

# ASHFIELD BOYS HIGH SCHOOL

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**YEAR 11 2024**

## **PRELIMINARY ASSESSMENT POLICY AND COURSE SCHEDULES**

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## Introduction

Student assessment provides evidence to enable teachers to make informed judgements about individual student achievement.

This booklet will assist you in Stage 6 (Preliminary and HSC courses) to understand the policies and procedures related to the assessment process. The following information meets NESA requirements.

This information guarantees that all members of the school community – staff, students, and parents understand the requirements and **ensures these procedures are fair, consistent and equitable for all.**

You **must complete all assessments** in both the Preliminary and HSC courses to meet the requirements of the HSC credential. The assessment process starts at the beginning of the Preliminary year with the HSC year starting in Term 4 of the same year.

**Attendance in all timetabled lessons**, active participation and consistent performance is key to success for both the Preliminary and HSC courses.

Ashfield Boys High School provides an environment where you have every opportunity to reach their full potential. Part of this is the **Senior Study Centre** that is fully staffed every day including recess and lunch. The Centre provides all seniors a place for you to use your time wisely and provides the opportunity to achieve your potential.

There are many people to support you who may be experiencing any problems that may affect your studies. These include:

- Your Deputy Principal
- Your Head Teachers
- Your teachers
- Your Year Adviser
- The Careers Adviser

The Careers Adviser will assist with planning post school study/employment and if there are any questions regarding your Higher School Certificate and the Australian Tertiary Admission Rank (ATAR)

Not every piece of work completed will be part of the “assessment” mark. Work is set to practise skills so students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. You are required to make a serious attempt, be diligent and complete all tasks presented to them.

You put at risk your ability to satisfactorily completed a course if there is sufficient evidence of:

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

## The School's Responsibilities

The school's responsibilities include:

1. To ensure the assessment policy and procedures are **clear, concise and provides you with equal opportunity to achieve their personal best**. This information is the basis to guarantee that procedures are applied consistently, equally and are fair for all.
2. Provide you with written information about Ashfield Boys High School's assessments including mandatory requirements for assessment in each course.
3. **Monitoring to ensure that your pattern of study meets the NESA requirements** of both the preliminary and HSC courses. This is checked at numerous times throughout Stage 6. You check and sign official confirmation of your pattern of study from NESA. This is kept by the school.
4. Ensuring Stage 6 students complete the **HSC: All My Own Work** as **mandated by NESA**. This program is designed to outline the principles and practices of good scholarship. This includes applying ethical practices. All work submitted throughout Stage 6 **must** be your own work.
5. The **marking of assessment tasks** is completed in accordance with the prescribed marking criteria. You will receive clear feedback on your performance in every task that you sign for as part of your assessment notification. This feedback should indicate the student's attainment in the task relative to the outcomes and suggested ways in which to improve.

## The Student's Responsibilities

Students have a range of responsibilities in relation to successfully completing the Preliminary Course and attainment of the HSC credential. These include:

### Familiarity With Assessment Policy

You must be familiar with the assessment procedures set out in this book for each subject you take. **It is up to you to be aware of due dates** for assessment tasks and complete tasks on time.

### Attendance

You must be present and attend all timetabled lessons the day before and **the day of the assessment task**. Failure to do so without a valid reason or evidence to support this, will result in a zero. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the **first day of your return to school**.

### Punctuality

You **must be on time** for assessment tasks as no extra time can be given. If you have had a misadventure or are sick, please call the school immediately on 97986620 to explain your situation to your Deputy Principal or the Head Teacher of the Faculty.

### Attendance On Day Of Task

Be present to do all in-school assessment tasks. If you are absent on the day of the task, you must provide a doctor's certificate or other evidence explaining this absence attached to a misadventure form. You must sit for, or submit, over 50% of all assessment tasks on the due day.

### Attendance Day Before The Task

Be present to do all in-timetabled lessons **the day before a task**. If you are absent the day before a task **must complete an Illness/Misadventure form** and provide a doctor's certificate explaining this absence. This includes when absent on a Friday when a task is completed on the following Monday.

### Hand In Tasks

You must hand in your own work to the **teacher or Head Teacher of the faculty ONLY**. If you are absent on the day a hand-in task is due, **contact your teacher** on 97986620 **and email a copy of your task** to your Deputy Principal and teacher before roll call. You must then see your Deputy Principal about the need for an Illness/Misadventure form before roll call **on the day you return**.

### Satisfactory Completion Of Course

You must meet the requirements to **satisfactorily complete all courses**. This includes applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.



### **Notification Of Clashes With Other School Business**

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with a compulsory VET work placement. You must discuss this situation with the Head Teacher of the faculty. An alternative date or arrangement must be met before you attend other school business.

### **Illness/Misadventure At Time Of Assessment**

If you come to school and become ill on the day of an assessment task, or, have suffered a misadventure **immediately prior to or on the day of an assessment task**, you must inform the Deputy Principal or Head Teacher on the day of the task prior to the completion of the task. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, on the day you return to school.

### **Known Illnesses/Misadventure**

If you are a student with a known illness/misadventure that is documented with your Deputy Principal, you can negotiate an extension at least **48 hours before the task is due**.

### **Checking Of Tasks**

Check the marking of each task **when it is returned to you**. Any questions e.g. compiling of marks, must be raised in that lesson. Ensure you check all aspects of the marking.

### **Communication Is The Key**

If there are any issues or problems that may prevent you achieving your best in an assessment task or with course work, you must let your teacher or Deputy Principal know as soon as possible. **Every issue can be worked through**. This must be done prior to the due date of the work.

## Assessment Task Procedures

### Notification Of Task

You will be given at least **two weeks' notice in writing** for any assessment task. You must sign that you have received the task notification and then again when you do or submit the task. This is your insurance policy.

### Completion Of Assessment

Assessment tasks must be submitted, or undertaken, **on the due date**. A written copy of oral presentations is to be submitted to your teacher as specified on the assessment notification. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

### Work Placement, Knockout Sport and Other Schools Activities

If you are completing a **compulsory VET work placement**, it is your responsibility to notify your teacher and the Head Teacher of faculty if a clash occurs. A new date or alternative arrangement must be made by the Head Teacher.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher of the faculty **as soon as you are aware of the clash of dates**. Permission to attend the knockout game will be at the discretion of your Deputy Principal. If it is a hand-in task, you must email the task to the teacher and Head Teacher on the required day by roll call.

### Returning Of A Marked Task

On the day you receive a marked task back, it is your responsibility **at that time** to:

- Check marks have been correctly added and match the marks on the assessment task.
- To enquire about the marking of a question if you are concerned or confused.

### Appeals

Complaints about **assessment procedures** should be made in the first place to your teacher. Further appeals may be made to the Head Teacher of the faculty and this must be in writing and submitted to your Deputy Principal within **five school days** of the returned task.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The review panel will be made by your Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

A student who feels that they have not been given procedural fairness can lodge an appeal with the Principal.

### **Computer and technology issues**

Technology and/or computer equipment failure are **not grounds for misadventure**. You must keep evidence of your work - use online programs, save to the cloud, print or email as you work on an assessment task. No evidence will mean no consideration of a mark.

### **Doctor and medical Certificates**

Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. They must be issued at the time of appointment either physically or through telephone. Doctor certificates created on an online, e.g. Instant Scripts, will not be accepted. All Doctor certificates will be checked. Certificates that are backdated will not be accepted.

## Absence on the Day of Assessment Tasks

1. If you are **ill on the day** of an assessment or have a misadventure occur, contact the school on 9798-6620 **before roll call on that day** and let your Deputy Principal or the Head Teacher of the Faculty know that you will be absent and the reason for this absence.
2. You **must obtain a Doctor's Certificate** or other official documentation to explain the absence. This Doctor's Certificate must be supplied on the day of the task, **not in retrospect**. If you are also absent in the days before or after the task, your Doctor's Certificate must cover these absences as well.

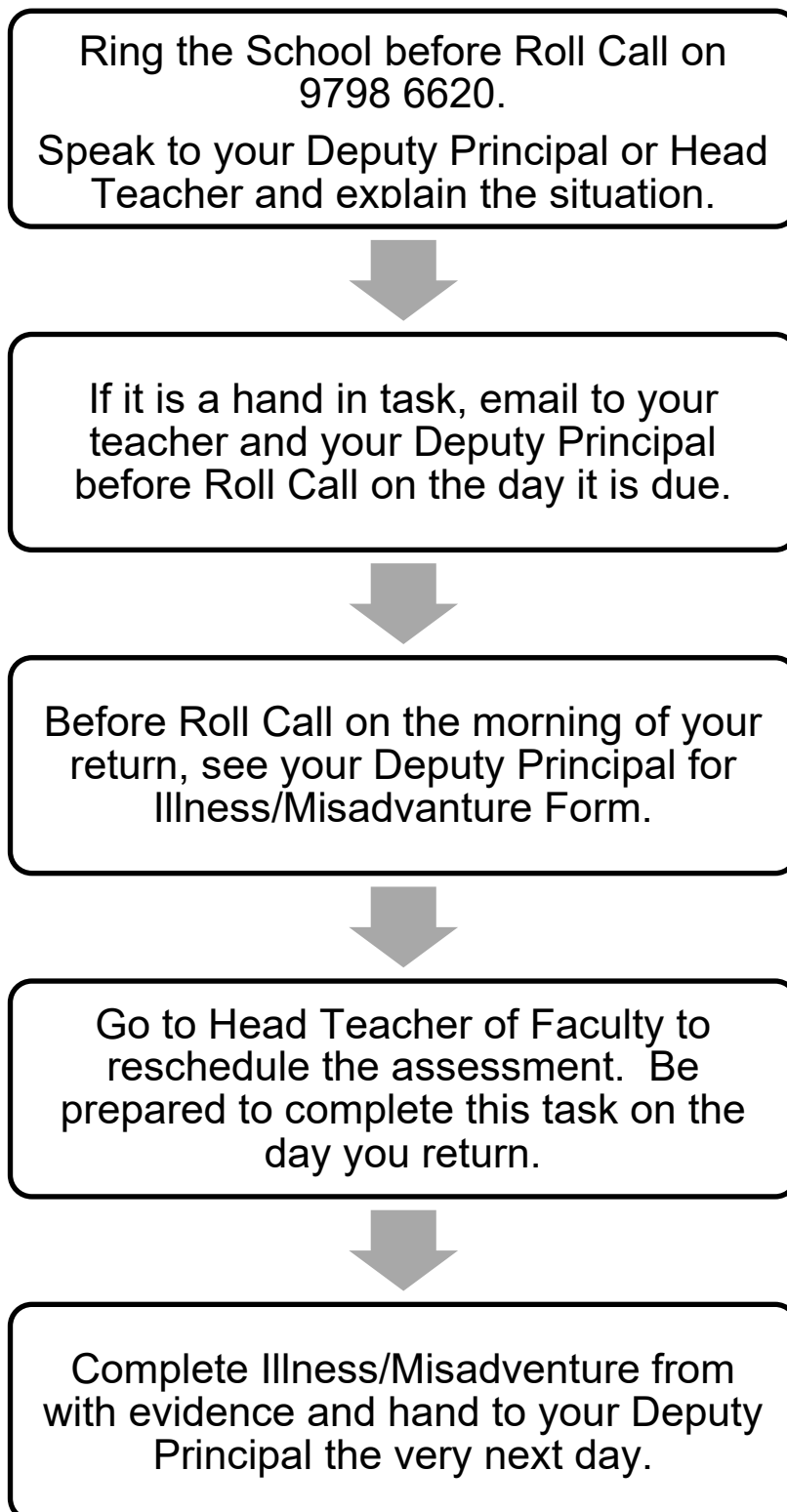
Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist.

3. On the morning of your return to school, **before roll call**, you must see your Deputy Principal with your Doctor's Certificate and complete an **Illness/Misadventure Application form**.
4. The review of this form will be led by the Deputy Principal, who will decide the outcome of your Illness/Misadventure application.
5. You will be required to **complete the missed task** in consultation with the Head Teacher of the faculty. The date and time of this task will be determined by the Head Teacher. This will be on the day of your return unless an alternative has been discussed and arranged with by the Head Teacher of faculty.

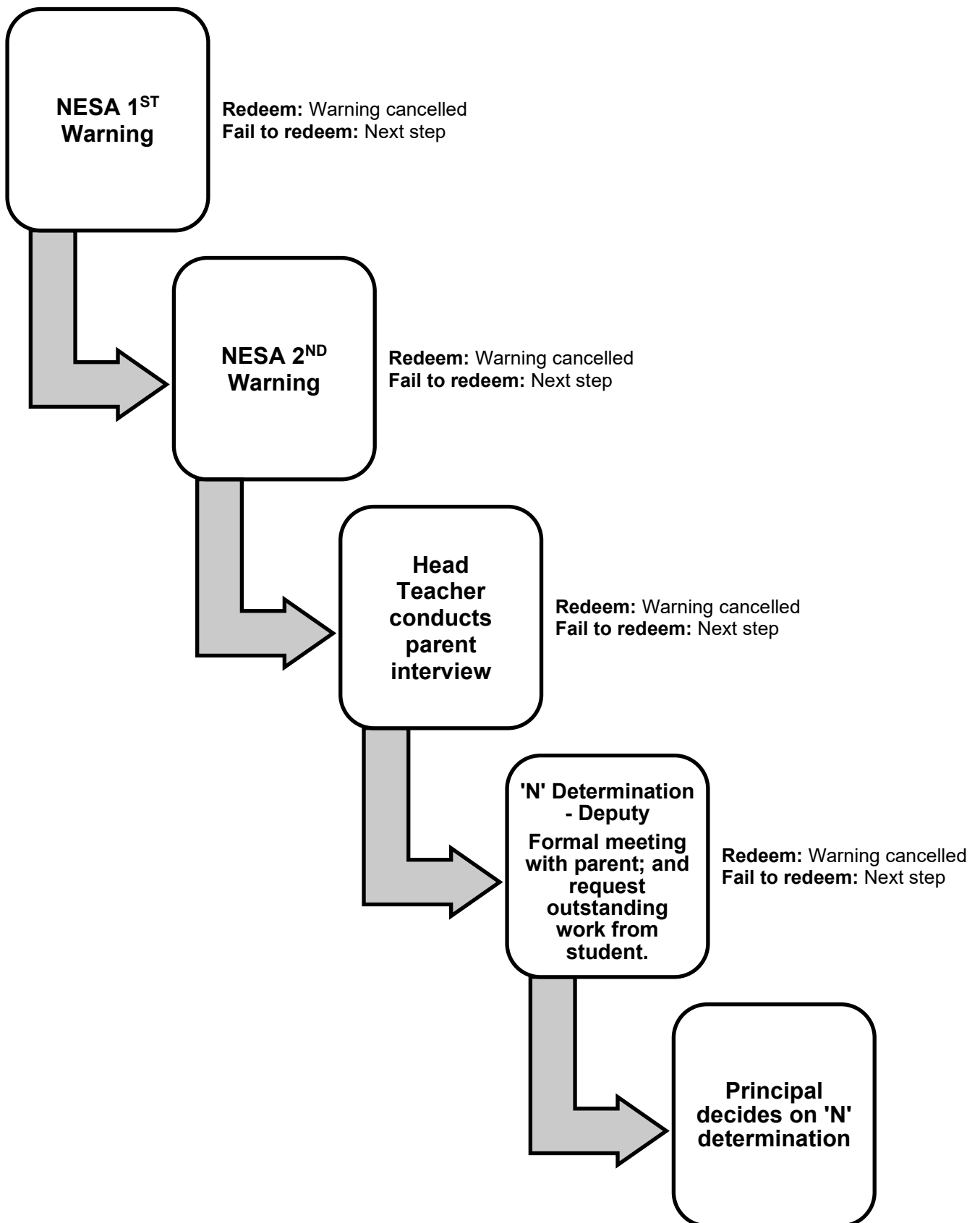
You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

6. You may appeal the outcome of your Illness/Misadventure Application, in writing, to the Principal within **2 days of receiving notification**.
7. If you are ill and your task is a hand-in task, **contact your teacher on 97986620 and email them and your Deputy Principal, a copy of your task before roll call**. You must then see your Deputy Principal about the need for an Illness/Misadventure form before roll call on the **day you return**.

## Illness / Misadventure Flow Chart



## Year 10/11/12 NESA 'N' Determination



## Completion of a Course

1. For you to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that you have:
  - a. Achieved some or all the course outcomes,
  - b. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - c. Followed the course developed or endorsed by NESA; and
2. To have successfully “**achieved some or all of the course outcomes**”, you must:
  - Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
  - Have both excellent overall school attendance and subject attendance.
3. To have successfully “**applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school**”, you must:
  - Complete all assessments.
  - Make a genuine attempt for all tasks.
  - Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.
4. To have successfully “**followed the course developed or endorsed by NESA**”, you must:
  - Have both excellent overall school attendance and subject attendance.
  - Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.
  - Completed both the Preliminary and HSC course for that subject.
  - A failure to meet these requirements will see a **N Warning letter** sent to your parents/guardians.
  - You will be given **every opportunity to correct the problem** indicated on the N-Warning Letter. Failure to correct the issue will see at least one follow-up warning letter issued.
  - If you have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, you cannot be regarded as having satisfactorily completed the course and a non-completion determination will be issued.
  - If you fail to satisfy minimum course requirements, you will be awarded an ‘N’ determination. This means you have failed the course and it will not count towards the HSC. (You must complete at least 12 Preliminary units +10 HSC units.)

## Disability Provisions

You may wish to apply for disability provisions. If you suffer from a disability which would, in a normal test situation, prevent you from:

***reading and interpreting the test questions and/or communicating knowledge or understanding to an examiner as effectively as a student without a disability***

Please talk to your Deputy Principal about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions.

Your application must contain recent evidence of your disability and in some cases examples of your work.

Principals have the authority to decide on and to implement Disability Provisions for school- based assessments only.

## Serious and Non-Serious Attempts

You should enter an assessment task or HSC examination knowing you **MUST** make a genuine effort at the task or exam. **NESA Rules and Procedures** describe the requirement that students make a serious attempt to answer the examination questions – **failure to do so is called a non-serious attempt or a non-attempt.**

- Your task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam.
- You are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections.
- It is not sufficient to answer multiple choice questions only.
- Merely rewriting the question is not considered to be an adequate attempt at the paper.
- A non-serious attempt includes if you write frivolous or objectionable material in response to the questions.

If you are identified as providing non-serious or non-attempts, you will be asked to justify why you should receive a result in the task or course concerned. The consequences may be significant and may include not receiving an award in that course. This may render you ineligible for the award of the HSC.



## Misconduct or Malpractice

Your honesty in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the ROSA, Preliminary and Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

**Misconduct during any in class assessment task or formal examination will lead to a zero for that task.**

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

**Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your HSC results.**

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

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

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

If you are involved in malpractice in relation to any assessment task will be referred to the Head Teacher and then your Deputy Principal. They will review each allegation of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal.

If you are suspected of malpractice, you will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice could jeopardise your HSC.

**All students who are found to have engaged in malpractice will receive zero and be recorded in NESA's Register of Malpractice.**

## Review and Appeals

Any complaints about the assessment procedure (that is, assessment procedure does not comply with the guidelines in this booklet), should be made in writing, to the Head Teacher of the relevant faculty. Further appeals may then be made to the school's Review Panel.

The request for review must be made within five days of the issue of assessment marks/ ranks. Marks awarded by the marker for assessment tasks will not be subject to review by the Panel.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

A student who is dissatisfied with the school's review procedures may appeal to the principal.

## Information

Information is located:

- NESA website – [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au)
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- School Assessment Policy
- **RoSA**, Preliminary or HSC Assessment Policy and Procedures – issued to you at the start of the year, your Year Adviser, Deputy Principal and on school website.

The scientific calculators in the link below are approved for use in the School and Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

[http://www.boardofstudies.nsw.edu.au/hsc\\_exams/calculators.html](http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html)

A full list of the equipment required for each subject in exams can be found at this link: [exam equipment list](#).

Instruction booklets or cards (e.g. reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

## Vocational Education and Training (VET) Courses

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

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO90072) to deliver and assess VET qualifications to secondary school students.

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

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

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

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

An optional HSC written examination is offered to eligible students, Subject to ATAR rules, students must undertake the optional written examination to have results from this course available for inclusion in the calculation of the students' ATAR. Check with your school or the NESA website at [educationalstandards@nsw.edu.au](mailto:educationalstandards@nsw.edu.au) for more information.

Board Development VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

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

## Glossary of Key Words

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

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

*The following glossary provides the meaning of these words as they generally apply across subject areas.*

<b>Word</b>	<b>Definition</b>	<b>Word</b>	<b>Definition</b>
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications	<b>Examine</b>	Inquire into
<b>Apply</b>	Use, utilise, employ in a particular situation	<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Appreciate</b>	Make a judgement about the value of	<b>Extract</b>	Choose relevant and/or appropriate details
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size	<b>Extrapolate</b>	Infer from what is known
<b>Calculate</b>	Ascertain/determine from given facts, figures or information	<b>Identify</b>	Recognise and name
<b>Clarify</b>	Make clear or plain	<b>Interpret</b>	Draw meaning from
<b>Classify</b>	Arrange or include in classes/categories	<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Compare</b>	Show how things are similar or different	<b>Justify</b>	Support an argument or conclusion
<b>Construct</b>	Make; build; put together items or arguments	<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Contrast</b>	Show how things are different or opposite	<b>Predict</b>	Suggest what may happen based on available information

<b>Word</b>	<b>Definition</b>	<b>Word</b>	<b>Definition</b>
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Deduce</b>	Draw conclusions	<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Define</b>	State meaning and identify essential qualities	<b>Recommend</b>	Provide reasons in favour
<b>Demonstrate</b>	Show by example	<b>Recount</b>	Retell a series of events
<b>Describe</b>	Provide characteristics and features	<b>Summarise</b>	Express, concisely, the relevant details
<b>Discuss</b>	Identify issues and provide points for and/or against	<b>Synthesise</b>	Putting together various elements to make a whole
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between		

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## Sample Form: Assessment Task Illness / Misadventure Form

See your *Deputy* to get this form on the *day you return to school*

YOUR NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

NATURE OF ASSESSMENT: \_\_\_\_\_

(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, other.)

DATE OF ORIGINAL TASK: \_\_\_\_/\_\_\_\_/\_\_\_\_

NATURE OF ABSENCE: \_\_\_\_\_

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of Doctor)

OR NATURE OF OTHER VERIFICATION (e.g, funeral notice from newspaper etc.)

YOUR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

TEACHER'S COMMENT: \_\_\_\_\_

TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

HEAD TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

ASSESSMENT COMMITTEE'S RECOMMENDATION (if needed): \_\_\_\_\_

**YOU MUST RETURN THE COMPLETED FORM TO THE DEPUTY PRINCIPAL**

DEPUTY PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

DATE TASK WILL BE COMPLETED (This may be as early as the day your return) DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**OFFICE USE ONLY:**

Copy of Form to HT \_\_\_\_\_  
Copy of Medical Certificate to office for attendance \_\_\_\_\_



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**Sample Letter:**  
**Official Warning of N Determination (HSC)**  
**WARNING LETTER – Non-completion of a Preliminary High School Certificate Course**

Dear \_\_\_\_\_  
 Name of parent/caregiver

*Re: OFFICIAL WARNING - Non-completion of a Preliminary High School Certificate Course*

I am writing to advise that your son, \_\_\_\_\_  
student name  
 is in danger of not meeting the Course Completion Criteria for the Preliminary High School Certificate in

\_\_\_\_\_  
 course name

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_  
 (eg 1<sup>st</sup>, 4<sup>th</sup>) official warning we have issued concerning \_\_\_\_\_  
course name

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

**Course Completion Criteria**

In year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_  
student name has not satisfactorily met \_\_\_\_\_  
indicate a), b) or c)  
 of the Course Completion Criteria\*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

\_\_\_\_\_ to satisfy Course Completion Criteria,  
student name  
 the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (If applicable)	Action Required by Student	Date to be Completed (If applicable)

\*Course completion criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the outcomes.

Please discuss this matter with \_\_\_\_\_ and contact  
student name

the school if further information of clarification is needed. You may wish to use the Telephone Interpreter Service to contact the school. This service will be free of charge. The telephone number is 131 450.

Yours sincerely



**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A PRELIMINARY HIGH SCHOOL CERTIFICATE COURSE**

❖ I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_  
student name  
 is in danger of not having satisfactorily completed

\_\_\_\_\_ course name

- ❖ I am aware that this course may not appear on his/her Preliminary High School Certificate Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him/her ineligible for the award of the Preliminary School Certificate.

Parent/Caregiver's signature \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Year 11 Preliminary Assessment Schedule Summary 2024

Week	TERM 1 2024	TERM 2 2024	TERM 3 2024
1			
2		<ul style="list-style-type: none"> <li>English Extension</li> <li>Physics</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>
3		<ul style="list-style-type: none"> <li>Chemistry</li> </ul>	
4			<ul style="list-style-type: none"> <li>Biology</li> <li>Industrial Technology - Multimedia</li> <li>Studies of Religion 2</li> <li>English Extension 1</li> </ul>
5		<ul style="list-style-type: none"> <li>PDHPE</li> <li>Visual Art</li> </ul>	
6	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Legal Studies</li> </ul>	<ul style="list-style-type: none"> <li>Chinese and Literature Chinese Beginners</li> <li>Chinese in Context</li> <li>Chinese Continuers</li> <li>Mathematics Standard</li> <li>Studies of Religion 2</li> <li>PDHPE</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Chinese and Literature</li> <li>Chinese in Context</li> <li>Cookery</li> <li>Visual Art</li> </ul>
7	<ul style="list-style-type: none"> <li>Chinese and Literature Chinese Beginners</li> <li>Chinese in Context</li> <li>Chinese Continuers</li> <li>Geography</li> <li>Mathematics Advanced</li> <li>Modern History</li> <li>PDHPE</li> <li>Economics</li> </ul>	<ul style="list-style-type: none"> <li>Ancient History</li> <li>Legal Studies</li> <li>Mathematics Advanced</li> <li>Visual Art</li> <li>Society &amp; Culture</li> </ul>	
8	<ul style="list-style-type: none"> <li>Ancient History</li> <li>Business Studies</li> <li>Mathematics Standard</li> <li>Food Technology</li> </ul>	<ul style="list-style-type: none"> <li>Economics</li> <li>Engineering Studies</li> <li>Music 1</li> <li>Mathematics Extension 1</li> <li>Food Technology</li> </ul>	<ul style="list-style-type: none"> <li>Chinese Beginners</li> <li>Chinese Continuers</li> <li>Modern History</li> </ul>

**Year 11 Preliminary Assessment Schedule Summary 2024 (continued)**

<b>Week</b>	<b>TERM 1 2024</b>	<b>TERM 2 2024</b>	<b>TERM 3 2024</b>
9	<ul style="list-style-type: none"> <li>• Drama</li> <li>• Engineering Studies</li> <li>• Mathematics Extension 1</li> <li>• Society &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Cookery</li> <li>• Business Studies</li> <li>• English Advance</li> <li>• English Standard</li> <li>• Modern History</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Biology</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• Construction</li> <li>• Cookery</li> <li>• Drama</li> <li>• Economics</li> <li>• Engineering Studies</li> <li>• English Advance</li> <li>• English Extension 1</li> <li>• English Standard</li> <li>• Food technology</li> <li>• Geography</li> <li>• Hospitality</li> <li>• Industrial Technology - Multimedia</li> <li>• Legal Studies</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Advanced</li> <li>• Mathematics Standard</li> <li>• Modern History</li> <li>• Music 1</li> <li>• Physics</li> <li>• PDHPE</li> <li>• Society &amp; Culture</li> <li>• Studies of Religion 2</li> <li>• Visual Art</li> </ul>
10	<ul style="list-style-type: none"> <li>• Biology</li> <li>• English Advance</li> <li>• Industrial Technology – Multimedia</li> <li>• English Standard</li> <li>• Construction</li> <li>• Music 1</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Construction</li> </ul>	
11	<ul style="list-style-type: none"> <li>• English Extension</li> </ul>		

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects are not listed in this schedule (this includes externally assessed tasks)

## Subject Organisation

The HSC individual assessment programs for each subject which outline:

- The syllabus outcomes
- The components to be assessed.
- The weightings of each component
- The types of tasks
- The weighting of individual tasks
- The timing of tasks

Address any questions or concerns regarding a subject to the relevant Head Teacher:

<p><b>English Faculty</b> <b>Ms L Finigan Head Teacher</b></p> <ul style="list-style-type: none"> <li>● English Advanced</li> <li>● English Ext 1</li> <li>● English Ext 2</li> <li>● English Standard</li> </ul>	<p><b>Creative &amp; Performing Arts Faculty</b> <b>Ms C Morris Relieving Head Teacher</b></p> <ul style="list-style-type: none"> <li>● Drama</li> <li>● Music</li> <li>● Visual Arts</li> </ul>
<p><b>HSIE Faculty</b> <b>Mr M Condon Head Teacher</b></p> <ul style="list-style-type: none"> <li>● Ancient History</li> <li>● Business Studies</li> <li>● Economics</li> <li>● Geography</li> <li>● Legal Studies</li> <li>● Modern History</li> <li>● Studies of Religion II</li> <li>● Society and Culture</li> </ul>	<p><b>TAS Faculty</b> <b>Mr L Alevizos Head Teacher</b></p> <p><b>Vocational Education &amp; Training</b></p> <ul style="list-style-type: none"> <li>● Construction</li> <li>● Hospitality</li> </ul>
<p><b>Mathematics/Computing Faculty</b> <b>Ms M Marks Head Teacher</b></p> <ul style="list-style-type: none"> <li>● Mathematics Advanced</li> <li>● Mathematics Extension 1</li> <li>● Mathematics Extension 2</li> <li>● Mathematics Standard 2</li> <li>● Industrial Technology Multimedia</li> </ul>	<p><b>Languages Faculty/ Secondary Studies</b> <b>Ms E. Wang Relieving Head Teacher</b></p> <ul style="list-style-type: none"> <li>● Saturday Languages</li> <li>● Language</li> <li>● Distant Education</li> <li>● NESAs</li> </ul>
<p><b>Science Faculty</b> <b>Ms A Arya Head Teacher</b></p> <ul style="list-style-type: none"> <li>● Biology</li> <li>● Chemistry</li> <li>● Physics</li> </ul>	<p><b>PDHPE Faculty</b> <b>Mr W Tyler Relieving Head Teacher</b></p> <ul style="list-style-type: none"> <li>● PDHPE</li> </ul>

**Ancient History****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 8	Term 2 2024 Week 7	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	<b>Source analysis</b> Investigating Ancient History	<b>Research and essay</b> Historical Investigation	<b>Final Examination</b>	
<b>Outcomes</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	10%	10%	20%	<b>40%</b>
<ul style="list-style-type: none"> <li>Historical skills in the analysis and evaluation of sources and interpretations</li> </ul>	10%	5%	5%	<b>20%</b>
<ul style="list-style-type: none"> <li>Historical inquiry and research</li> </ul>	10%	10%		<b>20%</b>
<ul style="list-style-type: none"> <li>Communication of historical understanding in appropriate forms</li> </ul>	5%	5%	10%	<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

**Biology****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Enzyme Depth Study	Skills Task	Final Examination	
<b>Outcomes</b>	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4 BIO11-8, BIO11-9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
● Knowledge and understanding	10%	10%	20%	<b>40%</b>
● Skills in Working Scientifically	20%	20%	20%	<b>60%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Business Studies****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Topic Test	Case Study Extended Response	Final Examination	
<b>Outcomes</b>	P1, P7, P8, P9	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>		10%	30%	<b>40%</b>
<ul style="list-style-type: none"> <li>Stimulus-based skills</li> </ul>		10%	10%	<b>20%</b>
<ul style="list-style-type: none"> <li>Inquiry and Research</li> </ul>	20%			<b>20%</b>
<ul style="list-style-type: none"> <li>Communication</li> </ul>	10%	10%		<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**Chemistry****Preliminary Assessment Schedule 2024**

	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task Weighting</b>
	Term 2 2024 Week 6	Term 2 2024 Week 2	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Practical Assessment	Depth Study	Final Examination	
<b>Outcomes</b>	CH11/12-2, CH11/12-4, CH11/12-6, CH11/12-9	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-10, CH11/12-11	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
● Knowledge and understanding	10%	10%	20%	<b>40%</b>
● Skills in Working Scientifically	20%	20%	20%	<b>60%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Chinese Continuers****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2023 Week 7	Term 2 2023 Week 6	Term 3 2023 Week 8	
<b>Syllabus Components</b>	Speaking Reading and writing	Listening, Reading Speaking	Listening, Reading Writing	
<b>Outcomes</b>	P1.1, 2.1, 3.1, 4.1	P1.3, 3.2, 4.2	P2.3, 3.3, 3.4	
• Speaking	10%	10%		<b>20%</b>
• Listening and Responding		10%	10%	<b>20%</b>
• Reading and Responding	10%	10%	20%	<b>40%</b>
• Writing	10%		10%	<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## Chinese and Literature

### Preliminary Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task Weighting
	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Week 6	
<b>Syllabus Components</b>	Speaking	Listening, Reading Writing	Listening, Reading Writing	
<b>Outcomes</b>	1.1, 1.2, 3.1, 3.2	2.1, 2.3, 3.3,	1.2, 3.3, 3.5, 4.1	
• Speaking	10			<b>10%</b>
• Listening and Responding		10	10	<b>20%</b>
• Reading and Responding	10	10	20	<b>40%</b>
• Writing	10	10	10	<b>30%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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

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

Cohort 2024 – 2025 Training Package CPC Construction, Plumbing and Services Training Package Training package release 8.0

School Name: Ashfield Boys High School \_\_\_\_\_

Assessment Schedule Year 11 - 2024

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	Task 2	Task 3	Task 4	EXAM  (Optional)
			White Card	Work safe, stay safe	Working it out	Project planning	
			Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 10 Term 4	Week 10 Term 3
Code	Unit of Competency	HSC Examinable  Unit	Date 5/4/ 2024	Date 5/7/ 2024	Date 27/9/ 2024	Date 18/12/ 2024	Date 23-17/9/ 2024
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”.

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

Qualification: SIT20421 Certificate II in Cookery Cohort 2024 2025 Training Package SIT Tourism and Hospitality

School Name: Ashfield Boy high School \_\_\_\_\_

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1		Task 2		EXAM	
		Safety in the kitchen		Service please		(Option10al)	
Code	Unit of Competency	Week	Term	Week	Term	Week	Term
		9	2	6	3	10	3
		Date	29/6/2024	Date	30/8/2024	Date	23-27/9/2024
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				
SITXCOM007	Show social and cultural sensitivity				X		
SITXCCS011	Interact with customers				X		

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

\* 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”.

**Economics****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Research Task Report: <b>Introduction to Economics</b>	Multiple voice Short answer <b>Topic Test Markets and Labor Markets</b>	Final Examination	
<b>Outcomes</b>	P1, P4, P9, P10, P12	P1, P2, P3, P7, P8, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	10%	5%	25%	<b>40%</b>
<ul style="list-style-type: none"> <li>Stimulus-based skills</li> </ul>	10%	10%	10%	<b>30%</b>
<ul style="list-style-type: none"> <li>Inquiry and Research</li> </ul>		10%		<b>10%</b>
<ul style="list-style-type: none"> <li>Communication of economic information, ideas and issues in appropriate forms</li> </ul>	10%	5%	5%	<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Engineering Studies****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Engineering Report	Research Task	Final Examination	
<b>Outcomes</b>	P3.2, P3.3, P4.1, P4.2, P4.3, P6.1	P1.2, P3.2, P4.2, P5.1, P5.2, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3	
<ul style="list-style-type: none"> <li>Knowledge and understanding of engineering principles and developments in technology</li> </ul>	10%	20%	10%	40%
<ul style="list-style-type: none"> <li>Skills in research, problem solving and communication related to engineering</li> </ul>	10%	10%	10%	30%
<ul style="list-style-type: none"> <li>Understanding the scope and role of engineering including management and problem solving</li> </ul>		10%	10%	20%
<b>Total Syllabus Weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

**English Advanced****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Writing Portfolio with reflection Reading to Write	Narratives that shape our world Multimodal task	Final Examination	
<b>Outcomes</b>	EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	15%	20%	15%	50%
<ul style="list-style-type: none"> <li>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li> </ul>	15%	20%	15%	50%
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



**English Extension 1****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 11	Term 3 2024 Week 3	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Writing Portfolio	Independent Research Intermodal Task	Final Examination	
<b>Outcomes</b>	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	
<ul style="list-style-type: none"> <li>Knowledge and Understanding of texts and why they are valued</li> </ul>	15%	20%	15%	50%
<ul style="list-style-type: none"> <li>Skills in complex analysis composition and investigation</li> </ul>	15%	20%	15%	50%
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

**English Standard****Preliminary Assessment Schedule 2024**

	Task 1	Task 2	Task 3	Task Weighting
	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Imaginative writing with reflection Reading to Write	Contemporary possibilities Multimodal	Final Examination	
<b>Outcomes</b>	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	15%	20%	15%	50%
<ul style="list-style-type: none"> <li>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li> </ul>	15%	20%	15%	50%
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## Food Technology

### Preliminary Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task Weighting
	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Week 9/10	
Syllabus Components	Nutrition Investigation	Food Quality Report	Yearly Examination	
Outcomes	P2.1, P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4,	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	10%		30%	40%
<ul style="list-style-type: none"> <li>Knowledge and skills in designing, researching, analysing and evaluating</li> </ul>	10%	10%	10%	30%
<ul style="list-style-type: none"> <li>Skills in experimenting with and preparing food by applying theoretical concepts</li> </ul>	10%	20%		30%
Total Syllabus Weighting	30%	40%	30%	100%

**Geography****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 7	Term 3 2024 Week 2	Term 3 2024 Week 9/10	
<b>Syllabus Component</b>	<b>Research Task</b> Biophysical Interactions Extended Response	<b>Senior Geography Project</b>	<b>Yearly Examination</b>	
<b>Outcomes</b>	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	10%	10%	20%	40%
<ul style="list-style-type: none"> <li>Geographical Tools and Skills</li> </ul>	5%	10%	5%	20%
<ul style="list-style-type: none"> <li>Geographical inquiry and research including fieldwork</li> </ul>	5%	10%	5%	20%
<ul style="list-style-type: none"> <li>Communication of geographical information, ideas and issues in appropriate forms.</li> </ul>		10%	10%	20%
<b>Total Syllabus Weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

**Legal Studies****Preliminary Assessment Schedule 2024**

	Task 1	Task 2	Task 3	Task Weighting
	Term 1 2024 Week 6	Term 2 2024 Week 7	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	The Legal System Extended Response: Law Reform.	Individual and the Law: Research, Media file and oral presentation.	Yearly Examination	
<b>Outcomes</b>	P1, P2, P3, P4, P6, P8	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	
• Knowledge and understanding of course content	10%	10%	40%	<b>60%</b>
• Research	10%	10%		<b>20%</b>
• Communication	10%	10%		<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Mathematics Advanced****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Syllabus Components</b>	<b>In-class test</b> Topics: Algebraic techniques and Introduction to functions, Linear, quadratic and cubic functions and Further functions and relations F1.1, F1.2, F1.3, F1.4	<b>Assignment/Investigation</b> Topics: Trigonometric Functions T1, T2 Calculus C1.1, C1.2	<b>Final Examination</b> All Year 11 Topics E1.1, E1.2, E1.3, E1.4, F1.1, F1.2, F1.3, F1.4, T1.1, T1.2, C1.1, C1.2, C1.3, C1.4 S1.1, S1.2	<b>Task Weighting</b>
<b>Outcomes</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-5, MA11-7, MA11-8, MA11-9	
• Understanding, Fluency and Communicating	20%	10%	20%	50%
• Problem Solving, Reasoning and Justification	15%	15%	20%	50%
<b>Total Syllabus Weighting</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>	<b>100%</b>

## Mathematics Extension 1 Preliminary Assessment Schedule 2024

**NOTE:** Mathematics Extension 1 students are also required to sit for the Mathematics Advanced assessments.

	Task 1	Task 2	Task 3	Task Weighting
	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	<b>Assignment/ Investigation</b> Topics: Graphical Relationships F1.1 Inequalities F1.2 Inverse Functions F1.3	<b>In-class test</b> Topics: Parametric form of a function or relation F1.4 Remainder and factor theorems F2.1 Sums and products of roots of polynomials F2.2 Inverse Trigonometric Functions T1 Further Trigonometric Identities T2	<b>Final Examination</b> All Year 11 Topics F1, F2, T1, T2, C1, A1	
<b>Outcomes</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1 to ME11- 7	
• Understanding, Fluency and Communicating	10%	20%	20%	50%
• Problem Solving, Reasoning and Justification	20%	10%	20%	50%
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Mathematics Standard****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 8	Term 2 2024 Week 6	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	<b>In-class open book test</b>  Topics F1.2, A1, M1.3	<b>Assignment/ Investigation</b>  Topics Perimeter, Area and Volume M1.2 Practicalities of Measurement M 1.1	<b>Final Examination</b>  Topics F1.1, F1.2, S1, S2, M1, M2, A1, A2	
<b>Outcomes</b>	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
• Understanding, Fluency and Communicating	15%	15%	20	<b>50%</b>
• Problem Solving, Reasoning and Justification	15%	15%	20	<b>50%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**Modern History****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 4</b>	<b>Task Weighting</b>
	Term 1 2024 Week 7	Term 2 2024 Week 9	Term 3 2024 Weeks 8/9	
<b>Syllabus Components</b>	Case Study Historical Essay	Historical Investigation Source based investigation and response	Yearly Examination	
<b>Outcomes</b>	MH11-2, MH11-3, MH11-5, MH11-9	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-7, MH11-9, MH11-10	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	20%		20%	<b>40%</b>
<ul style="list-style-type: none"> <li>Historical skills in the analysis and evaluation of sources and interpretations</li> </ul>	5%	10%	5%	<b>20%</b>
<ul style="list-style-type: none"> <li>Historical inquiry and research</li> </ul>		15%	5%	<b>20%</b>
<ul style="list-style-type: none"> <li>Communication of historical understanding in appropriate forms</li> </ul>	5%	5%	10%	<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Music 1****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 2024 Week 10	Term 2 2024 Week 8	Term 3 2024 Weeks 9/11	
<b>Syllabus Components</b>	<b>Composition and Aural</b> Topic One: Student composition relevant to the topic studied including an aural analysis of one influential musical work	<b>Performance and Musicology</b> Topic Two: an arrangement of an existing piece, relevant to the topic studied. To be performed as a soloist or as an ensemble, including a Podcast relevant to the topic	<b>Performance and Aural Examination</b> Topic Three: Solo or ensemble performance and Aural Skills Examination during the Year 11 Exam period	<b>Task Weighting</b>
<b>Outcomes</b>	P2, P3, P6	P1, P8	P4, P7	
• Performance		10%	15%	<b>25%</b>
• Composition	25%			<b>25%</b>
• Musicology		25%		<b>25%</b>
• Aural	10%		15%	<b>25%</b>
<b>Total Syllabus Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

**Music 2****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 9/11	
<b>Syllabus Components</b>	<b>Submission of Composition Portfolio and Aural Analysis</b>  Mandatory topic Music 1600-1900 and Additional Topic Composition portfolio with aural analysis of two contrasting works with reference to the concepts of music and compositional techniques	<b>Presentation of Performance with Background Research</b>  Music 1600-1900 and Additional Topic Solo and /or ensemble performance of two pieces, one from the mandatory topic and one from the additional topic with background research of performance repertoire with reference to musicological focus within the topics	<b>Musicology and Aural Skills Task</b>  Mandatory topic Music 1600-1900 Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and unseen score, during the Year 11 Exam period.	
<b>Outcomes</b>	P2, P5, P6, P7	P3, P4, P5, P6, P7, P8, P9	P2, P3, P4, P5, P7	
• Performance		25%		<b>25%</b>
• Composition	25%			<b>25%</b>
• Musicology		10%	15%	<b>25%</b>
• Aural	10%		15%	<b>25%</b>
<b>Total Syllabus Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

**Personal Development / Health / Physical Education****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Movement Analysis Core 2: The Body in Motion	Core 2 Option 1 First Aid Topic Test	Yearly Examination Core 1: Better Health for Individuals Core 2: The Body in Motion Option 1: First Aid Option 2: Fitness Choices	
<b>Outcomes</b>	P7, P8, P17	P6 - P10, P11, P12 P15 - P17	P1 - P12, P15 - P17	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	15%	10%	15%	<b>40%</b>
<ul style="list-style-type: none"> <li>Skills in critical thinking, research, analysing and communicating</li> </ul>	20%	20%	20%	<b>60%</b>
<b>Total Syllabus Weighting</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

**Physics****Preliminary Assessment Schedule 2024**

	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task Weighting</b>
	Term 2 Week 2	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Syllabus Components</b>	Practical Assessment Dynamics	Depth Study Waves and Thermodynamics	Yearly Examination	
<b>Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH 11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
• Knowledge and Understanding	10%	10%	20%	<b>40%</b>
• Skills in Working Scientifically	20%	20%	20%	<b>60%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Society and Culture****Preliminary Assessment Schedule 2024**

Assessment Categories	Task 1	Task 2	Task 3	Task Weighting
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Syllabus Components</b>	<b>Focus Group Essay</b> Personal and Social Identity	<b>Research Task</b> Social and Cultural World	<b>Final Examination</b> All Topics	
<b>Syllabus Outcomes</b>	P2, P6, P8, P10	P1, P3, P9, P10	P3, P4, P8, P9	
<b>Component</b>				
<ul style="list-style-type: none"> <li>Knowledge and Understanding of course Content</li> </ul>	20%	10%	20%	<b>50%</b>
<ul style="list-style-type: none"> <li>Application and evaluation of social and cultural research methods</li> </ul>	5%	15%	10%	<b>30%</b>
<ul style="list-style-type: none"> <li>Communication of information, ideas and issues in appropriate forms</li> </ul>	5%	5%	10%	<b>20%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Studies of Religion II****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task Weighting</b>
	Term 2 2024 Week 6	Term 3 2024 Week 4	Term 3 2024 Weeks 9/10	
<b>Syllabus Components</b>	Religious Tradition Depth Study 1 & 2	Religious Tradition Depth Study 2 & 3	Final Examination	
<b>Outcomes</b>	P3, P4 , P5, P6, P7, P8, P9	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	10%	10%	20%	40%
<ul style="list-style-type: none"> <li>Source-based skills</li> </ul>	5%	5%	10%	20%
<ul style="list-style-type: none"> <li>Investigation and research</li> </ul>	10%	10%		20%
<ul style="list-style-type: none"> <li>Communication of information, ideas and issues in appropriate forms</li> </ul>	5%	5%	10%	20%
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Visual Arts****Preliminary Assessment Schedule 2024**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 2 Week 5	Term 3 Week 6	Term 3 Weeks 9/10	
<b>Syllabus Components</b>	<b>Exploring Representation</b> Submitted artworks and VAPD exploring historical and contemporary representations in still life, Critical/Historical demonstrates understanding change in the conventions of still life.	<b>Developing Contemporary Practice</b> Submission of documented Submission of various forms and documentation of visual development of Contemporary Artmaking practice. Critical /Historical task focused on the relationships between agencies of the concept framework	Final Examination <b>Art History and Criticism</b>	<b>Task Weighting</b>
<b>Outcomes</b>	P1, P6, P9	P2, P3, P8	P10	
• Art making	30%	30%		<b>50%</b>
• Art Criticism and Art History	10%	10%	30%	<b>50%</b>
<b>Total Syllabus Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



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