



Sydney
Secondary
College
Blackwattle Bay

Year 11 Assessment Handbook 2025

QUALITY OPPORTUNITY DIVERSITY

Sydney Secondary College Blackwattle Bay Campus

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Introduction

This booklet will outline the assessment tasks that must be completed to show that you have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgements about student achievement. Each student is required to complete a statement acknowledging they have received the booklet, attended the workshop about assessment practices and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If you have any concerns or issues regarding any assessment task, you should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for your year group.

It is most important to keep your Year Advisers and Teachers up to date with changes to your study. If you are going to be absent for any period of time, you must first request approval from the Principal.

In regard to assessment procedures, you may wish to contact any member of the Assessment Team.

Ingrid Koodrin

Principal (Rel.)

Issued February 2025

Sydney Secondary College Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of the activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for Learning (formative assessment) – involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just to achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning – occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Sydney Secondary College campuses are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievements) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others in ways that meet their needs
- report on assessment marks for the HSC [except for VET curriculum frameworks], satisfactory completion and grades for Year 11 and for Year 10 to the NSW Education Standards Authority (NESA).

HSC Assessment Procedures

Assessment Marks and Notification

- The assessment mark for each course is a measure of achievement, including that which cannot be tested at a final examination (e.g. practical work, oral skills, research tasks, multimodals, etc.)
- Each faculty will follow policy as laid down by the NSW Education Standard Authority (NESA) and set tasks and the marks to be awarded for each task in accordance with the syllabus documents.
- Tasks are scheduled by week and term, with students given a minimum of two weeks written notice of the:
 - time and date when the task is to be submitted
 - venue where the task is to be submitted
 - nature of the task
 - task description
 - marking criteria
 - outcomes to be assessed
- The **course assessment schedules** contained within this booklet specify the term and week in which each assessment task is scheduled. Also, this will be published on the school website.
- More specific dates will be published in the '**Term Assessment Calendar**' distributed at the end of each preceding term and made available on the Sentral Parent and Student Portal.
- **Changes to the stated assessment task schedule** must be communicated to the students in writing with two weeks' notice. Students are required to sign an **Assessment Task with Amendments Register Sheet** indicating they have received the variations. Changes to any assessment task must have the approval of the Deputy Principal.

Procedures for Disability Provisions

- Principals have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks, including examinations. Provisions are provided to ensure students with a disability can access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team.
- **Students seeking disability provisions** for assessment tasks are to communicate with their Class Teacher and Head Teacher at least two weeks prior to the date of the assessment task. Class teachers should be aware of students requiring disability provisions and implement appropriate support.

- Disability Provisions must be applied for and approved by NESA for the Higher School Certificate Examinations. Parents and students should contact the Head Teacher Wellbeing and Learning Support for assistance in applying for disability provisions. Applications **must be lodged to NESA by the end of Term One except in exceptional circumstances.**

VET Information

- VET courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.
- To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as cluster tasks and students are assessed as either “competent” or “not yet competent” for individual units of competency.
- Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.
- Evidence will be collected through a range of assessment activities using direct, indirect, and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.
- Students may choose to undertake the optional HSC examination for a VET course for Australia Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Examinations and HSC Trial Examinations to be used for this purpose. Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET Curriculum Framework course studied.

Assessment Task Requirements

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in assessment tasks**. They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students must keep a copy of all of their completed assessment tasks. Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date.
- Assessment tasks must be submitted with a **cover sheet** with a completed declaration of **All My Own Work** (*Appendix 1*).
- Students who **do not complete/submit an assessment task** will be awarded zero marks. A **NESA 'N' determination Warning Letter** may be sent (refer to 'Failure To Complete NESA Requirements'). Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.
- **Students absent from an assessment task** must provide a medical certificate to the Deputy Principal and/or the Head Teacher on the first day they return to school. The medical certificate must be the original on letterhead, cannot be post-dated and must include the date/s of the assessment task. The doctor's certificate must state a detailed reason for inability to attend and/or complete the task. The student must attach this medical certificate to the Illness/Misadventure Application Form (*Appendix 2*) and submit it to the Deputy Principal and/or the Head Teacher on the day they return to school. Spare copies of this form are available from the Student Administration Desk and can be found on the School's website under the link 'Assessment'. The Head Teacher of the subject will determine what action will be taken, for example, to sit for the assessment task or to arrange an alternative task.
- **Late submission of an Assessment Task.** Students are required to submit work by the due date. If there is evidence of illness and / or misadventure, students are to complete the Illness/Misadventure Application Form with supporting documentation and submit it to the Deputy Principal and/or the Head Teacher. Students who submit a task after the due date **may be awarded a mark of zero**.

- In exceptional circumstances, a student's **inability to meet assessment** dates can be **foreseen** prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events, IMP and performing arts events or designated overseas school travel. If this occurs it is the student's responsibility to immediately contact the Deputy Principal and/or the Head Teacher of the course concerned before the date of the task. An **Illness/Misadventure Application Form** must be completed. Alternative arrangements for the task will be decided by the Deputy Principal and the Head Teacher of the course after considering the information provided.
- **Extended leave will not be granted during formal examinations.** Final decisions will be made at the discretion of the Principal.
- **Students absent from a formal examination** must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal and/or the Head Teacher on the first day they return to school. Students should be familiar with the Examination Procedures (*Appendix 3*).
- **Non-Serious or Non-Attempts.** Students **must** make a **genuine effort at any assessment task and/or examination**. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer examination questions. Failure to do so is called a non-serious attempt or non-attempt. A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout any examination paper. It is not sufficient to answer multiple choice questions only. Merely re-writing the question is **not** considered to be a serious attempt. A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to the question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.
- **Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others or is in breach of the examination / assessment rules and procedures. It includes plagiarism (to pass off words or ideas of another as one's own or to use another's work without crediting sources) or copying (using the work of another person and submitting it as your own). Also, malpractice may include but is not limited to:

- copying someone else's work in part or in whole, and/or presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building in 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 had contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- paying someone to write or prepare material
- breaching school examination and assessment rules
- using and/or be in possession of non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Penalties for Malpractice / Plagiarism

- Any student found to have plagiarised or to be guilty of any malpractice may be awarded **zero** for the whole task. All incidents of malpractice will be referred to the Assessment Team by the Head Teacher. Students should refer to the NESA website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice Register on the NESA site for all incidences of malpractice. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.
- **Appeals Process:** Students who wish to appeal a decision regarding plagiarism and / or malpractice will have 3 weeks from the date of the initial decision notification to complete an Assessment Appeal Form (*Appendix 6*) and submit it to the Head Teacher Secondary Studies or the Deputy Principal.
- **Students starting after the beginning of a Year 11 or Year 12 course** will be required to demonstrate achievement of outcomes for any missed assessment tasks.

- Students who are studying a subject at the **NSW School of Languages (NSL), Distance Education High School, TAFE NSW** or **Secondary College of Languages** will be issued with separate policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on HSC assessment policy stated in this Assessment Policy still applies. Students of NSW School of Languages must ensure their study days and examination days are registered with Student Administration.

Communication of results to Students and Parents

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task.
- The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the task has left the classroom will not be considered. In the case of tests/assignments/essays etc., time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query. Should the query not be resolved in class, the task should be collected and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks. If there are problems associated with the administration of an assessment task or if the task is deemed to be invalid, an additional task may be allowed provided sufficient notice is given. Weightings may be adjusted accordingly.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.
- Students will not be advised of the final raw course mark.

Failure to complete NESA Requirements

- NSW Education Standard Authority (NESA) requires all students to:
 - follow the course
 - apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
 - achieve some or all of the course outcomes
- For courses that include school assessment marks you must also make a **genuine attempt** at assessment tasks in excess of 50% of the possible school assessment marks for that course.
- The **non-completion of a course procedure** commences when a student has not met one of the requirements above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Teacher and Head Teacher of the faculty interview the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview which outlines what action the student needs to take to redress the situation. It will also specify the time frame.
- A **second official warning** letter will be issued if a student continues to fail to meet NESA requirements. A student cannot receive more than one warning letter for the same task. Once the second official warning letter is issued, an interview with a Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.
- Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal, parent/carer and the student. At this interview, the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement.
- Receipt of **further official warning letters** and/or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a decision regarding an **“N” determination**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

HSC Assessment Rank Order (Year 12 only)

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC Examination.

If a student feels they have been incorrectly ranked in a course, talk to the Head Teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the school for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made a clerical error when deciding the final assessment mark.

If you want to apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform students of the review outcome and inform NESA if assessment marks and rank order should change.

You can appeal to NESA if you are unhappy with the school's response.

If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

Formal Examination Periods

Year 11 and Year 12 will have one school based, formal examination period each year. These Examination dates will be published for students and parents five weeks in advance. Each student receives a personalised timetable, and they are encouraged to keep a digital copy and the hard copy provided by the school.

Trial Higher School Certificate Examinations: Term 3 Week 4 and 5 Year 11

Examinations: Term 3 Week 9 and 10

A copy of the Examination Procedures is included in this booklet (*Appendix 3*).

Absence or Travelling on Holidays During Examinations

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and all calendar information distributed to students. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting.

	Task 1	Task 2	Task 3	
Nature of task	Research Report	Multi-Modal Presentation	Final Examination	
Timing	Term 1 Week 8 2025	Term 2 Week 10 2025	Term 3 Weeks 9 & 10 2025	
Outcomes assessed	P2.1, P2.2, P3.2, P3.3	P2.1, P2.2, P3.2, P3.3, P4.1, P4.3	ALL	
Components	Weighting (%)			
Knowledge and understanding of course content	10	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the local community case study	10	5	5	20
Communication of information, ideas and issues in appropriate forms	5	10	10	25
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Historical Investigation- Essay Preservation, Conservation and/or Reconstruction of Ancient Sites	Source Analysis Test Thera	Final Examination Written Examination	
Timing	Term 1 Week 9 Hand in at Recess	Term 2 Week 7 In class assessment (hall)	Term 3 Weeks 9-10	
Outcomes assessed	AH11-3,4,5,6,8,9	AH11-6,7,9,10	AH11-1,2,6,7,11	
Components				Weighting (%)
Knowledge and understanding	5	5	30	40
Analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of understanding in appropriate forms	10	5	5	20
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Skills task Module 3: Biological diversity Module 4: Ecosystem dynamics Collection of first-hand data, analysis of data and communicating scientifically.	Depth study: Scientific Report Module 1: Cells as the basis of life Perform an in-class practical investigation that explores photosynthesis. Students to submit a scientific report based on their investigation.	Year 11 Examination All modules	
Timing	Week 10, Term 1 2025	Week 8, Term 2 2025	Weeks 9 and 10, Term 3 2025	
Outcomes assessed	BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	All outcomes	
Components				Weighting (%)
Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Media Report & Analysis Nature of Business	Stimulus Based Task – Business Management Business Plan Business Management	Final Examination Written Examination	
Timing	Term 1 Week 9 2025 Hand In Thursday Topic Test	Term 2 Week 9 2025	Term 3 Weeks 9-10 2025	
Outcomes Assessed	P1, P2, P6, P7, P8,	P1, P2, P5, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting (%)
Knowledge and understanding	10	15	15	40
Stimulus-based skills		5	15	20
Inquiry & research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	25	35	40	100



	Task 1	Task 2	Task 3	
Nature of task	Resource Management Research Task	Families and Communities In class Response	Yearly Examination Written Exam	
Timing	Term 1 – Week 7	Term 2 – Week 5	Term 3 Weeks 9-10	
Outcomes assessed	1.2, 4.1, 4.2, 6.1	2.2, 2.4, 3.1, 6.1	1.1 - 7.4	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communication	20	20	20	60
Total (%)	30%	30%	40%	100



	Task 1	Task 2	Task 3	
Nature of Task	Depth Study – Scientific Report Module 1: Properties and Structure of Matter Perform a first-hand investigation of a chemical reaction and analysis of qualitative and quantitative data. Students are to submit a Scientific report based on their investigation.	Skills Task Module 2: Introduction to Quantitative Chemistry In class skills task on working scientifically skills and calculations including: <ul style="list-style-type: none"> • Chemical reactions • Stoichiometry • Mole concept • Concentration and molarity • Gas laws 	Year 11 Examination Written Examination on all outcomes	
Timing	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-4, CH11/12-6, CH11-9	All outcomes	
Components				Weighting (%)
Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Design Presentation Written Task	Design Project Design for Disassembly	Final Examination Written Examination	
Timing	Term 1 Week 11	Term 3 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	P2.1, P4.2, P5.2	P1.1, P3.1, P5.3, P6.2	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	
Nature of task	Presentation of Individual Performance Individual performance presentation demonstrating exploration of role/character development, log book plus research informing refinement of dramatic action	Presentation of Group Performance: Drama Night Performance of Group playbuilding task, logbook analysis of improvisation, research, evaluation of ideas and application of elements of drama.	Final Examination Acting skills, improvisation, movement, class workshops, practitioners, theatrical styles, elements of production. Exam: Two essay questions based on a choice from the above topics.	
Timing	Term 1, Week 10 (All week beginning Monday 31st of March)	Term 2 Week 9 Thursday 26th of June Evening Performance	Term 3 Weeks 9-10 In the examination period	
Outcomes assessed	P1.1, P1.5, P2.1, P3.1,	P1.1, P1.2, P1.3, P1.5, P1.7	P2.2, P2.6, P3.1, P3.2	
Components				Weighting (%)
Making	20	10	10	40
Performing	10	20		30
Critical Study		10	20	30
Total (%)	30	40	30	100



	Task 1	Task 2	Task 3	
Nature of Task	Skills Test Module 4: Human Impacts Collection of first-hand data through fieldwork, analysis of data and communicating scientifically	Depth Study Module 1: Earth's Resources Practical investigation and written report	Year 11 Examination All Modules	
Timing	Term 1 Week 7, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes Assessed	EES11/12-2, EES11/12-4, EES 11/12-5, EES 11/12-6, EES11/12-7, EES 11-11	EES 11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES 11/12-5, EES11/12-7, EES 11-8	All Outcomes	
Components				Weighting (%)
Working Scientifically	20	25	15	60
Knowledge and Understanding	10	10	20	40
Total (%)	30	35	35	100

	Task 1	Task 2	Task 3	
Nature of Task	Stimulus Based Task Introduction to Economics Consumers & Business & Markets	Research Report – in class extended response Financial Markets	Final Examination Written Examination	
Timing	Term 1 Week 8 In Class	Term 2 Week 8 In Class	Term 3 Weeks 9-10	
Outcomes Assessed	P1, P2, P3, P5, P7, P10, P11	P5, P6, P7, P8, P10	P1, P2, P4, P6, P7, P8, P10, P11	
Components	Weighting (%)			
Knowledge and understanding of course content	5	10	20	35
Stimulus-based skills	10	5	10	25
Inquiry and research	5	15		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	25	35	40	100



	Task 1	Task 2	Task 3	
Nature of task	Common Module Reading to Write Imaginative Writing with Reflection	Module B Critical Study of Literature Multimodal Presentation	Module A Narratives that Shape Our World Final Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 weeks 9-10	
Outcomes Assessed	EA11-2, EA11-3, EA11-4, EA11-5, EA11-9	EA11-2, EA11-3, EA11-5, EA11-7 EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6	
Components			Weighting (%)	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total (%)	30	40	30	100

Task number	Task 1	Task 2	Task 3	
Nature of task	Module A: Language and Texts in Context A range of texts are studied Reading and Writing Task with Reflection	Module C: Texts and Society A range of texts are studied Multimodal Presentation (including Listening)	Module B: Close Study of Text Novel Final Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes assessed	EAL11-1A, EAL11-4, EAL11-7, EAL11-8, EAL11-9	EAL11-2, EAL11-3, EAL11-6, EAL11-7, EAL11-9	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total (%)	30	40	30	100



Task Number	Task 1	Task 2	Task 3	
Nature of task	Imaginative response / reflection	Multimodal presentation	Final Examination	
Timing	Term 1, Week 11	Term 2 Week 10	Term 3 Weeks 9-10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	
Components				Weighting (%)
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total (%)	30	40	30	100

	Task 1	Task 2	Task 3	
Nature of task	Common Module Reading to Write Imaginative Writing with Reflection	Module B Close Study of Literature Multimodal Presentation	Module A Contemporary Possibilities Final Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 weeks 9-10	
Outcomes assessed	EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-5, EN11-7	EN11-1, EN11-4, EN11-6, EN11-7 EN11-8	
Components				Weighting (%)
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total (%)	30	40	30	100

English Faculty
2025 ASSESSMENT SCHEDULE
Year 11 English Studies
HEAD TEACHER: S Ward

	Task 1	Task 2	Task 3	
Nature of task	Mandatory Module A Achieving Through English Written submission	Module N The Way We Were Multi Modal Presentation	Module H Part of a Family Collection of Classwork (from Modules A, N and H)	
Timing	Term 1 week 10	Term 2 Week 8	Term 3 Week 7	
Outcomes Assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-3, ES11-4, ES11-7, ES11-9, ES11-10	
Components	Weighting (%)			
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	20	15	50
Total (%)	30	40	30	100

	Task 1	Task 2	Task 3	
Nature of task	Topic Test Engineering Fundamentals	Topic Test Braking Systems	Final Examination Written Examination	
Timing	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P2.2, P2.1, P3.1, P3.3	P1.2, P2.1, P4.1, P4.2, P6.1	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Project and Documentation	System Report	Final Examination Written Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	EC-11-04, EC-11-08, EC-11-09	EC-11-01, EC-11-03, EC-11-11	All outcomes	
Components	Weighting (%)			
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the practical application of the content	15	25	10	50
Total (%)	25	35	40	100



	Task 1	Task 2	Task 3	
Nature of task	Food Quality Experiment and Preparation Research and food experimentation and preparation	Nutrition Investigation Research and practical food preparation	Final Examination Written Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	P2.2, P4.4	P2.1, P3.1, P4.3	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content		10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Response in English and French to written text(s) Composing French text(s)	Response in English to spoken text(s) Oral Interaction	Yearly Examination	
Timing	Term 2, Week 3 (2025)	Term 2, Week 9 (2025)	Examination Weeks 9-10 (Term 3, 2025)	
Outcomes assessed	Refer to assessment notice	Refer to assessment notice	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Components				Weighting (%)
Listening		20	10	30
Reading	20		10	30
Speaking		10	10	20
Writing	10		10	20
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Research Task Geographical Investigation	Topic Test Earth's Natural Systems Fieldwork and Skills	Final Examination All Topics	
Timing	Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Weeks 9-10 2025	
Outcomes Assessed	GE-11-05, GE-11-06, GE-11-07, GE-11-09	GE-11-01, GE-11-02, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE11-04, GE-11-08, GE-11-09	
Components	Weighting (%)			
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	25	35	40	100



	Task 1	Task 2	Task 3	
Nature of task	In-Class response: The Body and Mind in Motion	Collaborative Investigation Students will conduct targeted research in small groups based on a topic of interest.	Formal Written Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
Outcomes assessed	HM-11-03, HM-11-06, HM-11-07, HM-11-10	HM-11-05, HM-11-06, HM-11-08 HM-11-XX*	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09	
Components	Weighting (%)			
Knowledge and understanding of course content	15	5	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15	25	20	60
Total (%)	30	30	40	100

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



	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study Topic Test	Preliminary Project Project and Folio	Final Examination Written Examination	
Timing	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P6.2, P7.2	P2.1, P3.2, P4.1, P4.2, P5.2	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total (%)	20	40	40	100



	Task 1	Task 2	Task 3	
Nature of task	Depth Study – Scientific Report Module 1 and Module 2 First-hand data collection, making observations and inferences, and writing a scientific report	Research Task - Scientific Models Module 3 Research on a chosen scientific model, construction of model and written report	Year 11 Examination Modules 1-4 Written Examination	
Timing	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	INS11/12-1, INS11/12-3, INS11/12-4, INS11/12-7, INS11-9	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS11-10	All outcomes	
Components				Weighting (%)
Working Scientifically	25	20	15	60
Knowledge and Understanding	5	10	25	40
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Response in English and Italian to written text(s) Composing Italian text(s)	Response in English to spoken text(s) Oral Interaction	Yearly Examination	
Timing	Term 2, Week 3 (2025)	Term 2, Week 9 (2025)	Examination Weeks 9-10 (Term 3, 2025)	
Outcomes assessed	Refer to assessment notice	Refer to assessment notice	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
Components				Weighting (%)
Listening		20	10	30
Reading	20		10	30
Speaking		10	10	20
Writing	10		10	20
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	<p>Interview – prepared answers in Japanese to questions in Japanese</p> <p>Written responses in English and/or Japanese to reading questions</p>	In class reading and writing task	Final (written) Examination	
Timing	<p>Term 1, Week 10 Monday 31 March Wednesday 2 April Thursday 3 April</p>	<p>Term 2 Week 9 Thursday 26 June</p>	Term 3 Weeks 9-10	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components				Weighting (%)
Speaking	20			20
Listening			30	30
Reading	10	20		30
Writing		10	10	20
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of task	Prepared oral task In class writing in Japanese	Reading task requiring responses in English and/or Japanese	Final Examination Written Examination	
Timing	Term 1, Week 9 Tuesday 25 March Wednesday 26 March Thursday 27 March	Term 2, Week 7 Wednesday 11 June	Term 3, Weeks 9-10	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 4.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Components	Weighting (%)			
Speaking	20			20
Listening			30	30
Reading		30		30
Writing	10		10	20
Total (%)	30	30	40	100



	Task 1	Task 2	Task 3	
Nature of Task	Research Task /Short Answer Questions/Scenario Analysis Basic Legal Concepts	Study Guide /Extended Response International Law/ Law in Practice	Final Examination All topics	
Timing	Term 1 Week 7 2025	Term 2 Week 8 2025 Hand In /In-Class Response	Term 3 Weeks 9-10 2025	
Outcomes	P1, P2, P3, P6, P9,P10	P3, P4, P6, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components	Weighting (%)			
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20
Total (%)	30	35	35	100

	Task 1	Task 2	Task 3	
Nature of task	Written Test	Written Test	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 9-10	
Outcomes assessed	MA11-1, MA11-9	MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting (%)
Understanding, Fluency, and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Written Test	Written Test	Final Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting (%)
Understanding, Fluency, and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Written Test	Written Test	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 9-10	
Outcomes assessed	MS11-1, MS11-5	MS11-2, MS11-3, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11- 9, MS11-10	
Components				Weighting (%)
Understanding, Fluency, and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Task The Cuban Revolution	Research Essay Task Historical investigation	Final Examination Written Examination	
Timing	Term 1 Week 7 2025 Hand in during recess	Term 2 Week 8 2025 Hand in during recess	Term 3 Weeks 9-10 2025	
Outcomes assessed	MH11-6,7,9,10	MH11-2,4,6,8,9	MH11-1,3,5,9	
Components	Weighting (%)			
Knowledge and understanding	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Composition + Portfolio and Performance <i>Music for Radio, Film, Television & Multimedia</i> Submission of composition using Soundtrap. Logbook with reference to the concepts of music relevant to the chosen topic. Performance demonstrating solo and/or ensemble awareness.	Performance Evening & Viva Voce Discussion <i>Jazz</i> Solo or ensemble performance at music evening and in class viva voce on Jazz piece showing understanding of the concepts of music and compositional techniques.	Final Examination (Written & Performance) <i>Music for Small Ensembles</i> Listening examination based on discussion of the concepts of music in unprepared examples.	
Timing	Term 1 Week 9 Thursday 27 th March Hand in during class time	Term 2 Week 8 Thursday 19 th June Performance Evening Viva Voce during allocated time slot	Term 3 Aural Examination: Weeks 9-10	
Outcomes assessed	P2, P3, P4, P7, P8, P10, P11	P1, P4, P5, P6, P9, P10, P11	P1, P4, P6, P9, P10, P11	
Components				Weighting (%)
Performance	10	15		25
Composition	25			25
Musicology		25		25
Aural Skills			25	25
Total (%)	35	40	25	100

Task number	Task 1	Task 2	Task 3	
Nature of task	Musicology Presentation Mandatory Topic <i>Music 1600-1900</i> Analysis of two contrasting works with score analysis and aural excerpts and reference to stylistic features and concepts of music	Presentation of Performance with Sight Singing, and Aural Analysis Mandatory Topic <i>Music 1600-1900</i> and Additional Topic Solo and/or ensemble performance of two pieces (one from the Mandatory Topic and one from the Additional Topic), sight singing, and aural analysis of performance repertoire	Composition with Portfolio, and Musicology and Aural Skills Examination Mandatory Topic <i>Music 1600-1900</i> Submission of original composition with accompanying composition portfolio, and formal written examination in Year 11 examination period	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9-10	
Outcomes assessed	P2, P5, P7, P9, P11	P1, P5, P6, P7, P10	P3, P4, P6, P7, P8, P12	
Components				Weighting %
Performance		25		25
Composition			25	25
Musicology	15		10	25
Aural	15	10		25
Total (%)	30	35	35	100

	Task 1	Task 2	Task 3	
Nature of task	Exploring Photography Photo Diary and portfolio of work	Research Case Study Written up & handed in study of photographers and their practice through chosen (examples of their work. (15%) In class examination (15%)	Portfolio of Work Exhibition of work, Portfolio and Photo Diary	
Timing	Term 1 Week 11 9th April	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed	M2, M3, M4, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
Components				Weighting (%)
Making	30		40	70
Critical and Historical Studies		30		30
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of Task	Skills Task Module 2: Dynamics Skills task involving calculations, graphing and analysis of stimulus materials.	Depth Study – Scientific Analysis Module 3: Waves and Thermodynamics Design and conduct a first-hand investigation, analysis of data and communication of scientific concepts.	Year 11 Examination Written Examination	
Timing	Term 1, Week 8, 2025	Term 2, Week 9, 2025	Term 3, Weeks 9 – 10, 2025	
Outcomes Assessed	PH11/12-5, PH11/12-6, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	All outcomes	
Components	Weighting (%)			
Working Scientifically	15	30	15	60
Knowledge and Understanding	10	5	25	40
Total (%)	25	35	40	100

	Task 1	Task 2	Task 3	
Nature of task	Procedural Programming Task	Object Oriented Programming Task	Final Examination Written Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	SE-11-01, SE-11-02, SE-11-06	SE-11-07, SE-11-08, SE-11-09	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content	15	15	20	50
Knowledge and skills in the practical application of the content	15	25	10	50
Total (%)	30	40	30	100

	Task 1	Task 2	Task 3	
Nature of Task	Healthy Lifestyle Presentation	Games and Sports Applications II Skill Assessment	Games and Sports Applications, Skill Assessment and Resistance Training Written Examination	
Timing	Term 1, Week 7 2025	Term 2, Week 7 2025	Term 3 Week 8 2025	
Outcomes Assessed	1.5, 2.3, 3.5, 4.3	1.1, 3.1, 4.4	1.1 – 4.5	
Components	Weighting (%)			
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of Task	Research Task Social and Cultural Word	Focus Group Essay Personal and Social Identity	Final Examination All topics	
Timing	Term 1 Week 7 2025 Hand in during recess	Term 2 Week 7 2025 Hand in during recess	Term 3 Weeks 9-10 2025	
Outcomes Assessed	P1, P3, P9, P10	P2, P6, P8, P10	P3, P4, P5, P9	
Components	Weighting (%)			
Knowledge and understanding of course concepts	10	20	20	50
Application and evaluation of social and cultural research methods	15	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Case Study and Multimodal Presentation Religion of Ancient Origin	Pre-Prepared Research Essay Religious Tradition Study	Yearly Examination All	
Timing	Term 1 Week 8 Hand-In	Term 2 Week 8 In class	Term 3 Weeks 9-10 As per exam timetable Written examination	
Outcomes assessed	P1, P2, P3, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P8, P9	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10	5	5	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms		5	15	20
Total (%)	30	30	40	100

	Task 1	Task 2	Task 3	
Nature of task	Practical Project 1 Design	Practical Project 2 Properties and Performance	Final Examination Written Examination	
Timing	Term 1 Week 11	Term 3 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1.1, P2.1, P2.2, P2.3	P2.1, P2.2, P2.3, P3.2, P4.1	All outcomes	
Components				Weighting (%)
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture, and management of textiles projects	20	30		50
Total (%)	30	40	30	100

**CREATIVE AND PERFORMING ARTS FACULTY
2025 ASSESSMENT SCHEDULE
Year 11 VISUAL ARTS
HEAD TEACHER: DENISE NICOLA**

	Task 1	Task 2	Task 3	
Nature of task	Exploring Representation Documentary analysis of selected artist's practice through the frames. Prepared analysis of exploratory artworks VAPD record of the development of research based on practice and frames	Developing Art Practice Submission of artwork(s) Accompanying VAPD including evidence of material and conceptual experimentation with an explanation of related artist's intention Extended Written Response Two Artists Essay	Investigation of Art Practice Submission of completed artwork(s) Evaluation of the HSC Visual Arts BOWS Final Examination Art Criticism and Art History Written Examination	
Timing	Term 1 Week 10 31 March Monday Artmaking: submit during class time Analysis written in class time	Term 2 Week 8 16 June Monday Artmaking Painting submit during class time Written Essay in class time	Term 3 Week 8 Artworks 8 September Monday before the written Examination period Artmaking: submit during class time Term 3 Weeks 9-10 Examination	
Outcomes assessed	P1, P3, P6, P7, P9, P10	P1, P2, P5, P7, P8, P10	P1, P4, P6, P7, P8, P9	
Components				Weighting (%)
Artmaking	20	20	10	50
Art Criticism & Art History	10	10	30	50
Total (%)	30	30	40	100

CREATIVE AND PERFORMING ARTS FACULTY
2025 ASSESSMENT SCHEDULE
Year 11 VISUAL DESIGN
HEAD TEACHER: DENISE NICOLA

	Task 1	Task 2	Task 3	
Nature of task	Portfolio of Works Submission of a series of design exercises Analysis of Pattern	Portfolio of Works Extended written Response Case Study	Portfolio of Work Submission of a series of design projects Analysis of Design Examination	
Timing	Term 1 Week 11 Monday 7 April	Term 2 Week 9 Monday 23 June	Term 3 Week 8 Monday 8 September	
Outcomes assessed	DM1, DM2, DM3, DM4, DM5, CH1	DM2, DM3, DM4, DM5, CH1, CH2, CH4	DM1, DM3, DM5, DM6, CH3, CH4	
Components				Weighting (%)
Designing and Making	30	20	20	70
Critical and Historical Studies	10	10	10	30
Total (%)	40	30	30	100

School Name: Sydney Secondary College Blackwattle Bay

VET 2025 Assessment Schedule-Year 11 Business Services

Head Teacher: Denise Haire

Assessment Tasks for BSB30120 Certificate III in Business			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	Task 4 Final Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 3 Term 2	Week 8 Term 2	Week 6 Term 3	Weeks 9 & 10 Term 3
Code	Unit of Competency	HSC Examinable				
BSBTEC201	Use business software applications	Yes	X			X
BSBTEC202	Use digital technologies to communicate in the work environment	No	X			X
BSBWHS311	Assist with maintaining workplace safety	Yes		X		X
BSBINS302	Organise workplace information	No		X		X
BSBXCM301	Engage in workplace communication	Yes			X	X
BSBOPS201	Work effectively in business environments	No			X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BBSB30120 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 the Year 11 Final Examination and the Trial HSC examination.

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

School Name: Sydney Secondary College Blackwattle Bay

VET 2025 Assessment Schedule-Year 11 Entertainment Industry

Head Teacher: Denise Haire

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services 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 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light	Task 5 – Year 11 Final Examination
Code	Unit of Competency	HSC Examinable	Week 4 Term 1	Week 9 Term 3 2026	Week 9 Term 2	Week 8 Term 3	Weeks 9 & 10 Term 3
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL				X
CUAIND314	Plan a career in the creative arts industry			Post WPL			X
CUAWHS312	Apply work health and safety practice	X			X		X
CUASOU331	Undertake live audio operations	X			X		X
CUALGT311	Operate basic lighting	X				X	X
CUASTA212	Assist with bump in and bump out of shows					X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BCUA30420 Certificate III in Live Production and Technical Services.

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 the Year 11 Final Exam and the Trial HSC examination.

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

School Name: Sydney Secondary College Blackwattle Bay

VET 2025 Assessment Schedule-Year 11 Hospitality Cookery

Head Teacher: Denise Haire

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	Task 3 Final Examination
			Week 4 Term 2	Week 2 Term 3	Weeks 9 & 10 Term 3
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X		X
SITXFSA006	Participate in safe food handling procedures	X	X		X
SITHCCC025	Prepare and present sandwiches		X		X
SITXCOM007	Show social and cultural sensitivity	X		X	X
SITXCCS011	Interact with customers	X		X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as the Year 11 Final Examination and the 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".

Appendix

Appendix 1: Assessment Task Cover Sheet

Appendix 2: Illness/Misadventure Application

Appendix 3: General Examination Procedures

Appendix 4: Calendar Overview

Appendix 5: HSC Glossary of Key Words

Appendix 6: Assessment Appeal Form



Assessment Task Cover Sheet

Please attach this signed cover sheet to every assessment task you submit

SURNAME	GIVEN NAME
NESA NUMBER	TEACHER
SUBJECT	TASK TITLE
DUE DATE	DATE SUBMITTED

ALL MY OWN WORK

1. Acknowledgement of sources using Harvard style referencing

One of the most important elements of good practice involves careful acknowledgement of the ideas of others using in-text citations and a bibliography. In-text citations are acknowledgements throughout your work where you use another's ideas (i.e. author's surname, date of publication, page). The bibliography is a summary of all sources used at the conclusion of your response.

2. Avoiding Plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet
- Using someone else's ideas or conclusions, even if you have put them in your own words
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts

STUDENT DECLARATION

I have read and understood the All My Own Work statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student's signature: _____

Date: _____



Illness/Misadventure Application

The NESA Illness/Misadventure program assists students who:

- Are prevented from attending an examination (including practical) or submitting a task due to illness or unforeseen misadventure, or
- Consider their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task. In this instance, you must report this to the examination supervisor and report to the Deputy Principal immediately upon the completion of the examination.

This form and all necessary medical certificates or other professional documents must be submitted to the Head Teacher or Deputy Principal immediately upon your return to school.

Grade: ☐ Year 11 ☐ Year 12

SURNAME	GIVEN NAME
CLASS	TEACHER

Seeking special consideration for:

- ☐ Illness
☐ Misadventure

Necessary documentation attached:

- ☐ Medical certificate(s)
☐ Other professional document(s)

COURSE	TASK NO. / TYPE	DUE DATE	DETAILS: Describe how illness or unforeseen misadventure affected your performance or prevented your attendance on day of task

Student's signature: _____

Parent/carer's signature: _____

Date of submission to HT/DP: _____

Executive Use Only

Interview with student

Contact with parent/carer

Deputy Principal's comment and decision

Head Teacher's comment and decision

Decision:

☐ Rescheduled exam or task

New date: _____

☐ Extension granted

New date: _____

Administrative tasks:

☐ Sentral entry

Date: _____

☐ Assessment spreadsheet entry

Date: _____

Assessment Team's comment and decision (for Appeals)

This form and attached documents should be filed in the Head Teacher's faculty folder for the course. At the start of Term 4, this must be transferred to the student's file held at the Front Office.

SYDNEY SECONDARY COLLEGE BLACKWATTLE BAY CAMPUS GENERAL EXAMINATION PROCEDURES

1. Check your personalised examination timetable carefully. Ensure you transfer these dates to your e-calendar and diary. You need to arrive 20 minutes before the start of an examination. The general timetable will be posted in Sentral.
2. **Misreading** the dates & times of any examination is **not an excuse**.
3. If you are absent from an examination, you must **notify the school before 8.30 am** on the morning of the examination. In case of sickness or misadventure you must bring a doctor's certificate on the day that you return, show it to the Deputy Principal and complete an Illness/Misadventure Form. **If appropriate**, your examination will be **rescheduled** within the examination period.
4. All students must show their **School ID cards** as they enter the examination room. Students will be directed to find their desks which will usually be arranged in NESA number order. ID cards must be placed on the examination table for the duration of the examination. An attendance slip will be placed on your table and is to be signed at the start of each examination. Your NESA number is to be written on all writing booklets.
5. You must remove watches and place them in clear view on the examination table. You can bring water into the examination room in a clear bottle.
6. **No student is to leave** the examination room until the examination has officially ended.
7. **Full school uniform** is to be worn at all examinations. Students out of uniform may be sent home to change. No student is to wear a hat or a hood during the examination.
8. You must be prepared for each examination with your **own equipment**; you are **not allowed to borrow** during an examination. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESA approved calculators can be used. These will be checked by staff before examinations commence. NESA suggests you use a **black pen**.
9. What you **cannot bring** to your **examination table**
 - A mobile phone. Mobile phones are not permitted at your examination table under any circumstances
 - A programmable watch, e.g. a smart watch
 - Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
 - Paper or any printed or written material (including your examination timetable)
 - Dictionaries, except where permitted in language examinations
 - Correction fluid
10. Students **risk cancellation of their examination** paper if there is a **breach of any of these rules** or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.

Year 11 2025

	2025	2025	2025
	TERM 1	TERM 2	TERM 3
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			
WEEK 10			
WEEK 11			

Use this calendar to plan out your assessment tasks throughout the 3 terms of your Year 11 courses

HSC GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, and employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (Analyse/ Evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis and/or evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note difference
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and /or appropriate details
Extrapolate	Infer from what is known

Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reason in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements

ASSESSMENT APPEAL FORM



**Sydney
Secondary
College**
Blackwattle Bay

Student Appeal Form

Student Name: _____ Date: _____

Student Number: _____

Course: _____

Assessment Task: _____

Student Statement in Support of Appeal

Attach any documents if required.

My appeal is based on the following grounds:

The Principal/Assessment Review Committee will advise you of the outcome of your appeal.

Student's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____