or all of the course outcomes.

If a student is at risk of not meeting the requirements and/or not satisfactorily completing a course, they will receive an 'N Determination Award Warning,' indicating potential "non-completion" of a course(s). This puts the student's eligibility for the Higher School Certificate at risk.

Kincumber High School will:

- a) Advise the student in writing (with the letter registered in the school's mail system, or via the provided parent email) in sufficient time for the issue to be corrected and for the student to redeem the assessment or course work.
- b) Inform the parent or guardian in writing (this will typically be in the same letter as above).
- c) Request a written acknowledgment of receipt of the warning letter from the student/parent or carer.

Kincumber High School treats this component of Year 11 and the HSC very seriously. Students who are not making a genuine attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to ensure they understand the requirements and consequences.

An Improvement Program may be provided to assist the student in 'catching up.' However, continued non-participation in learning could result in the issuance of an Unsatisfactory Participation in Learning letter for post-compulsory students and an 'N Determination' in one or more courses, potentially leading to withdrawal from those courses and making the student ineligible to qualify for the HSC. If multiple 'N Determination Award' warnings accumulate across different courses, withdrawal of the student's enrolment at Kincumber High School is a real and possible outcome. Students are required to resolve 'N Determination Award' warnings by completing all necessary work as soon as possible after receiving the notification; while no marks will be awarded, the student may still demonstrate achievement of outcomes, receive feedback, and achieve full course completion.

Support is available for students to resolve N-Determination warnings, which may include Learning Support or additional sessions outside class hours, arranged with the classroom teacher. The Library also offers afternoon tutorials for extra assistance.

Disability provisions

Kincumber High School provides a comprehensive examination support service for eligible students. For both internal and external examinations, students may qualify for provisions such as separate small group supervision, a reader, a writer, extra time, and rest breaks. The Learning Support Team and the Senior Learning and Support Teacher (LaST) are responsible for determining and approving disability provisions for all school-based assessment tasks.

This process includes collaborating with parents and teachers through the student's Individual Education Plan and conducting NESAs-approved screening tests.

Students requiring a reader and/or writer for examinations will be guided on this process by the Senior LaST and the Learning Support Team.

At the start of Term Four 2025, applications are made to NESA for disability provisions in the 2026 HSC exams. Disability provisions have been designed to meet NESA's obligations under the *Disability Discrimination Act 1992* (Cth) and *Disability Standards for Education 2005*. NESA is mandated to ensure that students with disabilities have the ability to access and respond to examinations. NESA may approve disability provisions if a student has a permanent or temporary disability that would typically prevent them from reading examination questions or communicating their responses.

For more information about disability provisions, visit Section 6 of the ACE Rules (<https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>) and <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>.

Section Two – Procedures for Assessments

1. Using the Assessment Schedule and Calendar

Students should refer to the assessment schedules and calendar that are contained in this Year 11 Assessment Booklet and make a note of each of the tasks required of them. This includes dates for the Year 11 Final Examinations.

2. Assessment notification and absences from School

Teachers will give students at least 14 calendar days written notice of the details of an assessment. This notice will include: due date, task number, weighting, timing, outcomes assessed, description of the nature of the task and its components, marking criteria. Adequate feedback will also be provided on the return of the task.

Students are to do their OWN work (except where directed by the teacher e.g. group tasks).

Students will be required to sign to acknowledge that they have received every assessment notification, submitted the task and received mark, rank and feedback. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, illness, sport and excursions. Refusing to sign for an assessment task notification is not deemed an acceptable excuse for not completing an assessment.

Students must complete all work given in their absence. If students are absent from class, it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessments.

3. Assessment absences and Final Examination completion requirements

Dates for the Year 11 Final Examinations are firmly set in place. These are set for Weeks 9-10 in Term 3, 2025. The corresponding dates are 15-26 September 2025.

Students who are unable to complete an assessment or examination should contact the school immediately in the case of Illness/Misadventure and complete the necessary paperwork.

It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal. A mark of zero will be recorded until the assessment has been completed.

Absence due to family holidays is not deemed to be an acceptable reason for missing examinations. It is expected that families take note of the published dates and avoid interruptions to student learning and assessment.

4. Extension applications

Consideration for an **Extension** will only be given to a student who completes and submits the Extension Request Form (**Appendix 1**) to the Deputy Principal prior to the date the assessment

task is due. Assessment Extension Applications need to be submitted by 1:40pm the day prior to an assessment. Supporting documents need to be attached to the Extension Request Form including a Medical Certificate, evidence of a school excursion or other.

An extension may be granted for in class assessment tasks only for the following reasons:

- Representing the school on the day the task is due (leadership, sport, academic),
- Work Placement or TAFE on the day the task is due
- Other school business activities on the day the task is due (e.g. school leadership events, excursions etc.)
- Approved explained leave from school on the day the task is due (e.g. injury or illness).

Where possible, the assessment should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student's responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Principal. An alternative arrangement will be negotiated.

5. Students entering courses late

On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessments to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon in writing when the student commences the course in writing.

6. Illness/Misadventure checklist

If a student has a valid reason for not submitting an assessment or sitting an examination on the due date, **the student must:**

- Notify the school on or before the due date in writing/in person;
OR
- Phone the school; and,
- Provide the following information:
 - Name
 - Assessment task details
 - Course
 - Course teacher, and
 - Details of the illness/misadventure.

On the first day the student returns to school (and within 5 school days of the task), the student must:

- Submit the Assessment Illness/Misadventure Application Form (see **Appendix 2**) and all supporting evidence within 5 school days of the task due date.
- Report to the class teacher or Head Teacher of the course immediately to complete an Assessment Illness/Misadventure Application Form (**Appendix 2**) and arrange a time for the completion of the task. The form is also available at the front office and on the school website.

- Provide a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
- Submit any hand-in tasks on the first day the student returns to school.
- Complete any missed examinations or in-class tasks on the first day the student returns, or as negotiated with the Head Teacher of the faculty or the Deputy Principal.
- Request special consideration, if applicable, by providing evidence. This will be subject to the approval of the Head Teacher and the Deputy Principal.
- Ensure that only correct and fully completed Illness/Misadventure Application Forms are submitted, as incomplete forms will not be accepted for consideration.
- Email the Assessment Illness/Misadventure Application Form to the school if unable to deliver them in person

If more than one assessment task is due, students must complete one Illness/ Application for each course/task.

Students who miss a task will receive zero (0) marks until the task is completed and the Illness/Misadventure Application is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the Illness/Misadventure Application be considered. This Assessment Illness/Misadventure Application will be reviewed at the completion of the assessment program. If supported, marks for the task completed will be permitted, or in some cases, marks for a task may be adjusted as determined by the Assessment Review Team. In most cases students will be given an alternate and comparable task to complete. All Illness/Misadventure paperwork must be submitted within 5 school days (7 calendar days) of the task due date.

Substituting assessments

The following is taken from: <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>

1. Students are expected to attempt all assessment tasks.
2. If a student has an upheld Illness/Misadventure Application, schools must provide the student with an opportunity to attempt the assessment task by either:
 - a. providing an extension of time to complete the original assessment, or
 - b. providing the student with a substitute assessment.
3. Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
4. In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
5. If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Illness/Misadventure Application declined, the school must record a zero mark for the assessment.

Any substitute task should be constructed according to Clarified ACE Rule 2.1.1:

- be based on the same components or outcomes as the original task
- test or measure the same knowledge or skills as the original task
- as far as possible, be of comparable standard to the original task and be assessed in the same manner as the original task.

7. Unforeseen circumstances

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode, students should submit Illness/Misadventure Application. In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Alternate and comparable task
- ii. Re-do a section/s of the task

8. Completion of assessments

Assessments (excluding live performance/demonstration/practical tasks or in class assessments) **need to be submitted to the teacher/faculty representative by 8:15am on the published due date.** In the case of online submissions, students will need submit the task before 8:15am on the required platform e.g. Google Classroom. Students will be required to sign an acknowledgement of submission sheet for this online submission in the first lesson following submission. Exceptions to the 8:15am submission rule must be sought by the teacher/Head Teacher in consultation with the Deputy Principal.

An Illness Misadventure Application needs to be submitted for consideration to the Deputy Principal in the case of a late submission (i.e. submitted after 8:15am) and must be lodged within 24 hours of the original due date/time.

Students must be present at school on the day of the assessment AND on the day prior to the published due date, or a zero mark will be awarded. A medical certificate (or appropriate documentation e.g. funeral, police report) would be required if the student is away from school on the day of, or the day prior, to an assessment being due.

If a public holiday falls the day before an assessment, the school day prior to that holiday is considered the mandatory attendance day that students must attend. For example, attendance is required on a Friday where the Monday is a public holiday, and an Assessment is due Tuesday. Absence on the day prior to the public holiday requires an Illness/Misadventure Application to be submitted.

In the event of printer failure, students may submit work via email attachment to the appropriate teacher through their education portal. This will also need to be completed before 8:15am, and an Illness/Misadventure Application will need to be completed to determine if any advantage was gained by the student. Please be aware that technology failure is not considered valid grounds for an Illness/Misadventure with NESAs.

The school's email address is Kincumber-h.school@det.nsw.edu.au

9. Assessment task integrity and attendance requirements

Students found to be completing assessment tasks by:

- not attending scheduled classes during the day
- working on tasks during other course lessons,
- deliberately being absent from school, or

- collaborating on tasks with other students

will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s.

10. Excursions

Certain course rules require students to participate in compulsory field studies. Additionally, some assessment schedules link tasks to excursions and special study days. If a student is absent from these activities, they must complete an Illness/Misadventure Application and arrange to make up the task. The Principal has the discretion to grant a concession in such cases, which may involve submitting a report following consultation with the class teacher and Head Teacher.

11. Non-attempts and Non-serious attempts

Non-serious attempts include frivolous or objectionable material, or where significant sections / areas of a task are left blank or answered minimally (i.e. only a few words). Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-serious attempts at an assessment or examination may lead to zero marks being recorded. In all cases where work is deemed a non-serious attempt, students will be required to redo the assessment or examination to demonstrate successful course completion and receive meaningful feedback on performance. Students will be interviewed by a Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion

Further action may include:

The formation of a specific school-based Malpractice Panel consisting of the teacher, the Head Teacher(s) and the Deputy Principal/Principal to determine the result for the submitted work.

12. Use of electronic means for preparation and submission of assessment tasks

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. **Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the "lost" work, is NOT an acceptable reason for late or non-submission, or Illness/Misadventure Application.**

If a task is submitted by email or on Google Classroom, it is the student's responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date before 8:15am. This is unless a student is required to submit an assessment component in a timetabled lesson at another published time in the day (as per assessment notification).

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Use of Artificial Intelligence by students

This information has been adapted from the following NESA

webpage: <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/artificial-intelligence#:~:text=NESA%20has%20developed%20a%20policy,use%20of%20AI%20in%20schools>.

Like any technology, AI can be utilised to enhance teaching, learning, curriculum, and pedagogy. However, AI will never replace the importance of a robust curriculum, effective assessment, and sound teaching practices.

NESA has established a policy regarding the use of AI in schools, which aligns with NESA's existing guidelines on academic honesty and the use of external reference materials and sources in student work.

AI presents specific considerations for academic integrity (see ACE 10.1.1). The unapproved use of AI in completing assignments constitutes a breach of academic honesty. All work submitted in assessments and external examinations (including submitted works and practical exams) must be the student's own or appropriately acknowledged.

Further information on citing the use of AI and Assessment Malpractice can be found in Section 15 of Procedures for Assessment and in the Kincumber High School Malpractice Policy (also within this booklet).

13. Feedback on performance

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt. Students will also receive feedback on all formal assessment about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being assessed.

Students will be provided with their final course rank after the completion of the final school-based HSC assessment.

14. Appeals on assessment tasks

If a student feels that their rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Campus Assessment Review Panel for a review of the process. This must be done within two-weeks from return of assessment. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

An appeal mechanism is available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course. An Assessment Appeal Application must be complete to lodge an appeal (see **Appendix 3**).

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

15. Acknowledging source materials

For each **book** used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s.

For example: Deever, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9- 20.

For each **journal article** used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example: Morgan C H (2001), "Climatic change effects in the Gippsland Lakes region of Victoria", in *Journal of Australian Climatology*, Vol. 1, August, page 15.

For each **newspaper** article used, list:

- The author's name.
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, page 5.

When referencing material found on the **Internet**, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit to the webpage.

For example: Livre, Joe, "The nation-state is dead", 14 July 2000, www.democracy.com/nations/, visited on 02 March 2013.

When referencing material from **Artificial Intelligence**:

- The company or creator of the tool is considered to be the author's name.
- The year the version was released.
- The name of the AI tool or model (and version information if known)
- URL link.

Example: OpenAI. (2022). DALL-E (version 2)

<https://labs.openai.com/s/W8Jar2MsCI7UxAyR65ufi7NK>

School examination processes

Examinations will be conducted following the procedures laid down for the conduct of the HSC Examinations. Candidates are subject to the normal rules of the school throughout any examination period. Failure to observe the following rules may result in disqualification from the award of an HSC.

Before the exam:

- Familiarise yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 minutes before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Turn off all mobile phones and pagers. Wrist watches will need to be placed on the desk - HSC ruling. No mobile phones or electronic devices are to be on or with the student during an exam
- No hats, hoods, sunglasses, food or drink are allowed in exams, other than clear bottles of water
- Bring the correct equipment. No borrowing is allowed.
- Bags will be stored as directed by exam supervisors
- Approved calculators may be used (see <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/approved-calculators>). Calculators on mobile phones cannot be used.
- No responsibility will be taken for the safe keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.
- During an examination period, students need only attend their scheduled examinations.

During the exam:

- The examination supervisors are in charge of all students.
- You must follow their instructions at all times and behave in a polite and courteous manner.
- Students must sit where directed and remain in their seat until instructed otherwise.
- Students must face the front and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students must not take into the exam room any books, notes, paper, or any equipment other than that approved for that exam.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so and remain silent until they are outside the examination room.

After the exam:

- Students must not remove any examination booklets or papers from the examination room.

- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.

If students do not follow these basic rules or if they cheat in the examination, they may be removed from the examination room and reported to the Deputy Principal. The penalty may be the cancellation of that paper. This could affect your eligibility to receive the HSC. If students do not make a serious attempt at an examination, or answers contain frivolous or objectionable material, they may not receive a mark in that course. This could affect their eligibility to receive the HSC.

An award of zero marks will be issued to any student who is absent from an examination. Students must submit an Illness/Misadventure Application supported by a medical certificate or other documentation for special consideration.

Section Three – Malpractice Policy

This Malpractice Policy is based on the rules set by the New South Wales Education Standards Authority (NESA) and can be found in Section 10.1 of the Clarified ACE Rules: <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>.

The integrity of the Higher School Certificate (HSC) relies on students completing assessments, exams, and tests honestly. Dishonest behaviour intended to gain an unfair advantage in the assessment process undermines the value of the HSC and constitutes malpractice.

Students are responsible for understanding and complying with the NESA guidelines on malpractice, which include:

- a) **All My Own Work program** (<https://curriculum.nsw.edu.au/ace-rules/ace10/amow>), or its equivalent,
- b) **HSC Rules and Procedures Guide** (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>),
- c) **HSC Minimum Standard: Malpractice and Breaches of Test Rules** (https://curriculum.nsw.edu.au/ace-rules/ace8/conducting-min-standard#acerule=malpractice_and_breaches_of_hsc_minimum_standard_t), and
- d) **HSC Practical Exams** (<https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals>).

The school and NESA's malpractice rules must be followed along with course-specific requirements outlined in NESA syllabus packages, including Assessment and Reporting information. Candidates, as well as their teachers and mentors, must adhere to NESA's standards to maintain the integrity of HSC assessments and exams.

Malpractice, including plagiarism, collusion, misrepresentation, and breaching assessment conditions is unacceptable. NESA treats malpractice allegations seriously, and confirmed cases can jeopardise a student's Record of School Achievement (RoSA) or the awarding of the HSC.

The Kincumber High School Malpractice Review Panel, consisting of three executive members from outside the involved faculty, will handle cases of suspected malpractice.

Types of malpractice

1. Malpractice is any attempt to gain an unfair advantage over other students.
2. 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.
3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
4. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
5. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. 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

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. 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

1. 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.
2. 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

1. All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.
2. 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.
3. A breach of assessment conditions includes any breach of:
 - a. HSC exam rules and procedures, and
 - b. HSC minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Kincumber High School Malpractice Policy:

1. Purpose

This policy sets guidelines for managing academic malpractice in Years 11 and 12 at Kincumber High School, in line with NESAs regulations. It ensures academic integrity, fairness, and transparency in the assessment process.

2. Scope

The policy applies to all Year 11 and 12 students and involves teachers, exam supervisors, and administrative staff engaged in assessment processes at Kincumber High School.

3. Definitions

- Malpractice: Actions by a student to gain an unfair advantage in an assessment task or exam, including plagiarism, cheating, collusion, and other dishonest acts.
- Plagiarism: Presenting another person's work, ideas, or research as one's own without proper acknowledgment, including work sourced from AI tools.
- Cheating: Using unauthorised materials or devices in an assessment task or exam, including the use of AI.
- Collusion: Collaborating with others to produce work presented as one's own or assisting another student in doing so, including through AI.

4. Examples of malpractice

Malpractice may include but is not limited to:

- Copying another student's work during an exam or assessment.
- Using unauthorised notes or electronic devices.
- Submitting plagiarised work from books, journals, websites, or AI tools.
- Providing another student with answers during an exam or assessment.
- Falsifying research, data or results.
- Submitting work completed by someone else as the student's own.

Written material

Candidates are not permitted to take with them into an examination or in-class assessment task any unauthorised books, notes, paper or materials. Candidates found to be in possession of any unauthorised material may have their papers in the course cancelled.

General conduct

Candidates must not behave in any way likely to disturb the work of any other student or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor.

Normal school rules of conduct apply for examinations and assessment tasks.

5. Responsibilities

- Students: Must ensure submitted work is their own and adhere to academic integrity principles.
- Teachers: Must provide clear instructions on assessments, monitor for malpractice, and report suspected cases.
- School Administration: Support teachers and executives in investigating and resolving malpractice cases, ensuring all staff and students are aware of this policy.

6. Detection of malpractice

- Teachers and exam supervisors are responsible for identifying and reporting suspicious behaviour during assessments.
- All submitted work is subject to plagiarism detection software scrutiny.
- Using a Google Document with time stamps is strongly recommended to help verify authenticity if malpractice is suspected.

7. Reporting malpractice

- i. Initial Report:
 - a. Teachers or supervisors suspecting malpractice must document the incident and report it to the Faculty Head Teacher and Deputy Principal.
 - b. They must retain any relevant evidence, including assessment tasks, exam materials, or other items related to the incident (e.g. photograph of the notes taken into the exam).
- ii. Investigation:
 - a. The Faculty Head Teacher and Deputy Principal will investigate, interviewing the student involved and any witnesses.
 - b. The student will have the opportunity to explain their actions and provide supporting information or evidence.
 - c. Teachers may employ formative assessment strategies to verify student knowledge if malpractice is suspected.
- iii. Outcome:
 - a. Following the investigation, a determination will be made regarding malpractice by the Malpractice Review Panel.
 - b. If malpractice is confirmed, consequences will follow as per this policy.
- iv. Malpractice Register:
 1. Schools must record malpractice offences in all HSC school-based assessment tasks in the Malpractice Register in NESAs Schools Online.
 2. For each malpractice offence, schools must record the:
 - a. student number, and
 - b. course name, and
 - c. offence date, and
 - d. type of assessment task, and
 - e. type of malpractice offence, and
 - f. penalty applied

8. Consequences of malpractice

Consequences for confirmed cases of malpractice may include:

- A mark of zero for the affected task or exam.
- Cancellation of submitted work or exam results.
- A formal warning and notation in the student's school record.
- For repeated or severe cases, further disciplinary action, possibly involving referral to NESA.

9. Appeals process

Students may appeal malpractice-related decisions by submitting a written appeal to the Principal within five school days of notification.

A panel of senior staff will review the appeal, consider evidence, and provide a final decision within ten school days.

10. Communication of the policy

This policy will be communicated to Year 11 and 12 students at the start of each academic year. The policy will be signed for. Online copies of the assessment will also be made available to students via the Kincumber High School website: <https://kincumber-h.schools.nsw.gov.au>.

Teachers will review the policy with students before major assessment periods to reinforce the importance of academic integrity.

11. Review of the policy

This policy will be reviewed annually or as needed due to changes in NESA guidelines or school practices. Any updates will be communicated to students, parents, and staff promptly. Kincumber High School's Malpractice Policy aligns with NESA guidelines to ensure fair assessments and uphold academic integrity across the school community.

Section Four – Useful Websites

Useful websites:

Students can access the following resources for additional study support. While some are specifically designed for the HSC year, they may still provide valuable insights for Year 11 courses.

- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>
- <https://quiz.nesa.nsw.edu.au/home>
- <https://education.nsw.gov.au/teaching-and-learning/curriculum/curriculum-resources>
- <https://www.uac.edu.au/future-applicants/atar>
- <https://edrolo.com.au/>
- <https://atarnotes.com/>
- <https://inspired.edu.au/>
- <http://libguides.csu.edu.au/HSC>
- <https://studentvip.com.au/notes>
- <https://highschoolnotes.com.au/>
- <https://www.smh.com.au/national/nsw/hsc-study-guide-2024-20240709-p5js85.html>

NSW Education Standards Authority (NESA) website:

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

ACE Manual from NESA:

- <https://curriculum.nsw.edu.au/ace-rules>

Kincumber High School – HSC Assessment Booklet

- Can be accessed via the school website: <https://kincumber-h.schools.nsw.gov.au>.

Section Five – Assessment Schedules

Year 11 Preliminary Assessment Schedule 2025

On the following pages is a schedule of HSC assessment tasks for each of the Year 11 courses offered at Kincumber High School. These tasks will be used by teachers to assess each student in a variety of different areas and allow them to determine a valid assessment mark and grade for each student within each course.

It is imperative that all tasks for each course are completed by each student to the best of their ability. Further information relating to each assessment task may be obtained from the teacher(s) involved or the Head Teacher responsible for the KLA within which the course is offered.

If a student is scheduled to have more than three assessment tasks in one week (not including the Year 11 Final Examinations), they should seek support from the Deputy Principal to examine possible solutions.

Students should note the following dates for the Formal Examination Period:

Year 11 Final Examinations will be held in Weeks 9-10 of Term 3, 2025. These examinations commence on Monday 15 September and will conclude on Friday 26 September, 2025.

TVET Assessment Schedule

Students undertaking TVET courses at Gosford, Ourimbah or Wyong Colleges of TAFE will be supplied by the TAFE with individual assessment schedules for the course they are enrolled. It is the responsibility of students to make sure they follow the guidelines provided by TAFE in each subject, and to liaise with their TAFE teacher and the Careers Advisor at school (Ms M Lawler), if a problem occurs.

A high level of attendance at TAFE courses is essential for success, and other commitments such as sport, work, or even school exams will not be considered as excuses for non-attendance.

Creative & Performing Arts

Creative Arts offers the following courses which are detailed on the following pages.

- Music 1
- Visual Arts
- Visual Design

Music

Music				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Class Presentation of Research & Written Submission	Composition Performed and/or submitted notation, recording	Yearly Exam (Performance, Aural Written Response)	
Timing	Term 1, Week 11	Term 2, Week 4	Term 3, Weeks 7/8	
Outcomes assessed	2, 4, 5, 6, 8, 10	2, 3, 5, 8, 10, 11	1, 2, 3, 4, 6, 7, 9, 10, 11	
Performance Core			20	20
Composition Core		30		30
Musicology Core	30			30
Aural Core			20	20
Weighting	30	30	40	Total 100

Visual Arts

Visual Arts				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practice Body of Work & Critical & Historical Study	Practice Body of Work	Critical & Historical Study Yearly Exam	
Timing	Term 1, Week 9	Term 3, Week 6	Term 3, Weeks 9/10	
Outcomes assessed	P1, P2, P3, P4, P5, P6, P7, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Practice BOW	20	30		50
Critical & Historical	10		40	50
Weighting	30	30	40	Total 100

Visual Design

Visual Design				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical & Research Project	Practical & Research Project	Practical & Research Project	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	
Outcomes assessed	DM – 1, 2, 3, 4, 5, 6 CH – 1, 2, 3, 4	DM – 1, 2, 3, 4, 5, 6	DM – 1, 2, 3, 4, 5, 6 CH – 1, 2, 3, 4	
Making	20	25	25	70
Critical and Historical Studies	15		15	30
Weighting	35	25	40	Total 100

English

English offers the following courses which are detailed on the following pages.

- English - Advanced
- English - Extension 1
- English - Standard
- English - Studies

English - Advanced

English – Advanced				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Reading to Write Imaginative Text with Reflection	Narratives that Shape our World Multimodal Presentation	Yearly Examination Critical and Short Answer Response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes assessed	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Weighting	30	40	30	Total 100

English – Extension 1

English – Extension 1				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Writing Response	Multimodal Independent Project	Yearly Examination Critical and Creative Response	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Weighting	30	40	30	Total 100

English – Standard

English – Standard				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Reading to Write Imaginative Text with Reflection	Contemporary Possibilities Multimodal Presentation	Yearly Examination Poetry Study Close and Short Answer Response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Weighting	30	40	30	Total 100

English Studies

English Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Read to Write Writing Task	Multimodal Presentation Elective Module: Playing the Game	Portfolio All Modules	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	15	15	20	50
Weighting	30	30	40	Total 100

Human Society and Its Environment (HSIE)

HSIE offers the following courses which are detailed on the following pages.

- Ancient History
- Business Studies
- Geography
- Legal Studies
- Modern History
- Society & Culture

Ancient History

Ancient History				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Source Analysis	Historical Investigation	Yearly Examination	
Topics	Source Analysis	Historical Investigation	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes assessed	AH11-5, AH11-6, AH11-9, AH11-10	AH11-4, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-5, AH11-9, AH11-10	
Knowledge and understanding of course content	10	5	25	
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Weighting	30	30	40	Total 100

Business Studies

Business Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	In-Class Test	Final Examination	
Topics	Nature of Business	Business Management	Nature of Business Business Management Business Planning	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes assessed	P1, 2, 6, 7, 8	P2, 5, 8	P1, 2, 3, 4, 5, 6, 8, 9, 10	
Knowledge and Understanding of Course Content	5	15	20	40
Stimulus Based Skills		5	15	20
Inquiry and Research	10	10		20
Communication of Business Information and Issues in Appropriate Forms	10	5	5	20
Weighting	25	35	40	Total 100

Geography

Geography				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Fieldwork Report	Geographical Investigation	Yearly Examination	
Topics	Earth's Natural Systems	Various/Student Chosen	All Topics	
Timing	Term 2, Week 3	Term 3, Week 3	Term 3, Weeks 9/10	
Outcomes assessed	GE-11-02, GE-11-05, GE-11-07, GE-11-09	GE-11-01, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-03, GE-11-04, GE-11-06, GE-11-08	
Knowledge and Understanding of Course Content	10	5	25	
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork	5	15		20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	20
Weighting	25	35	40	Total 100

Legal Studies

Legal Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Class Test (Multiple - Choice and Short Answers)	Research - Based Extended Response	Final Examination	
Topics	The Legal System	Law in Practice	The Legal System, The Individual and the Law, Law in Practice	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	
Analysis and Evaluation	5	10	5	20
Inquiry and Research	5	10	5	20
Communication of legal information, ideas and issues in appropriate forms	10	5	5	20
Weighting	30	35	35	Total 100

Modern History

Modern History				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Source Analysis (In-class & at home component)	Research Task	Final Examination	
Topics	Investigating Modern History	Historical Investigation	All Content	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes assessed	MH11-1, MH11-2, MH11-4, MH11-6, MH11-10	MH11-2, MH11-3, MH11-5, MH11-7, MH11-8, MH11-9	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-10	
Knowledge and understanding of content	10	10	20	
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	10	5	5	20
Weighting	35	30	35	Total 100

Society & Culture

Society & Culture				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research & Media Analysis Report	Mini PIP Research Task	Yearly Examination	
Topics	Social & Cultural World	Personal & Social Identity and Intercultural Communication	All Topics	
Timing	Term 1, Week 9	Term 3, Week 4	Term 3, Weeks 9/10	
Outcomes assessed	1, 7, 8, 9, 10	1, 2, 3, 5, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 9, 10	
Knowledge understanding of course content	15	15	20	
Application & evaluation of social & cultural research methodologies	7.5	17.5	5	30
Communication of information, ideas & issues in appropriate forms	7.5	7.5	5	20
Weighting	30	40	30	Total 100

Language

- French Beginners

French Beginners

French Beginners				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Response to spoken texts/Q & A with teacher Family Life, Home and Neighbourhood	Response to written text/interview People, Places and Community/Education and Work	Yearly Exam Holidays, Travel and Tourism & All Previous Topics	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
Listening	20		10	30
Reading		20	10	30
Speaking	10	10		20
Writing			20	20
Weighting	30	30	40	Total 100

Mathematics

Mathematics offers the following courses which are detailed on the following pages.

- Mathematics Advanced
- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Standard 1 - Mathematics in Trade Pathway
- Mathematics Extension 1

Mathematics Advanced

Mathematics Advanced				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Prepared Assessment	In Class Test	Yearly Examination	
Timing	Term 1, Week 7/8 Dependent on Double Period	Term 2, Week 8/9 Dependent on Double Period	Term 3, Week 9/10	
Outcomes assessed	MA 11.1 - MA 11.2	MA 11.3, 11.4, 11.5	MA 11.1 - MA 11.9	
Understanding, fluency and communication	15	20	15	50
Problem solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

Assumed Task Knowledge

Task 1: Stage 5 work, Functions and Algebraic Techniques.

Task 2: Stage 5 work, Trigonometric Functions, Calculus.

Task 3: Stage 5 work, Yearly Examination: Functions, Calculus, Trigonometric Functions, Statistical Analysis, Exponential and Logarithmic Functions.

Mathematics Standard 1

Mathematics Standard 1				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Hand in Assessment	Investigative Task	Examination	
Topics	Investigation	Open Book Task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8/9 Dependent on double	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS11-3, MS11-4, MS11-5, MS11-6, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
Understanding, fluency and communication	15	20	15	50
Problem Solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

Assumed Task Knowledge

Task 1: Stage 5 Work, MS M1.2 Perimeter Area & Volume, MS A1 Formulae and Equations, MS 1.1 Practicalities of Measurement

Task 2: MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis

Task 3: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

Mathematics Standard 2

Mathematics Standard 2				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	In Class Assessment	Investigative task	Examination	
Topics	Test	Open book task	Yearly Examination	
Timing	Term 1, Week 8/9 Dependent on double	Term 2, Week 8/9 dependent on double	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS11-3, MS11-4, MS11-5, MS11-6, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
Understanding, fluency and communication	15	20	15	50
Problem Solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

Assumed Task Knowledge

Task 1: Stage 5 Work, MS M1.2 Perimeter, area & volume , MS A1 Formulae and Equations, MS 1.1 Practicalities of Measurement

Task 2: MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis

Task 3: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

Mathematics Standard 1 - Mathematics in Trade Pathway

Mathematics Standard 1				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Investigation In Class Assessment	Investigation In Class Assessment	Examination	
Timing	Term 1, Week 9	Term 2, Week 8/9 Dependent on double	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS 11-3, MS 11-4, MS11-5, MS11-6, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
Understanding, fluency and communication	17 ½	17 ½	15	50
Problem solving, reasoning and justification	17 ½	17 ½	15	50
Weighting	35	35	30	Total 100

Assumed Task Knowledge

Task 1: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

Task 2: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

Task 3: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

Mathematics Extension 1

Mathematics Extension 1				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	In Class Test	Open Book Investigation	Yearly Examination	
Timing	Term 2, Week 3/4 Dependent Double	Term 3, Week 1/2 Dependent Double Period	Term 3, Week 9/10	
Outcomes assessed	ME 11.1 – ME 11.7	ME 11.1 – ME 11.7	ME 11.1 – ME 11.7	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weighting	30	30	40	Total 100

Assumed Task Knowledge

Task 1: Inequalities, Graphical Relationships, Inverse Functions and Parametric Functions.

Task 2: Trigonometry, Polynomials.

Task 3: Yearly Examination.

NB: Extension 1 candidates are required to sit all assessments relating to the Mathematics (2U) course, in addition to the Extension 1 assessments.

Personal Development, Health & Physical Education

PDHPE offers the following courses which are detailed on the following pages.

- Community & Family Studies
- Health & Movement Science
- Sport, Lifestyle and Recreation

Community & Family Studies

Community & Family Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Resource Management Case Study	Individuals and Groups In-Class Essay	Yearly Exam	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	Core 1 Resource Management 1.1, 1.2, 3.2, 4.1, 5.1, 6.1	Core 2 Individuals and Groups 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	Core 1 Core 2 Core 3 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	
Knowledge & understanding of course content	10	10	20	40
Skills in Critical thinking, research & analysis and communicating	20	20	20	60
Weighting	30	30	40	Total 100

Health & Movement Science Preliminary Course

Health & Movement Science				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Skill Acquisition Depth Study	Collaborative Investigation	Yearly Exam	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	HM11-03, HM11-04, HM11-06, HM11-06, HM11-08, HM11-09	HM11-01, HM11-02, HM11-03, HM11-04 (dictated by students chosen topic), HM11-05, HM11-07, HM11-08, HM11-09, HM11-10	HM11-01, HM11-02, HM11-03, HM11-04, HM11-06	
Knowledge & understanding of Course Content	10%	10%	20%	
Skills in critical thinking, Research Analysis and communicating	20%	20%	20%	60%
Weighting	30%	30%	40%	Total 100

Sport, Lifestyle & Recreation

Sport, Lifestyle & Recreation				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Fitness Testing & Analysis	Practical Application & Aptitude	Outdoor Recreation Planning Task	
Topic	Fitness	Games & Sports Applications	Outdoor Recreation	
Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.3, 2.3, 3.6, 4.1, 4.2	
Weighting	35	35	30	Total 100

Science

Science offers the following courses which are detailed on the following pages.

- Agriculture
- Biology
- Chemistry
- Earth & Environmental Science
- Physics

Agriculture

Agriculture				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research	Practical Skills Task	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	P3.14	P2.1, P2.2	P1.1, P2.3, P1.2, P4.1, P5.1	
Knowledge and Understanding	10	10	20	
Knowledge Understanding and Skills to Manage Systems		20	20	40
Skills in Effective Research, Experimentation and Communication	20			20
Weighting	30	30	40	Total 100

Biology

Biology				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	'Ecosystem Dynamics' Field Trip Depth Study	Practical Investigation & Skills	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-11	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	ALL	
Working Scientifically Skills	20	20	20	60
Knowledge and understanding	10	10	20	40
Weighting	30	30	40	Total 100

Chemistry

Chemistry				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Depth Study	Practical Skills Test	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-5 CH11/12-7, CH11-8	CH11/12-4, CH11/12-5, CH11/12-6, CH11-9	ALL Outcomes	
Working Scientifically Skills	20	20	20	60
Knowledge and Understanding	20	10	10	40
Weighting	40	30	30	Total 100

Earth & Environmental Science

Earth & Environmental Science				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Data Analysis and Skills Task	Depth study	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-7, EES11/12-9	All Outcomes	
Working Scientifically Skills	20	20	20	60
Knowledge and Understanding	10	10	20	40
Weighting	30	30	40	Total 100

Physics

Physics				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical Skills Task	Depth study	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	PH11/12-3, PH11/12-5, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-7, PH11-10	ALL OUTCOMES	
Working Scientifically Skills	20	20	20	60
Knowledge and Understanding of Fundamental Mechanics	10	20	10	40
Knowledge and Understanding of Energy				
Weighting	30	40	30	Total 100

Technology & Applied Studies (TAS)

TAS offers the following courses which are detailed on the following pages.

- Food Technology
- Enterprise Computing
- Industrial Technology – Timber Products & Furniture Technologies

Food Technology

Food Technology				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Food Availability and Selection Report and Practical Preparation	Food Quality Experiment Design and Practical Preparation	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	P1.1, P1.2, P4.1, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, research, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
Weighting	30	30	40	Total 100

Enterprise Computing - 2025

Enterprise Computing				
Task number	Task 1	Task 2	Task 3	
Nature of task	Interactive Media and UX Design Project	Network Systems and Social Computing Project	Preliminary Examination	
Timing	Term 1, Week 11	Term 2 , Week 10	Term 3, Week 9-10	
Outcomes assessed	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the management, communication and production of project	15	25	10	50
Weighting	25	35	40	Total 100

Industrial Technology – Timber & Furniture Technologies

Industrial Technology – Timber & Furniture Technologies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	Project and Evaluation	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 7	Term 3, Week 9/10	
Outcomes assessed	P2.1, P3.2, P4.2, P5.1	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of project	10	30	20	60
Weighting	20	40	40	Total 100

SVET

SVET offers the following courses which are detailed on the following pages.

- Hospitality
- Construction Pathways
- Business Services

Construction

RTO: NSW Department of Education 90333

**Education**

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

Cohort 2025 – 2026 Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Kincumber High School**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 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 10 Term 1 Date 4/4/25	Week 10 Term 1 Date 4/4/25	Week 10 Term 2 Date 4/7/25	Week 8 Term 3 Date 12/9/25	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		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		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

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

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”.

Hospitality

RTO – NSW Department of Education - 90333



Education

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 – 2026

Training Package SIT Tourism, Travel and Hospitality

School Name: Kincumber High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
		Week 10	Week 5	Week 9-10
		Term 1	Term 3	Term 3
Code	Unit of Competency	Date 4/4/25	Date 22/8/25	Date 15-26/9/25
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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

Business Services



Education Business Services RTO - NSW Department of Education, RTO 90333

Qualification: BSB30120 Certificate III in Business

Cohort 2025 – 2026 Training Package BSB Business Services Training Package

School Name: **Kincumber High School**

Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry
Code	Unit of Competency	HSC Examinable	Week 9 Term 1 Date 28/3/25	Week 9 Term 2 Date 27/6/25	Week 8 Term 3 Date 12/9/25
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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".

Section Six – Appendixes: Assessment Extension, Illness/Misadventure and Appeal Applications

The following pages include Kincumber High School's Extension, Illness/Misadventure and Appeal Forms. Please read these forms and their accompanying notes carefully before submitting. Additional copies can be found at the Kincumber High School Office and via the school's website: <https://kincumber-h.schools.nsw.gov.au>.

Appendix 1: Assessment Extension Application

Appendix 2: Assessment Illness/Misadventure Application

Appendix 3: Assessment Appeal Application

Assessment Extension Application

NOTE: Complete this checklist and submit to the Head Teacher. Submit the signed Extension Application to the Deputy Principal by **1:40pm**, one day before the Assessment Task due date.
See over the page for details of what constitutes a valid Extension request.

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|--|--|
| <input type="checkbox"/> Reason for extension request completed | <input type="checkbox"/> Supporting documents attached |
| <input type="checkbox"/> All course and task details to be completed | <input type="checkbox"/> Parent/Carer signature and date completed |
| <input type="checkbox"/> Head Teacher comment/signature completed | <input type="checkbox"/> Student signature and date completed |

Once this form has been completed, the student must then hand the request form to the Deputy Principal.

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

Reason for Extension Request: If more space if required, provide additional attachment.	
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Support documentation attached:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have you submitted an Illness/Misadventure/Extension for this course before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Student signature:		Parent signature:	
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OUTCOME: To be completed by Deputy Principal in consultation with relevant Head Teacher

Head Teacher recommendation:	
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Head Teacher signature:		Date:	
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DP Decision:	Complete task at alternative time: <input type="checkbox"/>	Alternative task: <input type="checkbox"/>	Application Rejected: <input type="checkbox"/> Zero mark awarded
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New date and time:	
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Deputy Principal signature:		Date:	
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Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Assessment Extension Application Guidelines

Kincumber High School will only consider awarding special consideration in cases of genuine need of **Extension**. These may be defined as follows:

Consideration for an **Extension of time for in course tasks** may include but not limited to:

- Representing Kincumber High School (leadership, sport, academic).
- Work Placement or TAFE.
- Other school business activities (e.g. excursions in other courses, White Card courses etc.).
- Approved leave from school.
- Illness/injury in the lead up to the task.

NOTE:

- **Extension forms must be completed with the Deputy Principals approval by 1:40pm on the school day prior to the due date of the assessment task.**
- Absence from school on the day of an assessment does not warrant an extension. Please refer to the guidelines for Illness/Misadventure in the corresponding year group Assessment Booklet.
- All assessment tasks are published in the Assessment Booklet received by students at the beginning of their Year 10, Year 11 and Year 12 HSC Courses.
- If an Extension Application is rejected, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal within 5 days of notification.
- Supporting documentation needs to be attached to all Extension forms including Medical Certificate, Evidence of School Work Placement or Excursion, doctors certificate etc.

If an Extension Application is approved, the student will either:

- Complete the original task with an extension of time.
- Complete an alternate and comparable task of similar rigor based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

Assessment Illness/Misadventure Application

NOTE: The following checklist must be completed prior to submission to relevant Head Teacher.
 This form must be submitted no later than **5 school days** from the completion date of the assessment task.
 In cases of prolonged absence, please contact the Head Teacher of the course or the Deputy Principal.
See over the page for details of what constitutes a valid Illness/Misadventure request.

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:	
<input type="checkbox"/> Reason for Illness/Misadventure request completed	<input type="checkbox"/> Supporting documents attached
<input type="checkbox"/> All course and task details to be completed	<input type="checkbox"/> Parent/Carer signature and date completed
<input type="checkbox"/> Head Teacher comment/signature completed	<input type="checkbox"/> Student signature and date completed
Once this form has been completed, the student must then hand the request form to the Deputy Principal.	

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

Reason for Request: Illness: <input type="checkbox"/> Misadventure: <input type="checkbox"/> If more space if required, provide additional attachment.	<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
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Support documentation attached:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have you submitted an Illness/Misadventure/Extension for this course before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Student signature:		Parent signature:	
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OUTCOME: To be completed by Deputy Principal in consultation with relevant Head Teacher

Head Teacher recommendation:	<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
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Head Teacher signature:		Date:	
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DP Decision:	Complete task at alternative time: <input type="checkbox"/>	Alternative task: <input type="checkbox"/>	Estimate / Review of result: <input type="checkbox"/>	Application Rejected: <input type="checkbox"/> <small>Zero mark awarded</small>
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New date and time / details:	
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Deputy Principal signature:		Date:	
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Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Assessment Illness/Misadventure Application Guidelines

Kincumber High School will only consider awarding special consideration in cases of genuine **Illness/Misadventure**. These may be defined as follows:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

NOTE:

- Absence from school on the day of an assessment task does not warrant Illness/Misadventure unless the student follows the correct process and completes the Illness/Misadventure Request Form and attaches the relevant documentation and supporting evidence.
- Supporting documentation needs to be attached to all Illness/Misadventure forms including: Medical Certificate, Statutory Declaration, statement from Police, NRMA roadside assistance etc.
- Students have 5 school days from the original due date of the assessment task to submit the completed Illness/Misadventure Request Form to the Deputy Principal.
- On the first day a student returns to school they must:
 - Speak with their classroom teacher or head teacher.
 - Hand in the outstanding assessment task.
 - Complete the missed in-class assessment.
 - In the case of missed examinations, the student is expected to sit the examination on the first day back.
 - If the student has missed more than one task, the student must report to the DP at the beginning of the day to plan for the completion of all tasks with the expectation that at least one missed task will be completed on that first day back.
- All assessment tasks are published in the Assessment Booklet received by students at the beginning of their Year 10, Year 11 and Year 12 HSC Courses.
- If an Illness/Misadventure Application is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness/Misadventure Request is approved the student will either:

- Complete the original task with an extension of time.
- Complete an alternate task of similar rigour based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

Assessment Appeal Application

NOTE: This form must be completed within 10 school days of receiving marks and submitted to the Deputy Principal.

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

I, _____ hereby apply for a review of the above assessment (within 5 school days of receiving marks). My **reasons** for requesting a review are:

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Student signature:	
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OUTCOME: *To be completed by Deputy Principal on behalf of the Assessment Review Panel.*

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I have noted the above request and HAVE / HAVE NOT granted the review as per above.

Deputy Principal signature:		Date:	
Date student notified of Outcome:			

Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Section Seven – Year 11 Assessment Calendar 2025

Term 1 2025	Assessment Task		Term 2 2025	Assessment Task	
Week 1			Week 1		
Week 2			Week 2		
Week 3			Week 3	Geography	Maths Ext 1 (W3/4)
Week 4			Week 4	Music	
Week 5			Week 5		
Week 6			Week 6		
Week 7	Maths Adv (W7/8) French Beginners	SLR	Week 7	CAFS Physics	EES
Week 8	Legal Studies Agriculture EES Health & Movement Science	CAFS Chemistry Maths Standard 2 (W8/9)	Week 8	English Ext 1 French Beginners Agriculture Maths in Trade Maths Standard 2 (W8/9)	Modern History Maths Adv (W8/9) Maths Standard 1 (W8/9)
Week 9	Maths Standard 1 Physics Visual Arts Maths in Trade Business Services	Business Studies Society & Culture Biology Food Tech	Week 9	English Advanced English Studies Chemistry Food Tech	Visual Design English Standard Business Studies Biology Business Services
Week 10	Ancient History English Ext 1 English Studies Visual Design	English Advanced English Standard IT -Timber Construction Hospitality	Week 10	Ancient History Hospitality SLR Health & Science Movement	Legal Studies Construction Enterprise Computing
Week 11	Modern History Enterprise Computing	Music			

Term 3 2025	Assessment Task
Week 1	Maths Ext 1 (W1/2)
Week 2	
Week 3	Geography Retail Services
Week 4	Society & Culture
Week 5	Hospitality
Week 6	Visual Arts
Week 7	Music (Yearly) SLR Visual Design IT-Timber
Week 8	English Studies
Week 9	YEARLY EXAMINATIONS Hospitality
Week 10	YEARLY EXAMINATIONS Construction

Year 11 Final Examinations held in Term 3, Weeks 9-10

CAPA	English	HSIE	Language	Mathematics	PDHPE	SCIENCE	TAS
Visual Arts	English Adv English Ext 1 English Std	Ancient History Business Studies Geography Legal Studies Modern History Society & Culture Retail Services	French	Maths Adv Maths Standard 1 Maths Standard 2 Maths in Trade Maths Ext 1	CAFS Health & Movement Science	Agriculture Biology Chemistry EES Physics	IT-Graphics IT-Timber Food Tech Enterprise Computing Constructio n Hospitality