

# LAKE ILLAWARRA HIGH SCHOOL



## **Year 11 Assessment Policy 2025**

## Contents

	<b>Page</b>
1. Introduction .....	4
2. Higher School Certificate Course Assessment.....	4
3. The Assessment Program .....	4
4. The Assessment Program for Vocational Education and Training (VET) Courses.....	4
5. Assessment Marks and Rankings .....	4
6. Satisfactory Completion of a Higher School Certificate Course .....	5
7. Attendance and Satisfactory Completion of a Course .....	5
8. Non-Completion of Course Requirements – ‘N’ Determination.....	5
9. Student Responsibilities .....	6
9.1 Assessment Schedule .....	6
9.2 Presenting Work.....	6
10. Teacher Responsibilities.....	6
11. Non-completion of Assessment Tasks .....	6
12. Absences and Extensions of Time .....	7
12.1 When the Absence will be known in advance.....	7
12.2 Granting an Assessment Appeal .....	7
12.3 When the Absence was not known in advance.....	7
12.4 When no documentary evidence has been supplied to support an Absence .....	7
12.5 Illness or misadventure during a task.....	7
12.6 Late Submission of Tasks .....	7
13. Malpractice.....	8
14. Invalid or Non Discriminating Tasks .....	9
15. Rights of Appeal .....	9
16. Illness / Misadventure.....	10
17. Assessment Disputes.....	9
18. Change of Course/Late Enrolments .....	9
19. Marks for Alternative Procedures/Extension of Time.....	9
20. Moratorium on Assessment Task.....	9
21. Assessment Review panel .....	9
22. Further Information .....	9
23. Request for Special Consideration.....	9-10
24. Subject Assessment Schedules .....	11-25
Aboriginal Studies.....	12
Ancient History.....	12
Biology.....	13

Chemistry.....	13
Community and Family Studies.....	14
English Advanced .....	15
English Standard .....	15
English Studies .....	16
English Extension.....	16
Exploring Early Childhood.....	17
HMS.....	17
Industrial Technology – Timber .....	18
Mathematics - Advanced.....	18
Mathematics – Standard.....	19
Modern History .....	19
Music 1.....	20
Photography, Video and Digital Imaging.....	20
Physics .....	21
Sport, Lifestyle and Recreation .....	21
Visual Arts .....	22
Visual Design.....	22
VET Assessment procedures .....	23
<b>Subject Assessment Calendar .....</b>	<b>23</b>
<b>Appendix</b>	
Request for Consideration	
Appeal Application	

## 1. Introduction

This document provides information relating to the assessment of Higher School Certificate courses at Lake Illawarra High School.

## 2. Higher School Certificate Course Assessment

School based assessment for Higher School Certificate courses is carried out to measure a student's progress through a course and to assess a student's performance in those aspects of the course which may not be adequately assessed by a single examination at the end of the course. In the case of an upheld misadventure appeal at the time of the HSC examinations, the moderated assessment mark will become the HSC mark. For most board developed courses, school based assessment contributes 50% of your HSC mark.

## 3. The Assessment Program

The HSC Assessment Program, will commence at the beginning of Term 4, and conclude at the end of Term 3 of the following year. To co-ordinate the timing of assessment tasks in different courses, the following procedures will apply:

- Each student will be provided with an assessment task schedule which will provide an indication of when assessment tasks in each course will occur.
- A schedule of assessment tasks for each individual course specifying the various tasks (tests, assignments etc) and the marks allocated for each task is contained in this booklet (see Section 23 of this booklet).

While the schedule is provided as a guide to when assessment tasks will occur, unforeseen circumstances may result in a change of dates for an assessment task. Students should expect **at least two weeks** notice of the change of date for that assessment task.

## 4. The Assessment Program for Vocational Education and Training (VET) Courses

The VET courses offered at Lake Illawarra High School are category B Board Developed Courses. The Board and Australian Quality Training Framework (AQTF) require that a competency-based approach to assessment is used and that a record is held by the school of the competencies achieved by each student. The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent.

**All courses have a mandatory work placement requirement.** This means that students who do not complete 35 or 38 hours (depending on course) in their HSC year for each VET course studied will not receive their Higher School Certificate.

The HSC **examination** for VET subjects is NOT compulsory and is used only for ATAR calculations.

## 5. Assessment Marks and Rankings

Students will be provided with an assessment mark and ranking for each assessment task completed. In addition, students will be supplied with a cumulative assessment ranking at the end of each reporting period. A final overall ranking, but not the actual assessment mark, will be supplied to the student after the final HSC Examinations. The moderated assessment mark will be supplied to the student at the time that HSC results are released.

If an **appeal** is required against an individual assessment mark and ranking, it must be made **at the time the mark and ranking are received**.

## 6. Satisfactory Completion of a Higher School Certificate Course

The Board of Studies has stipulated that a student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board of Studies.
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- (c) **achieved** some or all of the course outcomes.

Students are expected to perform **ALL** tasks required and sit for **ALL** tests scheduled as part of the assessment program in all courses they are studying.

The Board of Studies requires that students **MUST** make a genuine attempt at tasks worth **more than 50%** of available marks in a course to satisfy requirements for that course. If students do not meet this requirement the Principal must indicate that the course has not been satisfactorily completed and apply the 'N' determination.

Satisfactory completion of a Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

## 7. Attendance and Satisfactory Completion of a Course

Principals may determine that, as a result of absence, the course completion criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such actions.

## 8. Non-Completion of Course Requirements – 'N' Determination

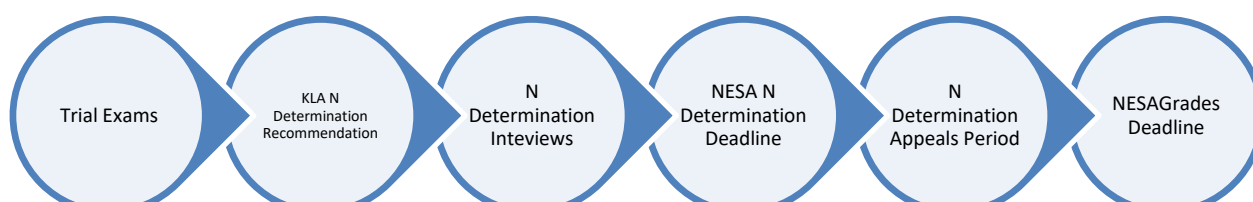
Students judged not to have satisfactorily met course requirements will have neither Assessment nor Examination marks reported.

If a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- Advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequence of an 'N' determination.
- Advise the parent/guardian in writing if the student is Under 18.
- Request from the student or parent/guardian a written acknowledgement of the warning.
- Retain a copy of the warning notice and other relevant documentation.

When a candidate has not satisfied requirements for a course the Principal must:

- Indicate to NESAs that student has not satisfactorily completed a course.
- Advise the student of the determination, its consequences, and the student's right to a school review and subsequent appeal to NESAs.



## 9. Student Responsibilities

### 9.1 Assessment Schedule

Students must:

- Make sure that they have a copy of the Assessment Policy and Schedule
- Present work according to the schedule of dates for assessment tasks.
- Be aware of the penalties for non or late submission of assessment tasks.
- Be aware of the procedure to be followed if absent when a task is to be submitted, or completed in class.
- Satisfactorily explain all full and partial absences.
- Sign that they have received the Assessment Policy and Schedule

### 9.2 Presenting Work

Students must:

- Present their own work – see section 13 of this document.
- Submit work in an appropriate format and by the time indicated on the written advice.
- Not interfere with the efforts of others.
- Maintain a back-up copy of work completed using a computer; a computer crash or disk failure will not necessarily be accepted as a reason for not completing or submitting a task. Where exceptional circumstances exist, an appeal can be made to the Assessment Review Panel, who will make a final determination.

## 10. Teacher Responsibilities

Class teachers must:

- Ensure that students have a copy of the Assessment Schedule for their class.
- Follow the Assessment Schedule for their subject.
- Give students **at least two weeks'** written notice of the date of an assessment task ensuring that absent students receive the information the next time the student attends the class; the notice should include outcomes to be assessed by the task, administrative information concerning the task, an outline of the nature of the task, and criteria by which the task will be assessed.
- Where an assessment task needs to be rescheduled, negotiate with students concerning a suitable date. **At least two weeks'** notice should be given.
- Ensure that warning letters are issued for students not submitting tasks.
- Provide meaningful feedback in a timely manner that will assist them to review their work.

## 11. Non-Completion of Assessment Tasks

In order to satisfactorily complete a course, students will have completed all assessment tasks. In cases where a candidate hands in an assessment task after the due date without having successfully applied for Special Consideration (see section 22), **a zero result** is recorded for that task.

If a student does not submit a task a non-attempt will be recorded.

When a student fails to complete assessment tasks which contribute in excess of 50% of available marks, then the student will **automatically** be deemed to **have not satisfactorily completed** that course.

## 12. Absences and Extensions of Time

If a student is absent when an assessment task or test is to be carried out they may apply for consideration. This application must be made **in writing** (see Appendix) with supporting evidence within the time limits as indicated below and forwarded to the Assessment Review Panel.

### Absence from an Assessment Task

#### 12.1 When the Absence will be known in advance

If a student knows that they will be unavoidably absent when an assessment task is to be carried out, they must negotiate with the Head Teacher concerning rescheduling of the task. documentary evidence must be supplied to support their reasons for absence.

#### 12.2 Granting an Assessment Appeal

This requirement also applies if the student will be absent while representing the school on sporting, cultural, or educational representative duties.

If an Assessment Appeal has been granted then the Head Teacher (in consultation with the Principal and/or Deputy Principal) may:

- authorise an alternative task as soon as is reasonable and practicable after the student's return
- grant an extension of time
- determine an alternative procedure

#### 12.3 When the Absence was not known in advance

If absent from school when an assessment task is carried out, students should provide documentary evidence (for example, a doctor's certificate or other valid explanation) to support their reason for absence **within two days** of returning to school to the Head Teacher Secondary Studies (see Request for Consideration form in the Appendix).

The consideration will be considered by the Assessment Review panel and the decision to be forwarded to the Head Teacher.

#### 12.4 When no documentary evidence has been supplied to support an Absence

Where a student does not provide acceptable documentary or other evidence to support the reasons for an absence then the student **must still complete the task** to be deemed satisfactory for the course. Please note that this work must be completed to a standard, as judged by the teacher and Head Teacher, to be deemed a serious attempt. However, a **zero** mark will be allocated for HSC Assessment purposes.

#### 12.5 Illness or misadventure during a task

When a student has been ill or has been adversely affected during a particular task, it may be possible to apply for an extension of time or to complete a substitute task. This application, with supporting documentation where appropriate, should be made to the Head Teacher Secondary Studies (see Request for Consideration form in the appendix).

If the Principal considers that a valid reason exists for non-completion of a task then a decision will be made by the Assessment Review Panel.

If a student has an upheld illness/misadventure application, the student will be provided a substitute assessment task for completion.

#### 12.6 Late Submission of Tasks

If a student submits a task for assessment after the due date for submission then a **zero** assessment will be given for that task unless an extension of time has been granted in writing.

However, submission of the task is essential for satisfactory completion of the course. A daily percentage reduction in marks **will not apply** for late submission of assessment tasks.

### 13. Malpractice

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.

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

#### Plagiarism

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

Plagiarism includes but is not limited to:

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

#### Collusion

- Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

#### Misrepresentation

- Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

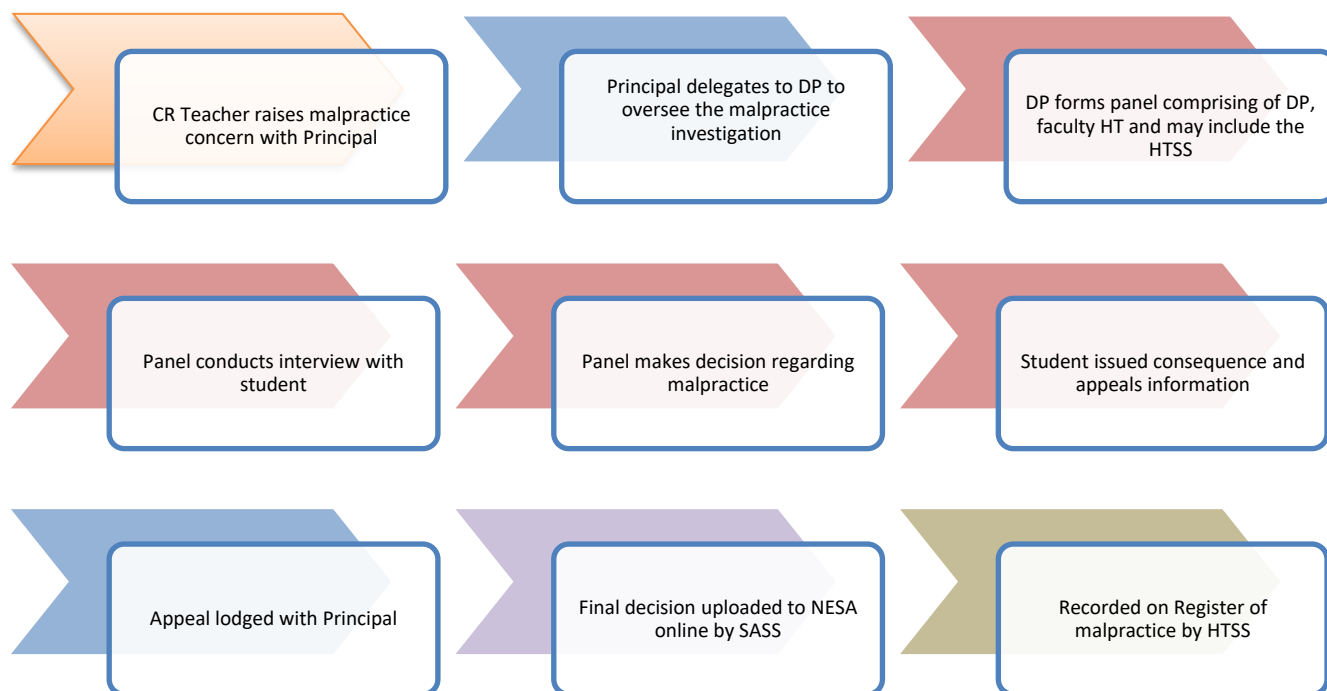
#### Breach of Assessment Conditions

- All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.
- When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
- A breach of assessment conditions includes any breach of:
  - a. HSC exam rules and procedures, and
  - b. HSC minimum standard test rules and procedures.
- Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.



Cases of malpractice will be referred to the Principal. Any case of proven dishonesty or malpractice by a student in an assessment task may result in a zero mark being awarded for the task. Other penalties may include a modified or adjusted mark, resubmission of task, completion of an alternate task, issue of a formal caution. Parents will be informed in such cases. (see Appeals form in appendix).

### Issues of Suspected Malpractice process



**Note:** Students who seek to obtain an advantage before assessment tasks by taking periods or days off could be penalised. Such penalties will be determined by the Head Teacher Secondary Studies. Absences before a task's due date will require authentication as per non-attendance at exams.

**Students who misbehave during exams or assessment tasks will be removed and will receive a mark of zero for the task.**

#### 14. Invalid or Non-Discriminating Tasks

In the case of a task not discriminating between students, being invalid or having problems associated with its administration, the School reserves the right to disallow (and omit) that task from the assessment program.

In these circumstances the School may add another task (with sufficient notice), and/or adjust the weightings accordingly.

#### 15. Rights of Appeal

In a case where a student feels that an error has been made in the marking of an assessment task, the student may appeal against that mark only at the time that information is supplied to the student by the course teacher. While the course teacher may deal with an informal appeal, students are advised to make appeals in writing using the Appeal form located in the Appendix.

Student cannot submit an appeal on the basis of:

- Alleged deficiencies in tuition
- Misreading the assessment schedule
- Misreading examination instructions

## 16. Illness / Misadventure

Students whose performance in an examination has been affected by illness or unforeseen misadventure suffered immediately before or during an examination period, must appeal in writing using the Request for Consideration form located in the appendix within two days of that examination.

Students cannot submit an appeal on the basis of:

- Difficulties in preparation or loss of preparation time – for example, as a result of ongoing illnesses
- Long term illnesses such as glandular fever, unless a “flare-up” or exacerbation of symptoms occur during an examination period

If a student has an upheld illness/misadventure application, the student will be provided a substitute assessment task for completion.

## 17. Assessment Disputes

Disputes over an individual task must be resolved within 5 school days of the task being returned.

The Principal is the final arbiter in all assessment matters.

## 18. Change of Course/Late Enrolments

For students changing courses, the Principal must be satisfied that they have satisfactorily completed the relevant HSC course (or equivalent), and that they will be able to complete all course requirements, including assessment.

When a student enrolls at the school after the assessment program has commenced, that student’s rank order in each subject will be determined on the basis of work done in the current school only.

## 19. Marks for Alternative Procedures/Extensions of Time

In those cases where alternative procedures have been authorised (see Section 12), the mark given for the task will be used as a basis on which to estimate the student’s rank order for the particular task. This is necessary, as a substitute task does not always duplicate the same conditions and content as the original task. When the position of the student has been established, the mark most appropriate for that position will be awarded and recorded.

Where an alternative task cannot be given, a mark will be allocated with the approval of the Principal.

## 20. Moratorium on Assessment Task

There will be an assessment “free” week the week prior to all formal semester examinations.

## 21. Assessment Review Panel

The Principal will select the members of the assessment review Panel. It will consist of at least three members: The relevant Deputy Principal, the Head Teacher of the subject concerned and the Year Adviser.

**The Assessment Review Panel will:**

- Adjudicate on all “*request for consideration*” forms submitted.
- Review appeals against final assessment marks and ranks. (NB: Review of Assessment grading will consider the **procedures** and not involve reconsideration of the teacher’s judgment).

## 22. Further Information

Further information relating to general issues may be obtained from the:

- Principal
- Deputy Principal
- Faculty Head Teachers
- Head Teacher Secondary Studies
- Year Adviser
- The NESA Website

YEAR 11 2025 ASSESMENT POLICY

<b>ABORIGINAL STUDIES</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W9	T2 W8	T3 W8/9
<b>Task Type</b>		<b>Research Task</b> Aboriginality and the Land	<b>Major Project</b>	<b>Yearly Examination</b>
Knowledge and understanding of content	40%	10	20	10
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5	5	5
Research and inquiry methods, including aspects of the local community case study	20%	5	10	5
Communication of information, ideas and issues in appropriate forms	25%	10	5	10
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		P1.1, P1.2, P2.1, P2.2, P3.2	P4.1, P4.2	P1.2, P1.3, P3.1, P3.2, P3.3, P4.3

**Lake Illawarra High School – Year 11 Assessment Schedule**

<b>ANCIENT HISTORY</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W8	T2 W10	T3 W8/9
<b>Task Type</b>		<b>Report</b> Investigating Ancient History	<b>Research and presentation</b> Historical Investigation	<b>Yearly Examination</b>
Knowledge and understanding of content	40%	15%		25%
Historical skills in the analysis and evaluation of sources and interpretations	20%		5%	15%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	10%	10%	
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		AH11-6, AH11-7, AH11-9 AH11-10	AH11-2 AH11-3, AH11-4, AH11-5, AH11-6, AH11-8 AH11-9	AH11-1, AH11-6, AH11-7 AH11-9

Lake Illawarra High School – Year 11 Assessment Schedule

BIOLOGY				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W7	T2 W6	T3 W8/9
<b>Task Type</b>		Research & Practical Investigation	Depth Study	Yearly Examination
Knowledge and Understanding	40%	10	5	20
Skills in Working Scientifically	60%	20	25	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-7, BIO11-9	BIO11-1 to BIO11-11

Lake Illawarra High School – Year 11 Assessment Schedule

CHEMISTRY				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W7	T2 W6	T3 W8/9
<b>Task Type</b>		Research Investigation	Depth Study Practical Investigation & Report	Yearly Examination
Knowledge and Understanding	40%	10	10	20
Skills in Working Scientifically	60%	20	20	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7 CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11

Lake Illawarra High School – Year 11 Assessment Schedule

<b>COMMUNITY &amp; FAMILY STUDIES</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W9	T2 W9	T3 W8/9
<b>Task Type</b>		Resource Management In class task	Families & Communities Assignment	Yearly Examination
Knowledge and Understanding	40%	10	10	20
Skills in Critical Thinking, Research Methodology and Communicating	60%	25	20	15
<b>Marks</b>	<b>100%</b>	<b>35</b>	<b>30</b>	<b>35</b>
<b>Outcomes</b>		P1.2, P3.2, P4.2, P5.1, P6.1	P2.3, P2.4, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1

Lake Illawarra High School – Year 11 Assessment Schedule

<b>ENGLISH - ADVANCED</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 W10	T2 W9	T3 W8/9
Task Type		<b>Imaginative Text with Reflection</b> Reading to Write	<b>Critical Response</b> Narratives that Shape our World	Yearly Examination All modules
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes		EA11-3, EA 11-5, EA 11-9	EA 11-1, EA 11-2, EA11-4, EA 11-8	EA 11-3, EA 11-5, EA 11-6, EA 11-7, EA 11-9

Lake Illawarra High School – Year 11 Assessment Schedule

<b>ENGLISH - STANDARD</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 W10	T2 W9	T3 W8/9
Task Type		<b>Imaginative Text with Reflection</b> Reading to Write	<b>Multimodal presentation</b> Contemporary Possibilities	Yearly Examination All modules
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes		EN 11-2, EN 11-3, EN11-5, EN 11-9	EN 11-1 EN 11-2, EN11-4, EN 11-8	EN11-3, EN11-5, EN 11-6, EN 11-7, EN 11-9

Lake Illawarra High School – Year 11 Assessment Schedule

<b>ENGLISH STUDIES</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W7	T2 W9	T3 W8/9
<b>Task Type</b>		<b>Exposition Task</b> Mandatory Module: Achieving through English	<b>Multimodal Task</b> Music Festival Elective Module: Mitunes	<b>Portfolio</b>
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	50%	15%	15%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		ES 11-1, ES 11-4, ES 11-5, ES 11-6	ES 11-2, ES 11-3, ES 11-5, ES 11-7, ES 11-8	ES 11-1 ES 11-4, ES 11-6, ES 11-9, ES 11-10

Lake Illawarra High School – Year 11 Assessment Schedule

<b>ENGLISH – EXTENSION 1</b>				Year Calendar: 2025
				Units: 1
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W11	T2 W9	T3 W8/9
<b>Task Type</b>		<b>Imaginative Response</b>	<b>Independent Related Project</b>	<b>Yearly Examination</b>
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		EA 11-3, EA 11-5, EA 11-9	EA 11-1, EA 11-3, EA 11-5, EA 11-8	EA 11-3 EA 11-5, EA 11-6, EA 11-7, EA 11-9



Lake Illawarra High School – Year 11 Assessment Schedule				
EXPLORING EARLY CHILDHOOD				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 W9	T2 W9	T3 W8/9
Task Type		Nutrition – Product & design Task	Nursery Rhyme Children’s Book	Yearly Examination
Knowledge & Understanding	50%	10%	20%	20%
Skills	50%	25%	15%	10%
Marks	100%	35%	35%	30%
Outcomes		1.3,1.4, 1.5, 6.1, 6.2	1.2, 1.3, 1.4, 4.1	1.2,1.3,1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2

Lake Illawarra High School – Year 11 Assessment Schedule				
HMS				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T2 W2	T3 W8	T3 W8/9
Task Type		In depth Analysis of a youth health issue behavior	Collaborative Investigation	Yearly Examination
Knowledge and understanding of course structure	40%	15%	10%	15%
Skills in Collaboration, Analysis, Communication, Creative thinking, Problem-solving and research	60%	20%	20%	20%
Marks	100%	35%	30%	35%
Outcomes		HM-11-01, HM-11-02, HM-11-06, HM-11-09	HM-11-05, HM-11-06, HM-11-08 Hm-11XX*	HM-11-01, HM-11-02, HM-11-03, HM-11-04. HM-11-06, HM-11-07, HM-11-08, HM-11-09

\*Knowledge and understanding outcome(s) to be included once determined by the teaching in partnership with students, based on the nature of the investigation

Lake Illawarra High School – Year 11 Assessment Schedule

<b>INDUSTRIAL TECHNOLOGY TIMBER, Products and Furniture Technology</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W10	T2 W10	T3 W8/9
<b>Task Type</b>		Test Joinery – Design Portfolio	Major Project production & Portfolio	Yearly Examination
Industry Study	15%			15
Design	10%	10		
Management & Communication	20%	10	10	
Production	40%	10	30	
Industry Related Manufacturing Technology	15%			15
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		P2.1, P2.2, P3.2, P4.2, P5.1	P3.1, P3.3, P4.1, P4.3, P5.2	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2

Lake Illawarra High School – Year 11 Assessment Schedule

<b>MATHEMATICS - ADVANCED</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W7	T2 W8	T3 W8/9
<b>Task Type</b>		Test with notes	Assignment	Yearly Examination
Understanding, Fluency and Communication	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		MA11 -1, 2, 3, 4, 8	MA11- 1, 2, 3, 4, 9	MA11- 2, 5, 6, 7

Lake Illawarra High School – Year 11 Assessment Schedule

MATHEMATICS - STANDARD				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W8	T2 W8	T3 W8/9
<b>Task Type</b>		Topic Test	Assignment	Yearly Examination
Understanding, Fluency and Communication	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		MS 11.1-3, MS11.9, MS11.10	MS11.3-4, MS11.6, MS11.9-10	MS11.1-10

Lake Illawarra High School – Year 11 Assessment Schedule

MODERN HISTORY				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W8	T2 W4	T3 W8/9
<b>Task Type</b>		Shaping of the Modern World	Historical Investigation	Yearly Examination
Knowledge and understanding of content	40%	15%	5%	20%
Historical Skills in the analysis of evaluation of sources and Interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		MH 11-2, MH 11-7, MH11-10	MH11-6, MH 11-7, MH11-8, MH11-9	MH11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH11-9

Lake Illawarra High School – Year 11 Assessment Schedule

<b>MUSIC 1</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W8	T2 W4	T3 W8/9
<b>Task Type</b>		Composition and Performance	Research Written Oral	Yearly Examination Practical and Written
Performance Core	25%	10%		15%
Composition Core	25%	20%		5%
Musicology Core	25%		25%	
Oral Core	25%	5%	5%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P2, P3, P8, P9	P4, P6, P8, P10	P1, P2, P5, P7, P11, (P3, P4, P10)

Lake Illawarra High School – Year 11 Assessment Schedule

<b>PHYSICS*</b>		Year Calendar: 2025

\*Please Refer to the Finigan School of Distance Education Online portal for Assessment Task Schedule

Lake Illawarra High School – Year 11 Assessment Schedule

<b>PHOTOGRAPHY, VIDEO &amp; DIGITAL IMAGING</b>					Year Calendar: 2025
					Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	
<b>Date</b>		T1 W10	T2 W10	T3 W8/9	
<b>Task Type</b>		Practical classwork & Critical writing task – Topic 1	Historical research Task & Body of Work – Topic 2	Body of Work – Topic 3 & Yearly Examination	
Making	70%	20%	20%	20%	
Critical and historical studies	30%	10%	10%	10%	
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	
<b>Outcomes</b>		M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, CH1, CH2, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	

Lake Illawarra High School – Year 11 Assessment Schedule

<b>SPORT, LIFESTYLE &amp; RECREATION</b>					Year Calendar: 2025
					Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	
<b>Date</b>		T1 W9	T2 W5	T3 W8/9	
<b>Task Type</b>		Resistance Training Program	Outdoor Recreation	Yearly Examination	
Knowledge	50%	15%	15%	20%	
Skills	50%	20%	20%	10%	
<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	
<b>Outcomes</b>		2.3, 3.2, 3.3	1.4, 4.1, 3.6	1.4, 4.1, 1.2, 3.6, 4.5	

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule

<b>VISUAL ARTS</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T2 W4	T3 W4	T3 W8/9
<b>Task Type</b>		Written Task & Ongoing Practical	Research Theory Task, Ongoing Practical	Body of Work & Yearly Examination
Art Making	50%	20%	10%	20%
Art Criticism Writing	50%	10%	20%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P4, P6-7	P7-10	P1-10

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule

<b>VISUAL Design</b>				Year Calendar: 2025
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
<b>Date</b>		T1 W11	T2 W10	T3 W8/9
<b>Task Type</b>		Written Classwork & Critical Writing Task - Topic 1	Historical Research Taks & Body of Work – Topic 2	Body of Work & Yearly Examination
Making	60%	20%	20%	20%
Historical & Critical Writing	40%	10%	10%	20%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		DM1, DM2, DM4, DM5, CH1	DM1, DM2, DM3, DM4 DM5, CH1, CH2, CH3	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3, CH4

## HSC Assessment Advice for VET Courses

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

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

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

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

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

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

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

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

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

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

**Work placement advice from NESA in response to COVID**

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

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

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

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

**School Name: Lake Illawarra High School**

**Joinery**

**Assessment Schedule Year 11 – 2025**

Code	Unit of Competency	HSC Examinable	Assessment Tasks for			
			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
CPC20220	Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)					
	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.					
	*Task 2 completion may be carried over to HSC year					
			Week: 1-3 Term: 1 Date: 28-2-25	Week: 4-10 Term: 1 Date: 20-4-25	Week: 1-10 Term: 2 Date: 30-6-25	Week: 1-10 Term: 3 Date: 30-9-25
CPCWHST001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHST001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

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

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

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





**School Name:** Lake Illawarra High School **Assessment Schedule Year 11 - 2025**

Assessment Tasks for		Task 1	Task 2	Task 3
Code	Unit Name	Welcome to the industry	Right tool right job	Engineering in practice
MEM10119	Certificate I in Engineering & Statement of Attainment towards	Week: 1-5	Week: 6 T1 - 10 T2	Week: 1-10
MEM20422	Certificate II in Engineering Pathways	Term: 1	Term: 2	Term: 3
	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.	Date: 29-2-25	Date: 30-6-25	Date: 30/9/25
	*Task 2 completion may be carried over to HSC year			
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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: Lake Illawarra High School**

**Assessment Schedule Year 11 - 2025**

Code	Unit of Competency	Assessment Tasks for SIT20322 Certificate II in Hospitality	
		HSC Examinable	
SITXWHS005	Participate in safe work practices	X	
SITXFSA005	Use hygienic practices for food safety	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches		
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.

Task 1 Safety in the kitchen	Task 2 Service please
Week: 1 T1 - 5 T2 Term: 1-2 Date: 30-5-25	Week: 6 T2 - 10 T3 Term: 2-3 Date: 30-9-25

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

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

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



**Request for Consideration**

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Secondary Studies on the day of returning to school.

**Section A (to be completed by the student)**

Full Name: \_\_\_\_\_ Year: 10 11 12

Reason for absence/late submission/request for extension:  
 \_\_\_\_\_  
 \_\_\_\_\_

Medical certificate from (name of doctor): \_\_\_\_\_

OR nature of other independent evidence: \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent/carer signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

*You must attach the Medical Certificate to this form.*

**Section B: See your Class Teacher or the Head Teacher**

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature Date			

**Section C: Take this form to the Head Teacher Secondary Studies**

Date school advised of misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Request for Consideration decision: Accepted / Rejected Extension of time granted until: \_\_\_\_\_

Student required to complete alternate task.  Yes  No

Zero mark to be awarded for late submission with task to be completed.  Yes  No

Task is a non-serious effort  Yes  No

Head Teacher Secondary Studies signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral***

**Section D: Evidence**

Lae Illawarra High School advises that students should attend examinations and submit assessment tasks as per the dates set by the school unless it is considered detrimental to their health. Students who are unwell or experience misadventure must seek independent medical advice either immediately before or after each task or examination, and then present the medical certificate to the Head Teacher Secondary Studies upon their return to school.

**The person completing Part I or Part II must NOT be related to the student.**

**Part I: Independent evidence of illness (to be completed by a medical practitioner)**

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_ / \_\_\_ / \_\_\_

Date(s) and time(s) of all consultations/meetings relating to this illness: \_\_\_\_\_

Please describe how the student’s condition or symptoms could affect or may have affected their performance. Please provide full details in the space provided or attach to the application.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other comments or information which may assist in the assessment of the student’s appeal.

\_\_\_\_\_

\_\_\_\_\_

Name of doctor or other health professional providing this information: \_\_\_\_\_

Place of work: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

**Part II: Independent evidence of misadventure (to be completed by a relevant person such as a police officer or counsellor)**

Date of misadventure: \_\_\_ / \_\_\_ / \_\_\_ Were you a witness to the event? YES NO

If no, how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? YES NO

If YES, what is the nature of the relationship? \_\_\_\_\_

Description of the event:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of person providing this information:

Profession: \_\_\_\_\_ Place of work / organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_



**APPEAL APPLICATION**

Discuss this application with the Deputy Principal and refer to the school policy in your Student Assessment Policy Handbook before completing the Appeal Application. This form must be completed and submitted to the Deputy Principal within five school days.

**Student Details:**

Student's Name: \_\_\_\_\_ Year: 10 11 12  
 Subject: \_\_\_\_\_ Due Date: \_\_/\_\_/\_\_

Nature of Task:

Examination	Topic or Unit Test	Assessment	Research Activity
Practical Exercise	Practical Test	Field Work	Other

**Reason for the Appeal (written by student):**

State details to support your application or attach a statement:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_ Submission Date: //

**Outcome of Appeal (written by Appeals Panel Co-Ordinator):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Appeals Panel Co-Ordinator: \_\_\_\_\_ \_\_/\_\_/\_\_

Signature of Head Teacher: \_\_\_\_\_ \_\_/\_\_/\_\_

Signature of Principal: \_\_\_\_\_ \_\_/\_\_/\_\_