



# **Year 11**

## **Assessment Policy and Schedule**

**2025**

**As at 10 Feb 2025**

## Contents

THE HIGH SCHOOL CERTIFICATE .....	6
ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE .....	6
THE HIGHER SCHOOL CERTIFICATE CURRICULUM - PATTERN OF STUDY (APPENDIX A) .....	6
NESA DEVELOPED COURSES .....	6
NESA ENDORSED COURSES .....	7
UNITS OF STUDY .....	7
ASSESSMENT POLICY - RATIONALE:.....	7
POLICY FORMAT:.....	7
1. GUIDELINES ON THE NUMBER AND TYPES OF TASKS BEING USED.....	8
2. PROCEDURES TO ENSURE STUDENTS ARE INFORMED IN WRITING OF THEIR ASSESSMENT SCHEDULES.....	9
3. PROCEDURES RELATING TO THE ADMINISTRATION OF TASKS .....	10
4. GUIDELINES FOR MAINTAINING SECURE RECORDS OF ALL MARKS AWARDED FOR ASSESSMENT TASKS AND ENSURING THE SECURITY OF MAJOR WORKS.....	13
5. PROCEDURES FOR PROVIDING ASSESSMENT MARKS FOR STUDENTS WHO TRANSFER INTO THE SCHOOL AFTER THE COMMENCEMENT OF THE COURSE .....	13
6. PROCEDURES FOR DEALING WITH THE ASSESSMENT OF ACCELERANTS AND ACCUMULANTS.....	13
7. RECOGNITION OF PRIOR LEARNING .....	14
8. AWARDING MARKS FOR AN ASSESSMENT TASK AND PROVIDING FEEDBACK TO STUDENTS ON THEIR PERFORMANCE IN TASKS AND THEIR PROGRESS.....	14
9. PROCEDURES FOR ADVISING STUDENTS IN WRITING WHEN THEY ARE IN DANGER OF NOT MEETING ASSESSMENT REQUIREMENTS IN A COURSE (APPENDIX M) .....	16
10. PROCEDURES FOR CONDUCTING SCHOOL REVIEWS OF FINAL ASSESSMENT MARKS AND APPEALS TO NESA .....	18
11. COMMUNICATING THE POLICY .....	19

12. HSC ALL MY OWN WORK.....	19
13. EXPULSION .....	19
POLICY FORMAT:.....	20
1. DEFINITIONS OF MALPRACTICE .....	20
1.1 MALPRACTICE .....	20
1.2 MALPRACTICE AND THE HSC .....	20
2. PROCEDURES RELATING TO MALPRACTICE .....	21
2.1 PROCEDURES FOR DEALING WITH MALPRACTICE IN TASKS.....	21
3. PREVENTING MALPRACTICE .....	21
4. NESA MALPRACTICE REGISTER.....	23
ANCIENT HISTORY .....	24
BIOLOGY .....	25
BUSINESS STUDIES.....	26
CHEMISTRY .....	27
COMMUNITY & FAMILY STUDIES.....	28
ENGINEERING STUDIES .....	29
ENGLISH ADVANCED .....	30
ENGLISH EXTENSION I .....	31
ENGLISH STANDARD .....	32
ENGLISH STUDIES.....	33
HEALTH AND MOVEMENT SCIENCE.....	34
HOSPITALITY .....	35
INDUSTRIAL TECHNOLOGY TIMBER .....	36
INVESTIGATING SCIENCE.....	37

<b>LEGAL STUDIES .....</b>	<b>38</b>
<b>MATHEMATICS ADVANCED .....</b>	<b>39</b>
<b>MATHEMATICS STANDARD .....</b>	<b>40</b>
<b>MATHEMATICS EXTENSION.....</b>	<b>41</b>
<b>MODERN HISTORY .....</b>	<b>42</b>
<b>MUSIC 1 .....</b>	<b>43</b>
<b>PHYSICS .....</b>	<b>44</b>
<b>PRELIMINARY - PRIMARY INDUSTRIES - AGRICULTURE .....</b>	<b>45</b>
<b>SOCIETY &amp; CULTURE.....</b>	<b>46</b>
<b>SOFTWARE ENGINEERING .....</b>	<b>47</b>
<b>SPORT, LIFESTYLE &amp; RECREATION.....</b>	<b>48</b>
<b>VISUAL ARTS.....</b>	<b>49</b>
<b>PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2024 HIGHER SCHOOL CERTIFICATE.....</b>	<b>50</b>
<b>NESA REQUIREMENTS FOR HSC .....</b>	<b>51</b>
<b>BOOKLET ACKNOWLEDGEMENT .....</b>	<b>52</b>
<b>ASSESSMENT CALENDAR.....</b>	<b>53</b>
<b>ASSESSMENT TASK CHECKLIST .....</b>	<b>54</b>
<b>ASSESSMENT TASK .....</b>	<b>56</b>
<b>CHANGE TO LISTED ASSESSMENT TASK DETAILS .....</b>	<b>58</b>
<b>MISSED ASSESSMENT TASK.....</b>	<b>60</b>
<b>EXTENSION OF ASSESSMENT TASK.....</b>	<b>61</b>
<b>APPLICATION FOR SPECIAL CONSIDERATION.....</b>	<b>62</b>
<b>EXAMPLE OF STATUTORY DECLARATION.....</b>	<b>63</b>
<b>USE OF COMPUTER TECHNOLOGY GUIDELINES .....</b>	<b>65</b>

VET RECOGNITION OF PRIOR LEARNING.....	66
APPENDIX M 'N' WARNING FLOWCHART .....	85
'N' AWARD W ARNING LETTER.....	86
ACADEMIC IMPROVEMENT PROGRAM .....	87
STUDENT APPEAL .....	88

## POLICY ON ASSESSMENT PROCEDURES

### THE HIGH SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award you can gain in New South Wales schools.

The Higher School Certificate is governed by the *Education Act 1990* (NSW), which sets out the general requirements you need to meet to be awarded the Higher School Certificate.

NSW Education Standards Authority (NESA) administer the Higher School Certificate.

### ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility are set out in the NESA publication, the *Assessment, Certification and Examination (ACE) Manual*, which is kept in every secondary school. It is also on the NESA's website: <https://ace.nesa.nsw.edu.au>

To be eligible for the award of the Higher School Certificate you need to have:

- Gained a RoSA or such other qualifications as the NESA considers satisfactory.
- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- Satisfactorily completed courses that comprise a pattern of study required by the NESA for an award of the Higher School Certificate (see below)
  - Completing the requirements for each course, including any necessary practical or project work
  - Completing tasks designed for the internal assessment program in each HSC course at your school
- Complete [HSC: All My Own Work](#) (or its equivalent) before submission of any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses.
- Meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting the HSC course.
- Sat for and made a serious attempt at the Higher School Certificate examinations.
- Students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising of at least 10 units. Both patterns must include at least:
  - 6 units from NESA Developed Courses.
  - 2 units of a NESA Developed Course in English.
  - Three courses of 2 unit value or greater (either NESA Developed or NESA Endorsed).
  - Four courses.

### THE HIGHER SCHOOL CERTIFICATE CURRICULUM - Pattern of Study (Appendix A)

#### NESA Developed Courses

NESA Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.

## **NESA Endorsed Courses**

NESA Endorsed Courses fall into three categories: general courses, Vocational Education and Training (VET) including many delivered by TAFE, and School Based Apprenticeships and Training (SBAT's).

All NESA Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, NESA Endorsed Courses only count towards calculation of the ATAR when a HSC examination is included and sat for (where optional).

## **UNITS OF STUDY**

Most courses offered for the Higher School Certificate have a 2 unit Year 11 and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into Year 11 and HSC components and may be counted as Year 11 or HSC courses.

Some 1 unit courses are also offered as NESA Endorsed Courses HSC extension courses.

Extension study is available in English, Mathematics, History, Music, some Languages and some VET courses. Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

## **ASSESSMENT POLICY - Rationale:**

The Henry Kendall High School Stage 6 Assessment Policy is divided to align all faculty tasks to ensure that assessment process and procedures are consistent across the school to support student engagement, task completion and improve student outcomes. Students are issued the schedule to commence their HSC year. Students will sign an acknowledgement form upon receipt of the schedule (Appendix B). The Assessment policy is complemented by the Henry Kendall High School Malpractice Policy.

## **Policy Format:**

The Henry Kendall High School Policy is divided into the following sections and numbered for ease of use:

1. Guidelines on the number and types of tasks being used
2. Procedures to ensure students are informed in writing of their assessment schedules
3. Procedures relating to administration of tasks
4. Guidelines for maintaining secure records of all marks awarded for assessment tasks
5. Procedures for providing assessment marks for students who transfer into the school after course commencement
6. Procedures for dealing with the assessment of accelerants and accumulants
7. Recognition of prior learning
8. Awarding of marks for an assessment task and providing feedback to students on their performance in tasks and their progress
9. Procedures for advising students in writing when they are in danger of not meeting assessments requirements in a course
10. Procedures for conducting school reviews of final assessment marks and appeals to NESA
11. Communicating the policy
12. HSC All My Own Work
13. Expulsion

## 1. Guidelines on the number and types of tasks being used

### 1.1 Minimum number of tasks for each course

Mandatory requirements from NESAs for the Year 11 courses are as follows:

- **Three tasks** including minimum and maximum task weightings. Minimum task weighting is 10% and maximum task weighting is 40%.
- Mandatory course components and weightings
- In most courses, only one formal written examination can contribute to a formal assessment program in the Year 11 course. This will be the end of course examination scheduled at the end of Term 3.
- Any mandatory task types.

No Assessment Tasks are to run within two weeks of start of the Year 11 end of course examinations.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete.

Mandatory requirements from NESAs for the HSC courses are as follows:

- **Four tasks** including minimum and maximum task weightings. Minimum task weighting is 10% and maximum task weighting is 40%.
- Mandatory course components and weightings
- In most courses, only one formal written examination can contribute to a formal assessment program in the HSC. In the HSC this will be the Trial HSC examination scheduled mid Term 3.
- Any mandatory task types.

No Assessment Tasks are to run within two weeks of Trial Examinations. Assessment Tasks scheduled after the Trial Examinations must have approval from the Senior Executive.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete.

### 1.2 Types of assessment tasks

Assessment task type should vary in nature, be a combination of in class (IC) and due date/hand in (HI), and reflect outlines specific to the course syllabus documents. Assessment in the form of exams must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents. Only **one** formal examination can contribute to a student's assessment.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together with a single due date.



A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

## **Appendix C – HSC assessment schedule for 2025/2026**

### **1.3 Adjustments to Assessment**

Adjustments to assessment need to be considered for the following:

- To allow students with special education needs access to and participation in assessment.
- Adjustments must be made so students can demonstrate what they know and can do.
- Adjustments need to be considered in the areas of the assessment process, assessment activities and response formats.

## **2. Procedures to ensure students are informed in writing of their assessment schedules**

### **2.1 Procedures to plan the scheduling of tasks in a coordinated way**

Across Stage 6 the scheduling of tasks is negotiated within the executive prior to course commencement. Tasks are negotiated into set weeks taking into account course requirements and an even spread of assessment times for students.

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher, and available for audit by the Senior Executive. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

All Year 11 and HSC faculty assessment tasks must be approved by the Deputy Principal (Curriculum) and be placed on the electronic school calendar on SENTRAL, so staff are aware of student workloads throughout the year and can plan excursions and extracurricular activities accordingly. The Deputy Principal (Curriculum) will monitor this process.

Appendix C outlines the summarised assessment schedule for the HSC course.

### **2.2 Using the Stage 6 Assessment Task Check List (Appendix D)**

At the beginning of each term the Deputy Principal (Curriculum) publishes the planning timeline for task checking. The task check list must be attached to the front of each Assessment Task proforma and submitted to the Head Teacher prior to the task notification distribution to students. The teacher and Head Teacher is to complete the bottom section and sign and date the check list. At least two weeks before task distribution this completed document is then submitted to DP Curriculum for checking and sign off. No HSC assessment task should be printed or distributed until the Head Teacher and DP Curriculum has signed the authority to do so. The check list, and task copy, should be filed in the appropriate monitoring folder, and a copy retained in the DP Curriculum office.

### **2.3 Informing students and parents about tasks (Appendix E)**

Students are provided with printed assessment schedules for each course in Stage 6. On the commencement of senior course studies students in Stage 6 will sign for an assessment schedule booklet with all assessment schedule details for every course. Students will sign an acknowledgement of receipt register when receiving this booklet. This register is to remain on file with the relevant Deputy Principal for the cohort. Stage 6 assessment booklets will be uploaded to the school website.

Students will be informed in writing for all formal assessment tasks. All assessment task notification in all years must utilise the Henry Kendall High School Assessment Notification form. Notification is to be provided a minimum of two weeks prior to task completion/submission. In Stage 6 students are to sign receipt of assessment notification. These records are to be maintained by the course teacher in the relevant electronic monitoring folder. If there is a change to the published assessment task details, students will be required to sign a notification of change form (**Appendix F**)

### 3. Procedures relating to the administration of tasks

#### 3.1 Providing adequate notice for tasks

A minimum two weeks written notice is required for all formal assessment tasks. As students may be absent on the day that a task is issued, it is strongly advised that staff issue tasks well before the minimum two week notification date.

#### 3.2 Signing for receipt and submission of tasks

In Stage 6 all students are required to acknowledge receipt for all formal assessment tasks by signing and dating the Assessment Notification Form. When submitting their completed work, students are required to sign and date this same register a second time.

#### 3.3 Students absent from school when assessment information is given out

If a student is absent the day of assessment task notification, it is their responsibility to see their teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities.

#### 3.4 Submission of tasks

In Stage 6 all hand-in assessment tasks are to be submitted **to the class teacher by 8.55am and signed in**, unless otherwise indicated on the Assessment Task Notice. If the task is to be submitted at an alternative time and place, these must be clearly detailed on the notification.

In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks and sign them in on behalf of the absent staff member. Tasks should NEVER be left on a desk or table, for future collection by the teacher.

Missing classes to complete tasks or to gain additional study time for an upcoming task is viewed as a breach of school requirements in order to gain an unfair advantage over other students. This includes staying at home and arriving at the time of the task. Such actions will be treated as truancy, and behavioural consequences will be applied. Additionally, due to the intent to gain an unfair advantage 20% of marks for the task will be deducted for each lesson truanted.

#### 3.5 Teacher absence on the day of a task

In the case of known absence, arrangements can be made with the respective Head Teacher to; reschedule the task or go ahead with the task depending on task nature.

In the case of unforeseen absence, the respective faculty Head Teacher will decide to reschedule the task or go ahead with the task depending on task nature.

Note: rescheduling any task must be done with consideration of other faculty assessment schedules.

#### 3.6 Students who hand in work late or are absent from tasks (Appendix G, H, I)

HSC students who are unable to attend or submit an assessment task on the due date must complete the appeals process and act in accordance with the Appeals Panel decision.

In Stage 6, students absent from an assessment task or examination will be awarded zero and are required to supply a medical certificate or other documentary evidence such as a Statutory Declaration (**Appendix J**) to cover the absence. It is the student's responsibility on their FIRST DAY BACK AT SCHOOL (after task/examination) to make arrangements through the Deputy Principal Curriculum for an extension or Application for Special Consideration in HSC Course to resolve the task. Applications should be made on the appropriate form.

If the task is an In Class (IC) task and the student is away on the day of the task, the task will be completed upon the students return, or an alternative comparable task will be set.

Where a student knows ahead of time that he/she will be absent for a task, (eg; for a family holiday, work placement for VET courses, school sporting activity, course excursion) they must make arrangements prior to the date to complete the task/s at an agreed time. Applications must be made to the Deputy Principal Curriculum on the appropriate form at least ONE (1) week ahead of the date proposed for the task. Where this does not happen, a student will be awarded a zero final mark for the task.

### **3.7 Parent notification of incomplete tasks or failure to submit tasks**

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. In the case of Stage 6, teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.

### **3.8 Prolonged absence**

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

### **3.9 Occasions when zero marks are awarded**

Zero marks will be awarded at the discretion of the HSC Review Panel. Zero marks may also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

### **3.10 Invalid tasks / parts of tasks or non-discriminating tasks**

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Non-discriminating tasks are tasks that show no real difference in student ability across a defined body of students. The HSC Review Panel will consider such tasks and determine the appropriate action to be taken.

### **3.11 Special / Disability provisions in examinations**

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by Head Teacher Student Services in consultation with the school's Learning Support Team and the Senior Executive.

### **3.12 More than one class following the same course**

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks in Years 11 and 12 need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking, and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive if required.

For IC tasks, if there is more than one class timetabled on separate lines, all students will be required to complete the task at the same time.

### **3.13 Tasks due across more than one date**

In cases where task completion is to occur across multiple days, such as an English Speech across the entire year group, every student is required to be prepared for the task completion on the first day of the task and is required to submit a draft of the task on the first day it is due.

### **3.14 Students undertaking VET work placement**

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessments tasks are unavoidable, students are required to plan alternate assessment scheduling with the DP Curriculum. Students need to be reminded of their responsibilities in checking the time of tasks. If an assessment task is issued prior to work placement, students are required to complete task on return. If notification is issued during work placement, arrangements for completion of task will be made on return.

### **3.15 Technical Failure (Appendix K)**

Technology is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the HSC Review panel agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Application for Special Consideration in HSC Course Form, if any consideration is to be given by the committee. All such cases will be considered individually.

### **3.16 Practical Submissions**

Final submission dates for HSC Practical Works to NESA vary between courses. It is the school's expectation that all practical submissions will be between 90% and a 100% complete by the start of term 3.

Students will be guided and monitored in each course in the development of their practical submission for the HSC. Although this guidance will include advice regarding time management, ultimately it is each student's responsibility to work consistently over the twelve-month period and ensure that the submission is completed as early as possible. Failure to manage time effectively or to consistently apply themselves to the submission's development may lead to the application of 'N' warnings in that course.

The expectation that HSC practical submissions will be between 90% and a 100% complete by the start of Term 3 is further subject to the Practical Submission Policy of each faculty.

Evidence of progress of work needs to be displayed by students for certification.

### **3.17 Changing courses during the academic year**

Principals have discretion to make decisions regarding students changes of Year 11 courses. In allowing a change Principals must be satisfied that the student can satisfactorily complete the course in the time available.

Principals have discretion to make decisions regarding students changes of HSC courses. In allowing a student to commence a new HSC course during the HSC year, principals must not enter students in HSC courses after June 30 in the HSC exam year.

## **4. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works**

### **4.1 Procedures used for recording assessment marks by the teacher**

Teachers are to record grades in an electronic marks database on SENTRAL and have a printed copy of grades in a central Monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

### **4.2 Procedures used for recording assessment marks for school records**

Assessment marks are to be entered on an electronic marks database on SENTRAL on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for Senior Executive as required.

### **4.3 Procedures for ensuring security of major works**

Assessment tasks in the form of practical major works (structures, artworks, furniture etc) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.

## **5. Procedures for providing assessment marks for students who transfer into the school after the commencement of the course**

### **5.1 Procedures for students who enter the HSC course after the commencement of the HSC program**

Students enrolling into a HSC course after the commencement of the HSC program will be assessed and managed on a case-by-case basis. Where possible, student assessment grades will be applied from assessment completed at the student's previous school/context. Where this is not possible or appropriate, the student may be required to sit a comparable task for each assessment item missed.

## **6. Procedures for dealing with the assessment of accelerants and accumulants**

### **6.1 Procedures for accommodating accelerants**

Students may undertake Year 11 and/or HSC courses in advance of their usual cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made the Principal in accordance with the principles contained in the NESA's Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (ie. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course(s) for the ROSA, Year 11 or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform NESA prior to the acceleration of the student.

### **6.2 Procedures for accommodating accumulants**

There is no time restriction on the accumulation of Year 11 courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot

extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

On completion of the accumulation, all patterns of study requirements must have been met for both the Year 11 and HSC study patterns. They need not be met for each calendar year of accumulation.

Students who choose to accumulate must be aware that some courses, including NESAs Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Accelerating students may count towards their Higher School Certificate results obtained in advance of their cohort. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

## 7. Recognition of Prior Learning

### 7.1 VET Recognition of Prior Learning

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement. **Appendix L** outlines the prerequisites and application process for this.

## 8. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

### 8.1 Awarding marks for an assessment task

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

In marking tasks, teachers must assess actual performance, not potential performance. Estimates are not to be used except in extreme circumstances and with the explicit authorisation of the Principal.

### 8.2 Explicit marks and feedback included in written assessment task notification

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, and explicit marking guidelines (where appropriate) – thus all assessment tasks must be issued using the HKHS Assessment Task Proforma.

Marking guidelines on this proforma need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

### 8.3 Feedback given to student on assessment tasks

All tasks are to be marked and returned to students with feedback within a two week period from submission.

Teachers must provide, as part of the feedback, the mark and the rank for each task in both the Year 11 and the HSC courses.

Teachers are to provide clear and valid feedback in line with the explicit marking guidelines that accompanies the student assessment notification to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature articulating assessment task strengths and assessment

task areas for improvement in written form is also required for every assessment task so students are aware of what needs to be done to improve at the next assessment opportunity. Additional verbal feedback is also encouraged.

HSC marks submitted to NESAs will not be made available to students.

#### **8.4 Reporting progress**

Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

#### **8.5 Procedures for distributing *Assessment Rank Order Advice* at the end of the HSC exams**

Assessment task mark and rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. Cumulative rank is to be provided after each assessment task with dated records of this maintained in the teachers monitoring (white) folder.

#### **8.6 Procedures for determining for final grades**

Raw marks are to be converted into weighted marks as set by assessment task weighting. Assessment weighting marks for all valid assessment tasks are to be totalled through a straightforward aggregation process to articulate final course achievement.

There is to be no adjustment of marks for individual tasks or final grades.

The assessment marks submitted to the NESAs must establish the rank order and reflect the relative difference between students' performances for the course.

Once school-based assessment marks have been submitted to NESAs, the Principal must certify that the entered assessment marks are complete and accurate and have been arrived at using a straightforward aggregation process.

#### **8.7 Work samples**

Teachers must retain a minimum of two work samples that represent each grade (A-E) awarded in each course.

#### **8.8 Occasions where comparable substitute tasks administered, or estimates are given**

Comparable substitute tasks will be deployed at the discretion of the HSC Review Panel for; upheld illness/misadventure applications, individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, or in the event a non-discriminating task is administered.

Estimates will only be provided in extreme circumstances, and only with the authorisation of the Principal. In the rare case an estimate is approved, it will be applied on a case by case basis in consultation and approval with the Senior Executive. Consideration for the following is to be made:

- Similar historical tasks are recommended to be used for comparison and estimate determination.
- The student's rank does not have to be maintained when applying an estimate but existing rank would be considered (NESAs recommendation).
- The estimate should be applied in consultation with the classroom teacher, Head Teacher and Senior Executive. Notes as to how the estimate was determined are to be kept in the CT's monitoring folder.

#### **8.9 Vocational (VET) courses studies at school in the HSC**

In the case of VET courses studied at school, there is no assessment mark. A student competency schedule forms a record of student achievement in the units of competency for each course. The school submits to NESAs a list of the units of competency successfully achieved. This information is used to produce the Certificate or Statement of Attainment. Students can sit for the HSC exam.

## 9. Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course (Appendix M)

### 9.1 'N' Determinations

An N Determination is a NESAs process recognising the non-completion of a NESAs credential, or a required stage of schooling. Although a NESAs process, N Determinations are managed and applied at the school level. N Determinations can be issued 7–12 however only have serious consequences in Years 11–12, or in reference to post compulsory age students.

'N' Warnings serve three main purposes;

- a) to notify students that parents that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) to notify students and parents that the students' eligibility for the Year 11 ROSA or Higher School Certificate is at risk due to a failure to meet course requirements;
- c) form the basis for a Program of Improvement for students of Post Compulsory Age who are not meeting requirements.

'N' Warnings can be issued for anything that relates to the failure to meet course requirements including;

- a) failure to submit or sit for assessment tasks
- b) failure to submit homework on three occasions
- c) consistent failure to complete class work
- d) consistent failure to participate in practical coursework
- e) consistent frequent absences
- f) truancy

### 9.2 Application

An 'N' Warning is not an end to itself. Once an 'N' Warning is issued, the student is required to rectify the situation as per the requirements outlined on the letter, and the staff member is required to document discussions regarding the 'N' Warning and contact parents.

The 'N' Warning Process;

- a) Class teacher assesses the need / for the issuing of the 'N' Warning, in consultation with the Head Teacher.
- b) Class teacher types the 'N' Warning, signs it, and attaches a copy of the task/task notification/specific incomplete work. The teacher then gives it to the Head Teacher for checking.
- c) Head Teacher assesses the reasons for the issuing of the 'N' Warning, checks that appropriate and reasonable means and timeframe for rectifying the situation have been provided to the student, and if happy that these requirements have been met will issue the 'N' warning. If concerned about any aspect of the 'N' warning, the Head Teacher will discuss the issue with the staff member.



- d) The class teacher will then interview the student to notify them that the 'N' Warning is to be issued, the reasons for the warning, and rectification requirements. The class teacher records this interview on SENTRAL with *student interview* notated as an action.
- e) The class teacher will contact parents to discuss this situation and the possible impact on the student's eligibility for whichever certificate they are studying. The class teacher records the parent phone call on SENTRAL against the initial entry.
- f) The class teacher then emails the letter to the parents via SENTRAL.
- g) Once the requirements of the 'N' warning have been met, it is the class teachers responsibility to clear the N warning on SENTRAL. At this point the situation is rectified and the student's eligibility for the relevant course is re-established. Although students can have 'N' Warnings rescinded by completing the course requirements, they are not awarded marks for the work pertaining to the 'N' Warning.

In any instance that the 'N' warning may result in a student being recommended for an 'N' award to NESAs, parent contact by the class teacher must have occurred and be documented. NESAs will not uphold any 'N' Award unless a documented pattern of failure to meet requirements has been established, documented interviews with the student have been conducted, opportunities to rectify the situation have been provided, and documented parent contact has been made, preferably on more than one occasion. This aspect of the process is the class teacher's responsibility. In cases where there is concern about rude or verbally aggressive parents, the class teacher should seek the assistance of the Head Teacher in making this contact.

If, towards the end of the course, a student has two or more 'N' warnings (for two or more different course requirements) that have not been rectified, the class teacher needs to consider as to whether to recommend to the Principal that the student is given an 'N' Award for the course. In doing so, the class teacher needs to consider;

- a) the nature of the task that the 'N' warning was issued for;
- b) that clear requirements and appropriate time has been given to the student to clear the warning/s;
- c) that school obligations have been met, particularly in reference to parent contact.
- d) the 'N' Warning documentation is then submitted to the Deputy Principal who will complete 'N' award processes with NESAs.

'N' warnings are sometimes used by the senior executive as the basis for establishing Programs of improvement for post compulsory age students who are not meeting requirements in several courses. In this instance 'N' Warnings are vital in allowing the school to place pressure on students to meet expectations, and where appropriate, in expelling students. N warnings can also be issued for students not meeting course outcomes due to sustained absences- 'diligence and sustained effort'. Such instances must always be linked to the coursework not completed as a result of the absences.

Students are required to apply themselves with *due diligence and sustained effort* in all areas of courses. Failure to do so will result in an N warning which may lead to an N determination in that course.

### **9.3 'N' Warning Monitoring / Unsatisfactory Participation in Learning (UPL) Program (Appendix O)**

- N warning monitoring operates on a term by term basis whereby in week 5 each term the Deputy Principal's review the list of all Stage 6 students who have two or more NESAs Warning letters across their pattern of study.
- Deputy Principal then liaises with the classroom teachers to ask if the student has redeemed the task.
- From these discussions a list is made and the Deputy Principal's interview each student with their parent to discuss the situation and what will happen if they fail to apply themselves with diligence and sustained effort. During that meeting students are placed on a UPL program to assist them achieve the course outcomes. Issues related to their non-participation are discussed in detail eg: class work, focus in class, attendance, completion of task etc. A UPL is produced with all outstanding requirements detailed (including attendance requirements) and a completion

timeframe. Students are also asked to indicate what additional support they may require to get back on track (mentor, SLSO support for organisation, counsellor etc).

- The UPL is monitored by the Deputy Principal through teacher feedback. Copies of the UPL document are sent to classroom and head teachers.
- Student progress is monitored and if required work and attendance are not fulfilled, a further meeting is held with parents and the student to explore alternative options, which may include.
  - Students who are 17+ may face expulsion for unsatisfactory participation in learning for a student of post compulsory age.
  - Students may choose to be supported into alternative pathways.
  - The specific subject/s are recorded as an N Determination.

## 10. Procedures for conducting school reviews of final assessment marks and appeals to NESAs

### 10.1 Procedures when disputes arise over assessment tasks

Students have the right to appeal the mark awarded for an assessment task within **7 Days** of the marking feedback being given. Students are to complete the student appeal form (**Appendix P**) and return to Deputy Principal Curriculum.

Disputes are to be put before the HSC Review panel, chaired by the Deputy Principal. Investigation into claims and decisions on the outcome will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the HSC Review panel.

#### The HSC Review panel will consist of:

Deputy Principal  
Year Adviser  
Faculty Head Teacher

If the complainant wishes to appeal the decision of the HSC Review Panel, the appeal will be heard by the Principal.

In extreme cases an external panel to the school could be called in to review the appeal. This would be done in consultation with Director Educational Leadership.

### 10.2 Procedures for conducting school reviews of assessment

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations except as the determined outcome of *Misadventure Proceedings*. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty monitoring folder reviews twice a year. Assessment reviews may also be carried out immediately after senior student interviews.

### 10.3 Procedures for managing appeals to NESAs

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to the principal. If the appeal is upheld, the principal will send notification of the new grade(s) to NESAs. In order to be successful in such appeals, students will need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to the progressive reporting by the school, NESAs will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE Rules regarding 'Student appeals against Assessment Rankings in HSC Courses'.

## 11. Communicating the policy

### 11.1 Student awareness to their rights and responsibilities regarding the assessment program

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings. Senior students will be provided a copy of this policy in their Assessment Schedule Booklets and advised of its accessibility on the school's website.

Parent and student information sessions will be held at the start of the Year 11 and the HSC courses, delivered by the Principal.

## 12. HSC All My Own Work

### 12.1 HSC All My Own Work

Students are required by the NESAs to complete this course as part of their entry into Year 11 and HSC studies. It is expected that students will abide by the ethical academic standards outlined in that course. Students can refresh their knowledge of these practices by logging onto [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au).

## 13. Expulsion

### 13.1 Expulsion from a particular school

1. This means that the student is expelled from one particular school only. With the exception of the circumstances outlined in 2(b) below, the principal, in conjunction with the School Director or relevant area office staff and the parents or caregiver, must arrange a suitable enrolment for the student in another school or educational facility.
2. The decision to expel a student from the school may be made on the basis of:
  - a) misbehaviour of a student of any age; or
  - b) unsatisfactory participation in learning by a student of post-compulsory age, eg, a documented pattern of non-satisfactory completion, non-serious attempts to meet course requirements for the award of a ROSA or Higher School Certificate.
3. Prior to making a decision to expel on the grounds set out in 2(b) above, the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.
4. Where the student is being expelled on the grounds set out in 2(b) above, the arrangement of an alternative placement is the responsibility of the student and the student's parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to readmit the student, recommend expulsion from the government school system or refer the issue to the Deputy Regional Director.
5. The principal will ensure, except as a result of a most serious incident, that all appropriate students welfare strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.

# HENRY KENDALL HIGH SCHOOL MALPRACTICE POLICY AND PROCEDURES

## Malpractice and Procedures Policy Format:

The Henry Kendall High School Malpractice Policy and Procedures is divided into the following sections:

1. Definitions of malpractice
2. Procedures for investigating suspected malpractice
3. Preventing malpractice
4. NESA Malpractice Register

## 1. Definitions of Malpractice

### 1.1 Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. NESA identifies four types of Malpractice:

- Misrepresentation – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- Plagiarism – when a student pretends to have written, created or developed work that has originated from another source.
- Collusion – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. This includes unauthorised use of AI.
- Breach of assessment conditions – malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

### 1.2 Malpractice and the HSC

The Higher School Certificate is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification and is unacceptable in any form.

For many NSW students, the HSC provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Cheating in the HSC courses is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and have an overall bearing on the award of final HSC marks.

## 2. Procedures relating to malpractice

### 2.1 Procedures for dealing with malpractice in tasks

Suspected malpractice is to be reported to respective faculty Head Teachers for review. If, following consideration by the class teacher and Head Teacher, malpractice is suspected; the matter is to be reported to the relevant Deputy Principal for investigation.

In straight forward matters where the malpractice is obvious or the student/s admit to malpractice, the investigation process will be completed by the relevant Deputy Principal. In more complex cases the relevant Deputy Principal will form the HSC Review panel to investigate the matter and make a determination, including the penalty to be applied.

### 2.2 Penalties that may be applied for with malpractice in tasks

Students found to have engaged in malpractice may be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the HSC Review panel. If the malpractice is limited to one section or component of a task only, then a mark of zero will be applied to the appropriate percentage of the task in which malpractice has occurred.

Students in the same course who have not engaged in the malpractice but may have had their result and rank compromised due to the malpractice occurring, may be required to complete the task again or complete an alternate task at the discretion of the HSC Review panel.

### 2.3 Appeals process regarding malpractice determinations

Where a student believes that the investigation process has been improperly handled, or that the result is incorrect or unfair, they may lodge a written appeal. The appeal needs to outline why the process was improperly managed, and/or provide evidence to support their claim that an incorrect determination has been made. Appeals are addressed to the Principal who will assess its veracity and is the final decision maker.

### 2.4 Procedures for dealing with malpractice in examinations

Students are to only have materials required and permitted for the task. Students must not speak to other students in the examination. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and placed away from their desk. Students not making a serious attempt to the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

## 3. Preventing malpractice

### 3.1 Strategies for preventing malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions our school takes to help students avoid cheating.

- Henry Kendall High School seeks to ensure that all students understand malpractice and its consequences. All students entered in one or more Year 11 or HSC course must have completed the [HSC: All My Own Work](#) program on the NESAs website. This program helps students follow good principles and practices in assessments and exams, and will be completed at the end of year 10 during the Senior Preparation Program prior to entry into the Year 11 HSC course.
- Students will be provided with and encouraged to read and understand the NESAs [Rules and Procedures for Higher School Certificate Candidates](#) booklet. [‘Honesty in Assessment – the Standard’](#) on page 7 of the booklet is to be highlighted.

- Students must sign a declaration saying that they have read the *Rules and Procedures* booklet. This is an opportunity for the school to reinforce key messages about malpractice.
- Henry Kendall High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with the NESA's documentation for the course.
- The Henry Kendall High School Professional Learning program incorporates in-servicing that ensures teachers need to understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

### **3.2 Strategies for preventing malpractice in work completed out of class time**

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school.

Ensuring students are adequately briefed and feel prepared for the challenges presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies;

- If possible, teachers should allocate class time to planning and drafting an initial response to the task.
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the class teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be cited by the teacher and records maintained.
- Where appropriate, teachers should consider multiple submission dates to monitor a student's progress.
- Where appropriate, teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present for a viva voce or to deliver a brief presentation on their progress, which could include submitting their logbooks and discussing the entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the NESA's documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts and English Extension 2 have special requirements. For example, the teacher and the Principal must state whether they believe the work is authentically the student's work. Students are required to show consistent development of work for certification to be granted.

## 4. NESA Malpractice Register

### 4.1 Malpractice Register

The Malpractice Register is a state-wide register for malpractice in HSC school-based assessment tasks.

The Malpractice Register allows NESA to record, assess, and analyse the number and type of malpractice offences that occur in HSC school-based assessment tasks. NESA publishes aggregated malpractice data annually on its website. The published data does not identify individual schools or students.

Schools may use the malpractice data to support their decision making in malpractice cases.

### 4.2 Recording instances of malpractice

Schools must record malpractice offences in all HSC school-based assessment tasks in the Malpractice Register in Schools Online.

For each malpractice offence, schools must record the:

- a. Student identifier
- b. Course name, and
- c. Offence date, and
- d. Type of assessment task, and
- e. Type of malpractice offence, and
- f. Penalty applied.

The Deputy Principal (Curriculum) is responsible for maintaining the Malpractice Register in Schools Online for Henry Kendall High School. The Principal must approve and finalise their school's Malpractice Register at the time of entering grades and/or marks by the relevant NESA due date/s.



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ANCIENT HISTORY

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Source Analysis</b>	<b>Historical Investigation</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 9 2025	Term 2, Week 10 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	20%		20%	<b>40%</b>
Historical skills	5%	5%	10%	<b>20%</b>
Historical inquiry		20%		<b>20%</b>
Communication	5%	5%	10%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course





# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## BIOLOGY

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Depth Study Rock Platform Investigation</b>	<b>Practical Investigation Task</b>	<b>End of Course Exam</b>	
<b>Timing</b>	Term 1, Week 8 2025	Term 2, Week 9 2025	Term 3, Week 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	BIO 11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-10, 11-11	BIO 11-3, 11-4, 11-5, 11-6, 11-8	May include BIO 11-5 to 11-11	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding	10%	10%	20%	<b>40%</b>
Skills in working scientifically	30%	20%	10%	<b>60%</b>
<b>Total %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## BUSINESS STUDIES

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Media File and Business Report</b>	<b>Business Plan</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 9 2025	Term 2, Week 10 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P2, P7, P9	P3, P4, P9	P1, P2, P3, P4, P5, P6, P8, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	10%	5%	25%	<b>40%</b>
Stimulus-based skills	10%	5%	5%	<b>20%</b>
Inquiry and research	5%	15%		<b>20%</b>
Communication	5%	5%	10%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## CHEMISTRY

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Practical Investigation &amp; Data Analysis</b>	<b>Depth Study Investigation</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 2, Week 2 2025	Term 3, Week 2 2025	Term 3, Week 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	CH 11-3, 11-4, 11-5, 11-6, 11-9	CH 11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-10	CH 11-1 to 11-11	
Components				Weighting
<b>Knowledge and understanding</b>	5%	5%	30%	<b>40%</b>
<b>Skills in working scientifically</b>	20%	30%	10%	<b>60%</b>
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## COMMUNITY & FAMILY STUDIES

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Resource Management</b>	<b>Individuals and Groups Research Task</b>	<b>Final Exam Resource Management Individuals and Groups Families and Communities</b>	
<b>Timing</b>	Term 1, Week 8 2025	Term 2, Week 7 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P1.1, 1.2, P4.2, P5.1, P6.1, P6.2	P1.2, P2.1, P2.3, P3.1, P4.1, P6.1, P6.2	P1.1 to P 6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10%	15%	15%	40%
Skills in critical thinking, research methodology, analysis and communicating	15%	25%	20%	60%
<b>Total %</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGINEERING STUDIES

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Engineering Product Analysis</b>	<b>Engineering Report</b>	<b>End of Course Exam</b>	
<b>Timing</b>	Term 1, Week 9 2025	Term 3, Week 5 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P1.2, P3.3, P4.1	P2.1, P3.2, P4.2, P4.3, P5.1, P5.2	P1.1, P2.2, P3.1, P6.1, P6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10%	10%	40%	<b>60%</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	30%		<b>40%</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGLISH ADVANCED

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Imaginative Response and Reflection Common Module - Reading to Write</b>	<b>Multimodal Module A</b>	<b>Final Course Exam Common Module, Module B</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 2, Week 9 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8	EA11-2, EA11-6, EA11-7, EA11-9	EA1-1, EA11-3, EA11-4, EA11-5, EA11-6	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15%	15%	20%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES **WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.**  
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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGLISH EXTENSION I

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Narrative Task</b>	<b>Multimodal Presentation Independent Research Project</b>	<b>Final Course Exam Common Module</b>	
<b>Timing</b>	Term 1, Week 11 2025	Term 2, Week 10 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	EE11-1, EE11-3	EE11-3, EE11-6	All outcomes assessed	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	<b>50%</b>
Skills in complex analysis, sustained composition and independent investigation	15%	20%	15%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGLISH STANDARD

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Imaginative Response and Reflection Common Module - Reading to Write</b>	<b>Multimodal Module A</b>	<b>End of Course Exam Common Module, Module B</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 2, Week 9 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	EN11-1, EN11-3, EN11-4, EN11-5, EN11-8	EN11-2, EN11-6, EN11-7, EN11-9	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15%	15%	20%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## ENGLISH STUDIES

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Mandatory Module: Achieving Through English - Multimodal</b>	<b>Portfolio of Work</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 3, Week 5 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	ES11-3, ES11-6, ES11-8	ES11-2, ES11-6, ES11-7, ES11-9, ES11-10	ES11-1, ES11-4, ES11-5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15%	15%	20%	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## HEALTH AND MOVEMENT SCIENCE

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Sport Physiology Analysis</b>	<b>Collaborative Investigation</b>	<b>Final Exam</b>	
<b>Timing</b>	Term 1, Week 11 2025	Term 2, Week 7 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	HM11-03, HM11-06, HM11-10	HM11-03, HM11-05, HM11-6, HM11-6, HM11-8, HM11-10	HM11-01 to HM11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15%	5%	20%	<b>40%</b>
Skills in in collaboration, analysis, communication, creative thinking, problem solving and research	15%	30%	15%	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 – 2026

Training Package SIT Tourism, Travel and Hospitality

### Assessment Schedule YEAR 11 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	HSC Examinable	Week 11 Term 1 2025	Week 7 Term 3 2025
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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



## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### INDUSTRIAL TECHNOLOGY TIMBER

### YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Project 1 &amp; Folio Documentation</b>	<b>Project 2 &amp; Folio Documentation</b>	<b>End of Course Exam</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 3, Week 5 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P3.1, P3.3, P4.2, P5.2, P6.1	P2.2, P3.2, P4.1, P5.1, P6.2	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10%	10%	20%	<b>40%</b>
Knowledge and skills in the management, communication and production of projects	20%	30%	10%	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## INVESTIGATING SCIENCE

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study Investigation Task	Research Task	End of Course Exam	
Timing	Term 2, Week 2 2025	Term 3, Week 1 2025	Term 3, Week 9/10 2025	
Outcomes Assessed	INS 11-1, 11-2, 11-4, 11-7, 11-8	INS 11-1, 11-3, 11-6, 11-7, 11-10	INS 11-1 to 11-11	
Components				Weighting %
Knowledge and understanding	10%	10%	20%	<b>40%</b>
Skills in working scientifically	30%	20%	10%	<b>60%</b>
<b>Total %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

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## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### LEGAL STUDIES

### YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Media File and Ext Response</b>	<b>Research</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 2, Week 8 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P1, P2, P3, P4, P6, P8	P1, P2, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	10%	10%	20%	<b>40%</b>
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	<b>60%</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MATHEMATICS ADVANCED

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>In-Class Assessment:</b>	<b>Assignment / Investigation</b>	<b>Final Exam</b>	
<b>Timing</b>	Term 1, Week 9 2025	Term 2, Week 10 2025	Term 3, Weeks 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	Possible Outcomes: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	Possible Outcomes: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	Possible Outcomes: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting %
Concepts, skills & techniques	15%	15%	20%	<b>50%</b>
Reasoning & communication	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MATHEMATICS STANDARD

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>In Class Exam</b>	<b>In-Class Exam: With Annotated Reference Sheet</b>	<b>Final Exam</b>	
<b>Timing</b>	Term 1, Week 11 2025	Term 2, Week 10 2025	Term 3, Weeks 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	Possible Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Possible Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Possible Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency & communication	15%	15%	20%	<b>50%</b>
Problem solving, reasoning & justification	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MATHEMATICS EXTENSION

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Assignment / Investigation</b>	<b>In-Class Assessment: Open Book</b>	<b>Final Exam</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 2, Week 9 2025	Term 3, Weeks 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	Possible Outcomes: MA11-1 to MA11-9 ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	Possible Outcomes: MA11-1 to MA11-9 ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	Possible Outcomes: MA11-1 to MA11-9 ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
<b>Components</b>				<b>Weighting %</b>
Concepts, skills & techniques	15%	15%	20%	<b>50%</b>
Reasoning & communication	15%	15%	20%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MODERN HISTORY

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Essay</b>	<b>Historical Investigation</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 8 2025	Term 2, Week 9 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	MH11-1, MH11-2, MH11-4, MH11-7, MH11-9	MH11-2, MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-4, MH11-6, MH11-7, MH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	20%		20%	<b>40%</b>
Historical skills	10%		10%	<b>20%</b>
Historical inquiry		20%		<b>20%</b>
Communication		10%	10%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## MUSIC 1

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Performance and Viva Voce</b> Topic 1 <i>Rock Music</i> Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	<b>Composition/Arrangement &amp; Portfolio</b> Topic 2 <i>Technology and Its Influence on Music</i> Arrangement, including musicological analysis with reference to concepts of music and context of the chosen topic	<b>Performance &amp; Aural Examination</b> Topic 3 <i>Australian Music</i> Solo or ensemble performance and formal HSC-style aural examination	
<b>Timing</b>	Term 1, Week 10 2025	Term 2, Week 9 2025	Term 3, Exit Examination Period 2025	
<b>Outcomes Assessed</b>	P1, P2, P4	P3, P5, P8	P5, P6, P7, P9	
Components	Weighting %			
<b>Performance (25%)</b>	10%		15%	<b>25%</b>
<b>Composition (25%)</b>		25%		<b>25%</b>
<b>Musicology (25%)</b>	15%	10%		<b>25%</b>
<b>Aural (25%)</b>			25%	<b>25%</b>
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## PHYSICS

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Practical Investigation</b>	<b>Depth Study Investigation</b>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 7 2025	Term 2, Week 8 2025	Term 3, Week 9/10 2025 (Exam Period)	
<b>Outcomes Assessed</b>	PH 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9	PH 11-1, 11-2, 11-6, 11-7, 11-10	PH 11-1 to 11-11	
Components				Weighting %
Knowledge and understanding	10%	10%	20%	<b>40%</b>
Skills in working scientifically	20%	30%	10%	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## Preliminary - Primary Industries - Agriculture

## YEAR 11 COURSE 2025

<b>Assessment Tasks for AHC20122 Certificate II in Agriculture</b>  <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>			Task 1	Task 2	Task 3	Task 4	Task 5	Task 18	Task 16
			WHS	Communicate and Work Effectively	Operate Tractors	Biosecurity	Handle and Observe Livestock	Soil	Recognise plants
Code	Unit of Competency	HSC Examinable Unit	Term 1 Week 2-6 2025	Term 1 Week 7-10 2025	Term 2 Week 1-6 2025	Term 2 Week 7-10 2025	Term 3 Week 1-10 2025	Term 4 Week 1-6 2025	Term 4 Week 7-10 2025
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCWRK212	Work effectively in industry	√		X					
AHCWRK213	Participate in workplace communications			X					
AHCMOM202	Operate tractors				X				
AHCMOM304	Operate machinery and equipment				X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCSOL203	Assist with soil or growing media sampling and testing							X	
AHCPCM204	Recognise Plants								X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward AHC20122 Certificate II in Agriculture.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.



# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## SOCIETY & CULTURE

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Task &amp; Presentation</b> <i>The Social and Cultural World</i>	<b>Essay Response (in class)</b> <i>Personal and Social Identity</i>	<b>Final Course Exam</b>	
<b>Timing</b>	Term 1, Week 9 2025	Term 2, Week 8 2025	Term 3, Week 9/10 2025	
<b>Outcomes Assessed</b>	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	10%	20%	20%	<b>50%</b>
Application and evaluation of social and cultural research methods	10%	10%	10%	<b>30%</b>
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

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# HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

## SOFTWARE ENGINEERING

## YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Project One</b>	<b>Project Two</b>	<b>End of Course Exam</b>	
<b>Timing</b>	Term 1, Week 10 2025	Term 3, Week 3 2025	Term 3, Weeks 9/10 2025	
<b>Outcomes Assessed</b>	SE11-01, SE11-04, SE11-06, SE11-07, SE11-08, SE11-09	SE11-01, SE11-04, SE11-05, SE11-06, SE11-07, SE11-08, SE11-09	SE11-01, SE11-02, SE11-03, SE11-04, SE11-05, SE11-06, SE11-07, SE11-08	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10%	15%	25%	<b>50%</b>
Knowledge and skills in the design and development of software solutions	20%	25%	5%	<b>50%</b>
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### SPORT, LIFESTYLE & RECREATION

### YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Sports Coaching and Training:</b> Session Design and Implementation	<b>Fitness</b> Results Analysis and Individual Program Design	<b>First Aid &amp; Sports Injuries</b> Sports Injury Analysis	
<b>Timing</b>	Term 1, Week 7 2025	Term 2, Week 7 2025	Term 3, Week 6 2025	
<b>Outcomes Assessed</b>	P2.1, P3.1, P3.2, P4.2	P2.2, P3.2, P3.3, P4.1	P1.3, P2.5, P4.5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	5%	15%	20%	<b>40%</b>
Skills	25%	25%	10%	<b>60%</b>
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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## HENRY KENDALL HIGH SCHOOL SCHEDULE OF ASSESSMENT

### VISUAL ARTS

### YEAR 11 COURSE 2025

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Artmaking</b> Body of Work and VAD	<b>Art Criticism and Art History</b> In Class Essay	<b>Artmaking</b> Body of Work and VAD	<b>Art Criticism and Art History</b> Examination	
<b>Timing</b>	Term 1, Week 11 2025	Term 2, Week 3 2025	Term 3, Week 6 2025	Term 3 Weeks 9-10 2025	
<b>Outcomes Assessed</b>	P1, P3	P7, P9	P1, P2, P4, P5, P6	P7, P8, P9, P10	
<b>Components</b>					<b>Weighting %</b>
Art Criticism and Art History (50%)		20%		30%	<b>50%</b>
Art making (50%)	20%		30%		<b>50%</b>
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

STUDENTS ARE REQUIRED TO APPLY THEMSELVES WITH DUE DILIGENCE AND SUSTAINED EFFORT IN ALL AREAS OF COURSES.  
Failure to do so will result in a N-Warning which may lead to a N-Determination in that course.

### Pattern of Study Requirements Checklist for the 2024 Higher School Certificate

✓	<b>Do your students who complete the Higher School Certificate in 2024 meet the following pattern of study requirements?</b>
	At least 12 units of Year 11 courses and 10 units of HSC courses
	At least 2 units of a NESA Developed Course in English, (or 2 units of the Content Endorsed Course <i>English Studies</i> where schools are involved in the pilot study for the course), at both Year 11 and HSC level
	At least 4 courses – at both Year 11 and HSC level
	At least 6 units of NESA Developed Courses – at both Year 11 and HSC level
	At least 3 courses of 2 unit value or greater (NESA Developed and/or NESA Endorsed Courses) – at both Year 11 and HSC level
	A maximum of 6 Year 11 units and 6 HSC units from courses in Science [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.3.1.4, p.88]
	Met eligibility requirements for the English (ESL) course [Ref: <i>ACE Manual</i> , Dec. 2005, Section 8.2.2.1, p.84]
	Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses. Relevant documentation has been completed and retained at the school.
	Met eligibility requirements for Beginners courses in languages. Relevant documentation has been completed and retained at the school.
	Met eligibility requirements for Heritage courses in languages. Relevant documentation has been completed and retained at the school.
	<b>All</b> students undertaking Year 11 or HSC courses in 2024, <b>except students undertaking only Stage 6 Life Skills courses</b> , are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2024 Year 11 and HSC course entries. (Students who are entered for Stage 6 NESA Endorsed Courses or NESA Developed VET courses must also meet this requirement. Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking <b>only</b> Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.)
	NESA Endorsed Courses have current endorsement
	Students are not enrolled in any NESA Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or NESA Endorsed Course combinations which are subject to NESA exclusions [For exclusions please see <i>ACE Manual</i> , Dec. 2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the NESA of Studies website under Vocational Education.
<b>REMINDERS</b>	
	Students seeking an ATAR (Australian Tertiary Admission Rank) in 2024 must complete at least 10 units of NESA Developed Courses for which there are formal examinations conducted by the NESA of Studies, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three NESA Developed Courses of 2 units or greater and at least four courses. <b>NB: NESA Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the Content Endorsed Course, <i>English Studies</i>, do not satisfy requirements for the ATAR.</b>
	Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialling as determined by the NESA of Studies as the statutory Higher School Certificate credentialling authority.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <i>ACE Manual</i> , Dec. 2005, Section 8 for details].
	Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of NESA Developed Courses, NESA Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <i>ACE Manual</i> , Dec. 2005 Section 7, p.73-77].

**REQUIREMENTS OF THE *EDUCATION ACT 1990*  
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE**

**Higher School Certificate – section 95**

Higher School Certificates are to be granted by the NESA of Studies to students who:

- (a) have been granted a School Certificate, or who have attained such other qualifications as the NESA considers satisfactory; and
- (b) have attended a government school, or registered non-government school to which a current certificate of accreditation applies, or school outside New South Wales recognised by the NESA, or a TAFE establishment within the meaning of the *Technical and Further Education Commission Act 1990*; and
- (c) have participated, to the NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate; and
- (d) have been accepted by the NESA as having satisfactorily completed those courses of study; and
- (e) have, to the NESA's satisfaction, undertaken the requisite examinations or other forms of assessment; and
- (f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the NESA.

The NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the NESA, be justified.

**Curriculum for Higher School Certificate candidates – section 12**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description, as determined by the Minister on the recommendation of the NESA, are to be provided for each student in each Year
- (b) those courses of study are to include a course of study in English
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the NESA
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the NESA and approved by the Minister.

These requirements are articulated in Attachment 2.



## YEAR 11 HSC ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Henry Kendall High School assessment document for 2024.

I am aware of the requirements for each course, and I have noted in particular the sections relating to "**Late Work**", and the "**NESA's Policy on Non-Attempts**", as again outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **no marks** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

### NESA'S POLICY ON NON-ATTEMPTS/NON-SERIOUS ATTEMPT

A candidate receives zero marks for an assessment task:

- for non-completion of a task by the due date, or
- because of the standard of work that task will be considered to be a NON-ATTEMPT.

"When a candidate has been given zero marks (ie, NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily."

In these circumstances the candidate may be ineligible for a Higher School Certificate.

NB Candidates and parents will be notified, in writing, when tasks are NON-ATTEMPTS, and when the "50% rule" is in danger of being breached.

\_\_\_\_\_ Signed (Student)

\_\_\_\_\_  
Parent/Caregiver name

\_\_\_\_\_  
Parent/Caregiver signature

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**(This page to be left in the booklet. A separate sheet enclosed is to be completed and returned to the DP Office)**

## ASSESSMENT CALENDAR

### YEAR 11 ASSESSMENT CALENDAR 2025

	Term 1 2025	Term 2 2025	Term 3 2025
<b>Week 1</b>	Legal Studies		Investigating Science
<b>Week 2</b>	Chemistry	Investigating Science	Chemistry
<b>Week 3</b>		Visual Arts	Software Engineering
<b>Week 4</b>			
<b>Week 5</b>		English Studies	Engineering Studies Industrial Technology - Timber
<b>Week 6</b>			Visual Arts
<b>Week 7</b>	Physics Sport, Lifestyle & Recreation	CAFS Sport, Lifestyle & Recreation	Hospitality Sport, Lifestyle & Recreation
<b>Week 8</b>	Biology CAFS Modern History	Health & Movement Science Legal Studies Physics Society & Culture	
<b>Week 9</b>	Ancient History Business Studies Engineering Studies Mathematics Advanced Society & Culture	Biology English Advanced English Standard Mathematics Extension Modern History Music 1	<b>Final Course Examination</b>
<b>Week 10</b>	English Advanced English Standard English Studies Industrial Technology – Timber Mathematics Extension Music 1 Software Engineering	Ancient History Business Studies English Extension 1 Mathematics Advanced Mathematics Standard	<b>Final Course Examination</b>
<b>Week 11</b>	English Extension 1 Health & Movement Science Hospitality Mathematics Standard Sport, Lifestyle & Recreation Visual Arts		

## ASSESSMENT TASK CHECKLIST



## STAGE 6 ASSESSMENT TASK CHECK LIST

***This checklist must be attached to the front of each Assessment Task and submitted to the Head Teacher prior to the task notification and the task distributed to students.***

HSC                                       Preliminary HSC                                       VET

Assessment notification is attached

Task entered on SENTRAL by HT

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_

Date submitted to Head Teacher: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of Task: \_\_\_\_\_

In class task                      OR                       Due date task                      OR                       Formal Examination

**Section below to be completed by the Teacher (CT), Head Teacher (HT) and Deputy Principal (DP)**

	CT	HT	DP
Task aligns with the same task in the assessment book as distributed to students.			
Task aligns with the outcomes being assessed			
Outcomes being assessed align with those in the assessment book as distributed to students			
Weighting given to task is in accordance with those in the assessment book as distributed to students			
The date of the task allows for a minimum of two weeks' notice to students and does not fall within an 'assessment free' period			
Marking guidelines/criteria provide clear descriptions of the quality of response required to receive each mark			
Additional requirements/adjustments for students with special needs			

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

***NB: No Preliminary HSC or HSC Assessment Task is to be printed or distributed until the Head Teacher and Deputy Principal has signed this authority to do so***

Filed in HSC Monitoring Folder

Printing request (please tick appropriate boxes)

**Type & Print**  **Print Only**  Cover Sheet Yes  No  Multiple Choice Answer Sheet

**No. of copies required (including spares):** \_\_\_\_\_ **No. of students sitting the exam:** \_\_\_\_\_


**Stationery requirements:** A4  A3  Other  \_\_\_\_\_ Single sided  Double sided

**Special requirements for examination:**

\_\_\_\_\_  
**Stationery requirements (Year 11/12 only):**

\_\_\_\_\_  
(eg number of sheets of lined paper)

## ASSESSMENT TASK

HENRY KENDALL HIGH SCHOOL – ASSESSMENT TASK (Name of Faculty) (Course name) – HSC COURSE 2024		
Module/Unit: (Synopsis)		
Task Number: (eg, 1)	Weighting: (Task value)	Date/Timing: (eg, 21/06/24, Periods 4/5)
Submission Details: <ul style="list-style-type: none"> <li>Task is to be submitted by 8.55am on the scheduled date</li> <li>Font size 12 and 1½ spacing</li> <li>Present task stapled and clearly identified with your name and student number.</li> </ul>		
Contact (who do you speak to if you have any problems?): <ul style="list-style-type: none"> <li>If you have any difficulties in completing this task please see your class teacher and head of the faculty.</li> <li>If you experience difficulties submitting the task on time for any reason please refer to the HKHS Assessment Policy and Schedule for information about your responsibilities and contact DP Curriculum.</li> </ul>		
Outcomes to be Assessed (Syllabus outcomes being assessed by task) <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		
Task Description (What you are to do)		
Resources/References Suggestions (Where you might find information – not the only sources) <ul style="list-style-type: none"> <li></li> <li></li> </ul>		
Assessment Criteria or Starting Ideas (What you should be thinking about) <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>		





**CHANGE TO LISTED ASSESSMENT TASK DETAILS**



**HENRY KENDALL HIGH SCHOOL**

**NOTIFICATION OF CHANGE TO LISTED ASSESSMENT TASK DETAILS  
STAGE 6**

**Faculty:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Teacher(s):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Details of change to listed Assessment Task details**

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

**Reasons for change from listed Assessment Task details**

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

**Student consent statement**

The changes listed above do not disadvantage me and I have taken note of the new details.  
Student Signatures (use back of sheet if more signatures are required)


**Head Teachers Signature:** \_\_\_\_\_

**Deputy Principal (Curriculum) Signature:** \_\_\_\_\_

[Copies to be kept by Deputy Principal (Curriculum) and Head Teacher]

**NB:** Have you completed the checklist over page?

Checklist to be completed before Deputy Principal (Curriculum) will approve change to listed Assessment Task details.

**For a change to the date Assessment Task:**

- HSC Assessment Schedule - *check to see what other tasks are due if date is changed.*
- Head Teachers of faculties affected by change of date notified. If clashes or overload of tasks occurs then 'task' may need to be 'rescheduled' to a more suitable date and/or time.
- Have all students been made aware of the changes to the Assessment Task and how it may affect 'other' Assessment tasks due?
- Have all students been issued with an amendment to the Assessment Task?
- Do all students accept the changes to the Assessment Task?

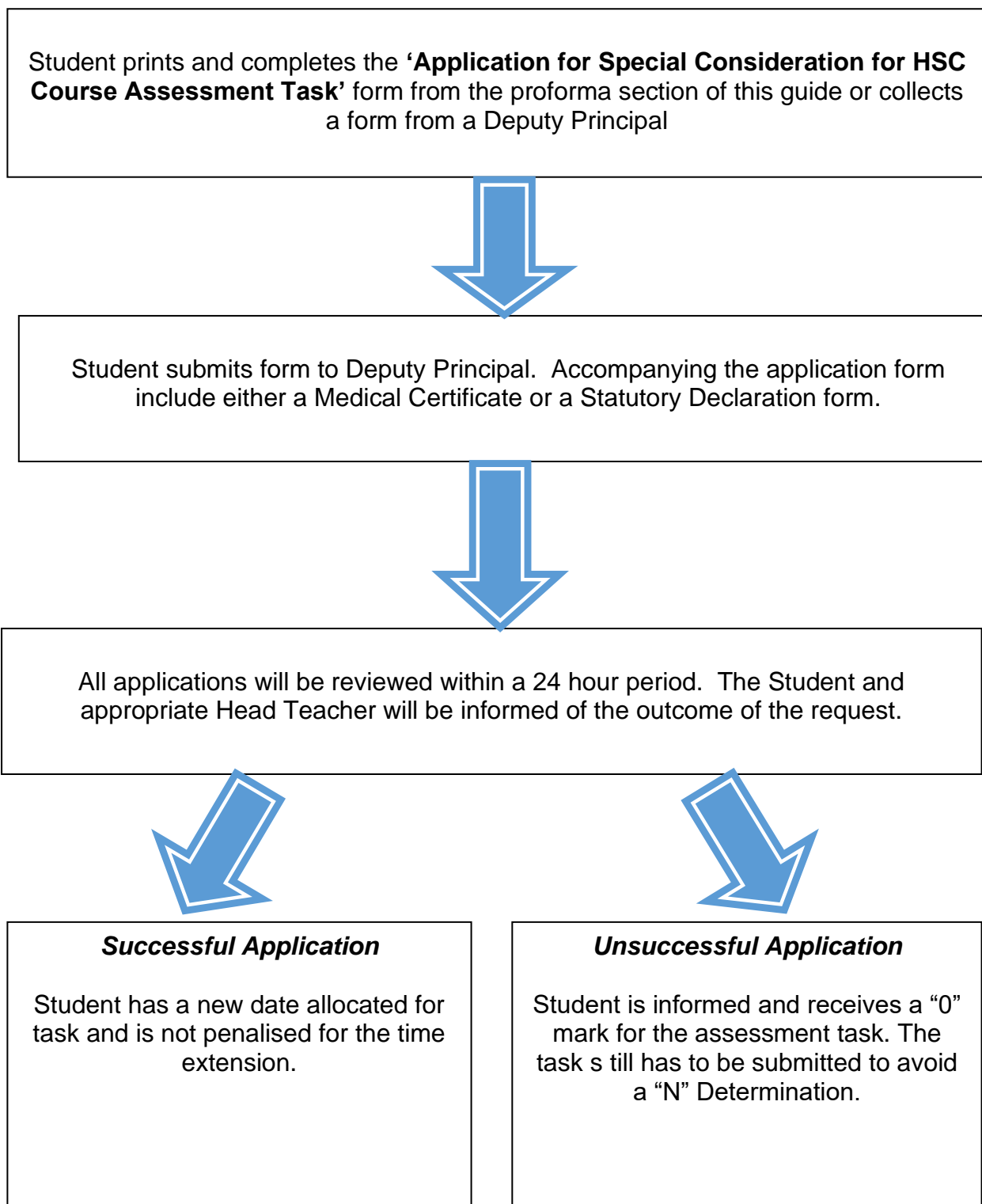
**For a change to the type of Assessment Task:**

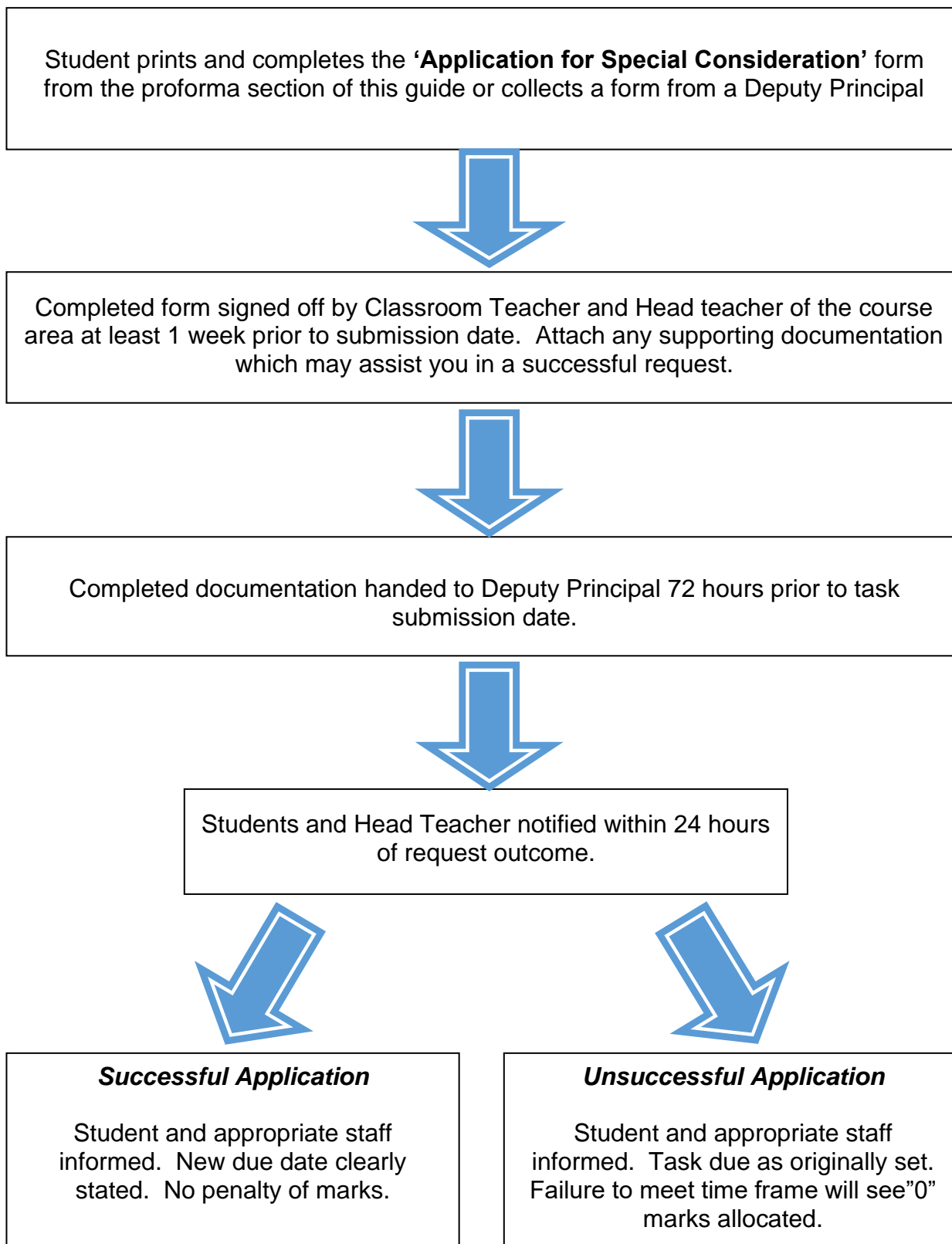
- Are the outcomes and style of Assessment Task and weightings being assessed the same as the original Assessment Task? Yes/No
- Have all students been made aware of the changes to the Assessment Task and the reasons for the change?
- Have all students been issued with an amendment to the Assessment Task?
- Do all students accept the change of Assessment Task?

NB: Assessment Tasks should only be 'changed' if there is a valid reason for the change. Students have the right to expect the Assessment Schedule to be followed.

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**Student Signatures (continued)**


**MISSED ASSESSMENT TASK****Missed Assessment Task Flow Chart**

**EXTENSION OF ASSESSMENT TASK****Process for Extension of Assessment Task**

## APPLICATION FOR SPECIAL CONSIDERATION

### HENRY KENDALL HIGH SCHOOL

#### APPLICATION FOR SPECIAL CONSIDERATION FOR YEAR 11/ HSC COURSE

#### ASSESSMENT TASK

- Complete the following form with your teacher.
- Have teacher and HT of the course sign the form.
- Attach relevant documentation to form and hand in to DP for consideration.

STUDENT NAME: \_\_\_\_\_

DATE OF ASSESSMENT TASK: \_\_\_\_\_

COURSE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

DESCRIPTION OF TASK:

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REASON FOR EXTENSION:

(Documentary evidence from Parent/Doctor should be provided, except in exceptional circumstances)

 Excursion    Illness    Leave    Misadventure    Work placement    Other.....

 Medical Certificate    Parent Contact    Statutory Declaration    Other .....

In applying for this extension I assure the Principal that I am not seeking unfair advantage over other students in the course.

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

1. I have noted the above request and HAVE/HAVE NOT granted an extension of time.

COMMENT (Optional): \_\_\_\_\_

EXTENSION TIME: \_\_\_\_\_ days   To be submitted on or before: \_\_\_\_\_

OR

2. MISSED ASSESSMENT TASK – NO VALID REASON

Task to be completed or submitted on or before \_\_\_\_\_

TEACHER: \_\_\_\_\_ HEAD TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

DEPUTY PRINCIPAL (CURRICULUM): \_\_\_\_\_ DATE: \_\_\_\_\_

## EXAMPLE OF STATUTORY DECLARATION

### Commonwealth of Australia STATUTORY DECLARATION *Statutory Declarations Act 1959*

1 *Insert the name, address and occupation of person making the declaration*

I,<sup>1</sup>

make the following declaration under the *Statutory Declarations Act 1959*:

2 *Set out matter declared to in numbered paragraphs*

2

I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the *Statutory Declarations Act 1959*, and I believe that the statements in this declaration are true in every particular.

3 *Signature of person making the declaration*

3

4 *Place*  
5 *Day*  
6 *Month and year*

Declared at <sup>4</sup>

on <sup>5</sup>

of <sup>6</sup>

Before me,

7 *Signature of person before whom the declaration is made (see over)*

7

8 *Full name, qualification and address of person before whom the declaration is made (in printed letters)*

8

*Note 1* A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years — see section 11 of the *Statutory Declarations Act 1959*.

*Note 2* Chapter 2 of the *Criminal Code* applies to all offences against the *Statutory Declarations Act 1959* — see section 5A of the *Statutory Declarations Act 1959*.

## A statutory declaration under the *Statutory Declarations Act 1959* may be made before—

- (1) a person who is currently licensed or registered under a law to practise in one of the following occupations:
- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| Chiropractor         | Dentist              | Legal practitioner |
| Medical practitioner | Nurse                | Optometrist        |
| Patent attorney      | Pharmacist           | Physiotherapist    |
| Psychologist         | Trade marks attorney | Veterinary surgeon |
- (2) a person who is enrolled on the roll of the Supreme Court of a State or Territory, or the High Court of Australia, as a legal practitioner (however described); or
- (3) a person who is in the following list:
- Agent of the Australian Postal Corporation who is in charge of an office supplying postal services to the public
  - Australian Consular Officer or Australian Diplomatic Officer (within the meaning of the *Consular Fees Act 1955*)
  - Bailiff
  - Bank officer with 5 or more continuous years of service
  - Building society officer with 5 or more years of continuous service
  - Chief executive officer of a Commonwealth court
  - Clerk of a court
  - Commissioner for Affidavits
  - Commissioner for Declarations
  - Credit union officer with 5 or more years of continuous service
  - Employee of the Australian Trade Commission who is:
    - (a) in a country or place outside Australia; and
    - (b) authorised under paragraph 3 (d) of the *Consular Fees Act 1955*; and
    - (c) exercising his or her function in that place
  - Employee of the Commonwealth who is:
    - (a) in a country or place outside Australia; and
    - (b) authorised under paragraph 3 (c) of the *Consular Fees Act 1955*; and
    - (c) exercising his or her function in that place
  - Fellow of the National Tax Accountants' Association
  - Finance company officer with 5 or more years of continuous service
  - Holder of a statutory office not specified in another item in this list
  - Judge of a court
  - Justice of the Peace
  - Magistrate
  - Marriage celebrant registered under Subdivision C of Division 1 of Part IV of the *Marriage Act 1961*
  - Master of a court
  - Member of Chartered Secretaries Australia
  - Member of Engineers Australia, other than at the grade of student
  - Member of the Association of Taxation and Management Accountants
  - Member of the Australasian Institute of Mining and Metallurgy
  - Member of the Australian Defence Force who is:
    - (a) an officer; or
    - (b) a non-commissioned officer within the meaning of the *Defence Force Discipline Act 1982* with 5 or more years of continuous service; or
    - (c) a warrant officer within the meaning of that Act
  - Member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants or the National Institute of Accountants
  - Member of:
    - (a) the Parliament of the Commonwealth; or
    - (b) the Parliament of a State; or
    - (c) a Territory legislature; or
    - (d) a local government authority of a State or Territory
  - Minister of religion registered under Subdivision A of Division 1 of Part IV of the *Marriage Act 1961*
  - Notary public
  - Permanent employee of the Australian Postal Corporation with 5 or more years of continuous service who is employed in an office supplying postal services to the public
  - Permanent employee of:
    - (a) the Commonwealth or a Commonwealth authority; or
    - (b) a State or Territory or a State or Territory authority; or
    - (c) a local government authority;with 5 or more years of continuous service who is not specified in another item in this list
  - Person before whom a statutory declaration may be made under the law of the State or Territory in which the declaration is made
  - Police officer
  - Registrar, or Deputy Registrar, of a court
  - Senior Executive Service employee of:
    - (a) the Commonwealth or a Commonwealth authority; or
    - (b) a State or Territory or a State or Territory authority
  - Sheriff
  - Sheriff's officer
  - Teacher employed on a full-time basis at a school or tertiary education institution



## USE OF COMPUTER TECHNOLOGY GUIDELINES

### GUIDELINES FOR USING COMPUTER TECHNOLOGY FOR COMPLETING ASSESSMENT TASKS AND ASSIGNMENTS

Students at Henry Kendall High School are strongly encouraged to use computer technology to complete their assignments and assessment tasks.

Students should consider the following when completing assignments using computing technology:

***"ASSESSMENT TASKS must be the original work of the student concerned. Evidence of plagiarism or collusion between students will automatically lead to the task being classified as a non-attempt."***

The above is an extract from Henry Kendall High School's "Policy on Assessment Procedures". Examples of the above could include copying large amounts of information from the Internet or copying another student's work and changing only minor details. A bibliography at the end of the task should acknowledge all sources. An example of how to cite Internet sources is shown in student diaries.

The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work. To overcome possible problems students are encouraged to:

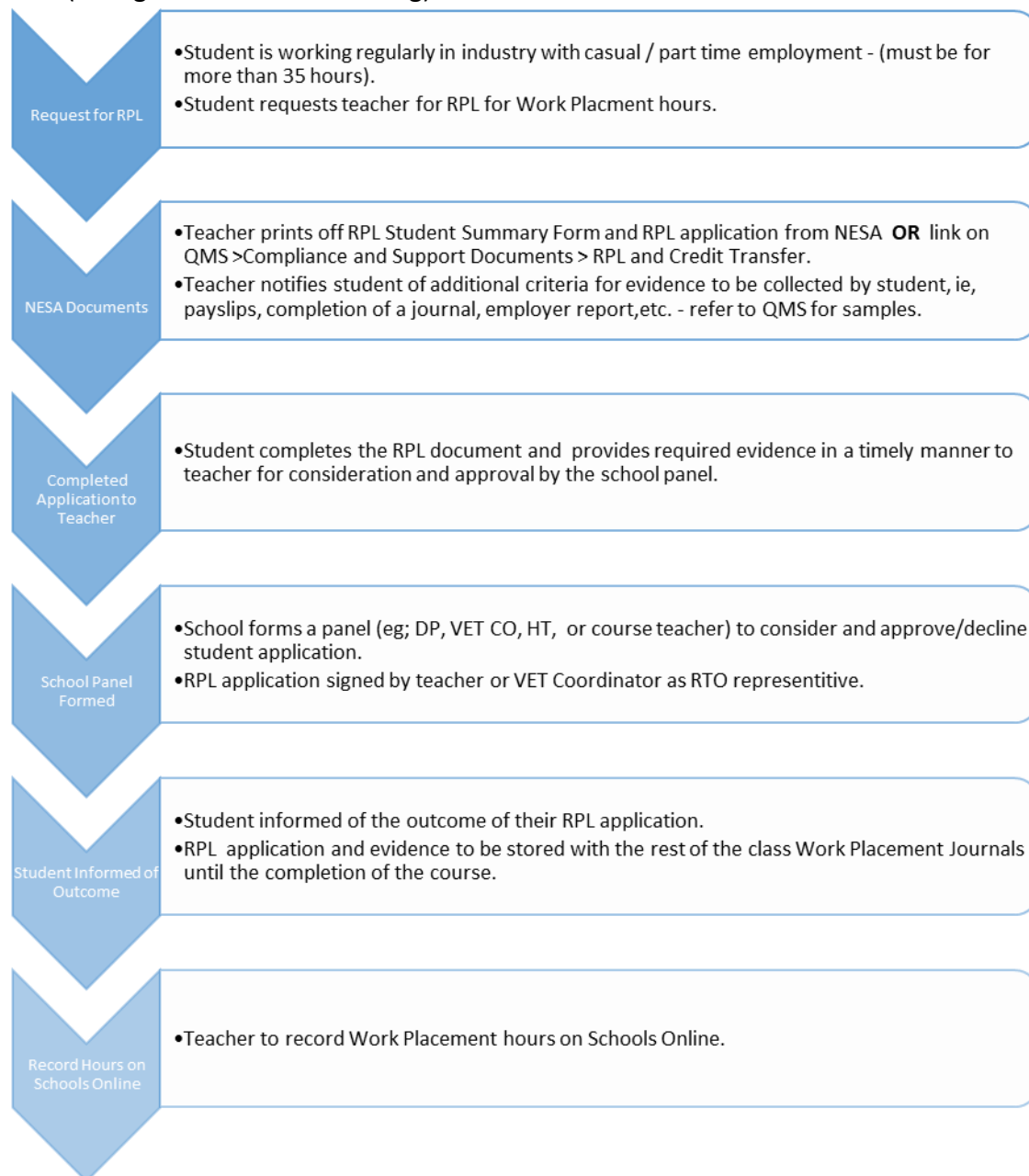
- 1) start assignments as early as possible;
- 2) save their files to more than one source, eg, USB thumb drive;
- 3) create and keep print-outs of their work during the process of completing the assignment to act as evidence of work previously completed;
- 4) keep an up-to-date process diary and/or log book (including problems experienced) as required by some courses such as Design and Technology, Industrial Technology and Computing courses;
- 5) be prepared to use non-computing methods if all else fails.

Students wishing to email their assignment to a teacher must gain permission from the teacher beforehand. It is important for students to realise that it is the teacher's final decision regarding the format that will be accepted for any task. If agreed to, the process of emailing a task must be completed 24 hours before the due date to allow the teacher to reply with a "Confirmation of Receiving Assessment Task" message.

## VET RECOGNITION OF PRIOR LEARNING

# RPL Process

## RPL (Recognition of Prior Learning) for Work Placement



May 2018



### Application for RPL for Work Placement Hours Student Summary Form

School: \_\_\_\_\_ Year \_\_\_\_\_  
Teacher \_\_\_\_\_

Student Surname	Student First name	ICF (Hosp, Retail etc)	RPL Number of Hours of work	Evidence Attached (✓)	Approved (sign)

Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
VET Co-ordinator \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of recognition of prior learning (RPL) and credit transfer within Stage 5 (Year 9 or 10) or Stage 6 (HSC) Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed, this application should be retained on record by the school or college and the RTO.

SECTION 1 Student, school/college and RTO details	
Student name:	
NESA student number:	
School year/grade:	
School/college:	
RTO responsible for VET course delivery and assessment: (see <a href="http://training.gov.au">http://training.gov.au</a> for RTO name and code)	

SECTION 2 VET course and AQF VET qualification details	
NESA course name:	
NESA course number:	
Pattern of study:	<input type="checkbox"/> Stage 5 100-hour elective <input type="checkbox"/> Stage 6 HSC indicative hours      unit(s) x      year(s)
Intended AQF VET qualification (code and title):	

**SECTION 3 VET HSC exam (Industry Curriculum Framework 240/360-hour course only)**

Indicate whether the student intends to sit the HSC exam (optional) for the VET course:

- no  
 yes NESA exam number:

Calendar year the student will sit the exam:

Note: To be eligible to sit the HSC exam, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC exam will be undertaken.

**SECTION 4 Evidence for recognition of prior learning (RPL) and/or credit transfer**

It is the student's responsibility to provide evidence to the school or college and to the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application (see below).

Examples of evidence for RPL include:

- course outlines, reports and result transcripts  
 references from industry/employers  
 outline of experiences including times/dates, places and contacts  
 outline of skills and knowledge  
 other

Forms of evidence for credit transfer are:

- AQF VET Certificate and Transcript of Competencies achieved  
 AQF VET Statement of Attainment showing competencies achieved

**SECTION 5 VET course requirements**

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Framework 240/360-hour course only)
- c) work placement requirements (where mandated).

These requirements may be met through RPL, credit transfer or further study as a part of the HSC program.

The RTO delivering the Stage 5/Stage 6 VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with the VET Quality Framework, including standards for RTOs.

Refer to the HSC VET Framework syllabus or course description for the Stage 5 / Stage 6 VET BEC.

**Section 5 (a) Units of competency to meet VET course indicative hour requirements**

This worksheet should be used to record details of how the course requirements for the Stage 5/ Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/HSC program).

NESA course name:

Total indicative hours:

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Mandatory / core</b>					
<i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <u>Framework</u> syllabus or course description for the <u>Stage 5</u> / <u>Stage 6</u> VET BEC.</i>					
<b>Indicative hours sub-total</b>					

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Mandatory / core</b>					
<i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <u>Framework</u> syllabus or course description for the <u>Stage 5 / Stage 6</u> VET BEC.</i>					
<b>Indicative hours sub-total</b>					

**Section 5 (b) HSC Content (Industry Curriculum Framework 240/360-hour course only)**

Where an associated unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps. (Refer to Section 3 in the HSC VET *Framework* syllabus.)

The scope of learning for all mandatory focus areas and stream focus area (where applicable) has been covered :

yes       no      (if no, provide details of gap program below)

**HSC Content gap program**

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps:

**Section 5 (c) Work placement (where required)**

Mandatory work placement requirements for the VET course:	hours
---	-------

Quantity of credit awarded by RPL:	hours
------------------------------------	-------

Gap to meet HSC course work placement requirements: (minimum work placement hours minus hours awarded by RPL)	hours
--	-------

**Work placement gap planning**

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with the *Timetable of Actions for Secondary Schools*:



**SECTION 6 HSC exam preparation and estimated exam mark (where relevant)**

It is the responsibility of the school or college/RTO delivering the HSC course to manage HSC exam preparation and determine an appropriate estimated exam mark for students who intend to undertake the VET course HSC exam and who have addressed the HSC focus areas (HSC Content) and been awarded RPL/credit transfer for the associated units of competency.

A program to support the student's HSC exam preparation is available.

Outline the learning opportunities/program that will be provided to the student to support their HSC exam preparation:

An appropriate procedure to determine an estimated exam mark for the student has been identified.

**SECTION 7 Student, school/college and RTO sign off**

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the course requirements and/or HSC exam preparation (where relevant) have been agreed to by all parties involved.

Student's name:

Student's signature:

Date:

Principal's name:

Principal's signature:

Date:

RTO representative's name:

RTO representative's signature:

Date:

**School or College/RTO use only**

**Action**

Initial

Date

RPL/credit transfer determinations have been documented in Section 5(a) of this document.

RPL/credit transfer outcomes have been reported through Schools Online or the RTO's processes for TAFE NSW.

This application, along with the evidence for RPL/credit transfer as noted in Section 4, has been filed at the school/college or RTO.

## Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of recognition of prior learning (RPL) and credit transfer within Stage 5 (Year 9 or 10) or Stage 6 (HSC) Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed, this application should be retained on record by the school or college and the RTO.

SECTION 1 Student, school/college and RTO details	
Student name:	A Student / Class List (If a whole class)
NESA student number:	
School year/grade:	2021
School/college:	
RTO responsible for VET course delivery and assessment: (see <a href="http://training.gov.au">http://training.gov.au</a> for RTO name and code) Public Schools NSW Macquarie Park RTO 90222	

SECTION 2 VET course and AQF VET qualification details	
NESA course name:	Construction / Entertainment
NESA course number:	26201 / 26401
Pattern of study:	<input type="checkbox"/> Stage 5 100-hour elective x Stage 6 HSC indicative hours unit(s) x year(s)
Intended AQF VET qualification (code and title): Certificate II in Construction Pathways CPC2021 Statement of attainment CUA30413 Certificate III in Live Production and Services.	

**SECTION 3 VET HSC exam (Industry Curriculum Framework 240/360-hour course only)**

Indicate whether the student intends to sit the HSC exam (optional) for the VET course:

no

yes NESAs exam number: **26299 Certificate II in Construction Pathways CPC20211**  
**26499 Statement of attainment CUA30413 Certificate III in Live Production and Services**  
Calendar year the student will sit the exam: **2021**

Note: To be eligible to sit the HSC exam, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC exam will be undertaken.

**SECTION 4 Evidence for recognition of prior learning (RPL) and/or credit transfer**

It is the student's responsibility to provide evidence to the school or college and to the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application (see below).

Examples of evidence for RPL include:

- course outlines, reports and result transcripts
- references from industry/employers
- outline of experiences including times/dates, places and contacts
- outline of skills and knowledge
- other **Safework NSW Whitecard**

Forms of evidence for credit transfer are:

- AQF VET Certificate and Transcript of Competencies achieved
- AQF VET Statement of Attainment showing competencies achieved

**SECTION 5 VET course requirements**

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Framework 240/360-hour course only)
- c) work placement requirements (where mandated).

These requirements may be met through RPL, credit transfer or further study as a part of the HSC program.

The RTO delivering the Stage 5/Stage 6 VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with the VET Quality Framework, including standards for RTOs.



Refer to the HSC VET Framework syllabus or course description for the Stage 5 / Stage 6 VET BEC.

**Section 5 (a) Units of competency to meet VET course indicative hour requirements**

This worksheet should be used to record details of how the course requirements for the Stage 5/ Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/HSC program).

NESA course name: **Certificate II in Construction Pathways CPC20211 or Statement of attainment CUA30413 Certificate III in Live Production and Services.**

Total indicative hours: **240**

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: (insert the indicative hours in the relevant column)		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Mandatory / core</b>					
<i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <u>Framework</u> syllabus or course description for the <u>Stage 5</u> / <u>Stage 6</u> VET BEC.</i>					
CPCCWHS1001	Work safely in the Construction Industry	10		8	2

<b>Stage 5 / Stage 6 course requirements – unit(s) of competency</b>			<b>Course requirements will be met through:</b> <i>(insert the indicative hours in the relevant column)</i>		
<b>Unit code</b>	<b>Unit title</b>	<b>Indicative hours</b>	<b>RPL</b>	<b>credit transfer</b>	<b>further study</b>
<b>Indicative hours sub-total</b>		<b>10</b>		<b>8</b>	<b>2</b>

SAMPLE

<b>Stage 5 / Stage 6 course requirements – unit(s) of competency</b>			<b>Course requirements will be met through:</b> <i>(insert the indicative hours in the relevant column)</i>		
<b>Unit code</b>	<b>Unit title</b>	<b>Indicative hours</b>	<b>RPL</b>	<b>credit transfer</b>	<b>further study</b>
<b>Mandatory / core</b> List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <i>Framework</i> syllabus or course description for the <i>Stage 5 / Stage 6</i> VET BEC.					

<b>Stage 5 / Stage 6 course requirements – unit(s) of competency</b>			<b>Course requirements will be met through:</b> <i>(insert the indicative hours in the relevant column)</i>		
<b>Unit code</b>	<b>Unit title</b>	<b>Indicative hours</b>	<b>RPL</b>	<b>credit transfer</b>	<b>further study</b>
<b>Indicative hours sub-total</b>					

SAMPLE

**Section 5 (b) HSC Content (Industry Curriculum Framework 240/360-hour course only)**

Where an associated unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps. (Refer to Section 3 in the HSC VET [Framework](#) syllabus.)

The scope of learning for all mandatory focus areas and stream focus area (where applicable) has been covered :

yes       no      (if no, provide details of gap program below)

**HSC Content gap program**

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps:

The student will study the HSC requirements for this unit in class with teacher instruction and class work to prepare for the HSC exam.

**Section 5 (c) Work placement (where required)**

Mandatory work placement requirements for the VET course:	hours
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Quantity of credit awarded by RPL:	hours
------------------------------------	-------

Gap to meet HSC course work placement requirements: (minimum work placement hours minus hours awarded by RPL)	hours
--	-------

**Work placement gap planning**

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with the [Timetable of Actions for Secondary Schools](#):



**SECTION 6 HSC exam preparation and estimated exam mark (where relevant)**

It is the responsibility of the school or college/RTO delivering the HSC course to manage HSC exam preparation and determine an appropriate estimated exam mark for students who intend to undertake the VET course HSC exam and who have addressed the HSC focus areas (HSC Content) and been awarded RPL/credit transfer for the associated units of competency.

A program to support the student's HSC exam preparation is available.

Outline the learning opportunities/program that will be provided to the student to support their HSC exam preparation:

Throughout timetabled class lessons under instruction from class teacher

An appropriate procedure to determine an estimated exam mark for the student has been identified.

**SECTION 7 Student, school/college and RTO sign off**

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the course requirements and/or HSC exam preparation (where relevant) have been agreed to by all parties involved.

Student's name:	A Student	
Student's signature:	N/A	Date:
Principal's name:	Mrs Principal	
Principal's signature:		Date:
RTO representative's name:	VET Coordinator or Teacher	
RTO representative's signature:	VET Coordinator or Teacher	Date:

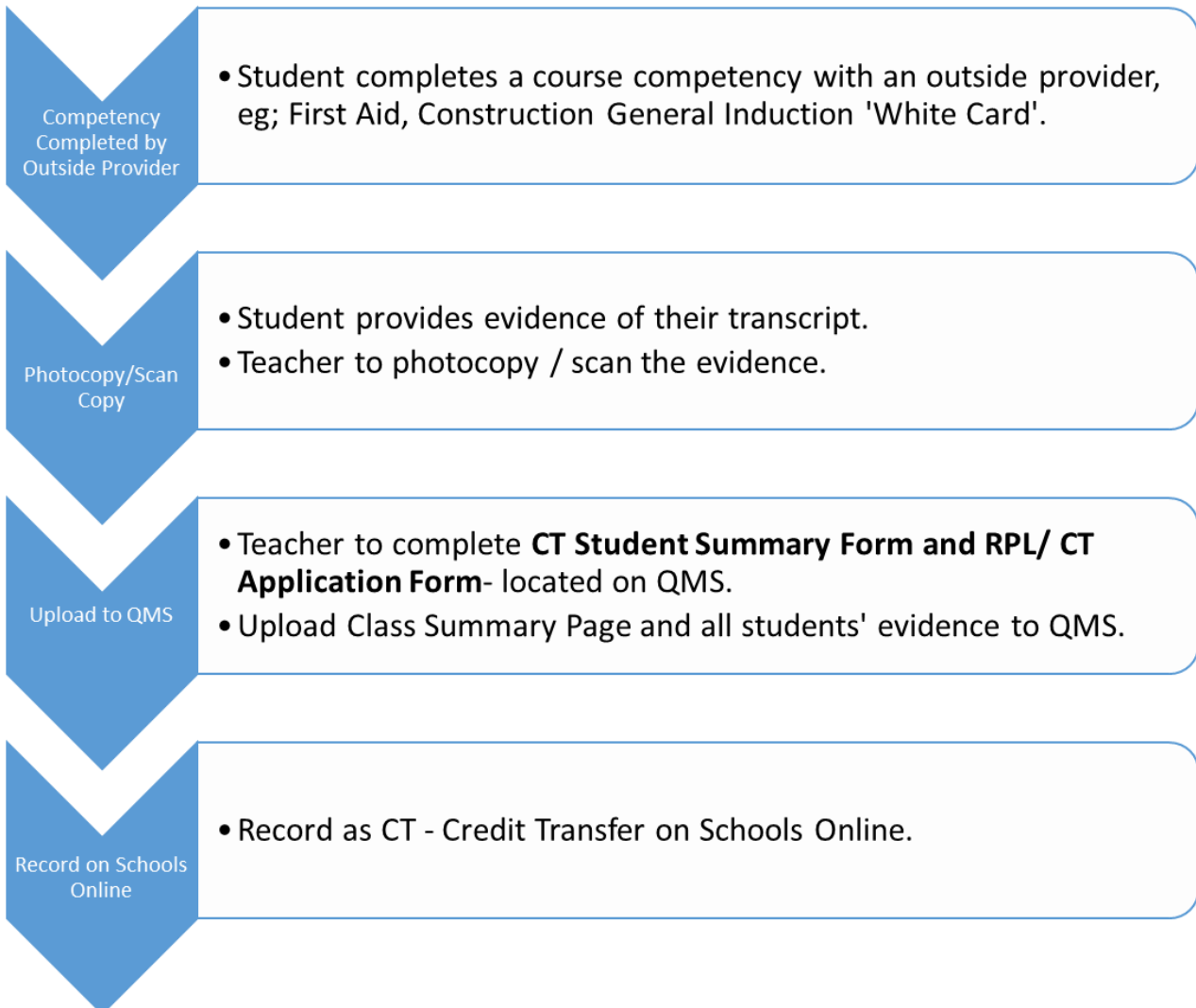
**School or College/RTO use only**

Action	Initial	Date
RPL/credit transfer determinations have been documented in Section 5(a) of this document.	AA	9/5/18
RPL/credit transfer outcomes have been reported through Schools Online or the RTO's processes for TAFE NSW.	AA	9/5/18
This application, along with the evidence for RPL/credit transfer as noted in Section 4, has been filed at the school/college or RTO.	Yes AA	10/5/18

## CT Process

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CT (Credit Transfer) for Whitecard, First Aid or other competencies achieved externally by outside providers



**Application for Credit Transfer Student Summary Form**

School: \_\_\_\_\_ Year \_\_\_\_\_

Teacher \_\_\_\_\_

Student Surname	Student First name	ICF (Hosp, Retail etc)	Units of competency to be CT	Evidence Attached (✓)	Approved (sign)

Teacher: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

VET Co-ordinator  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

### Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

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

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

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. **ONLY ONE** Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

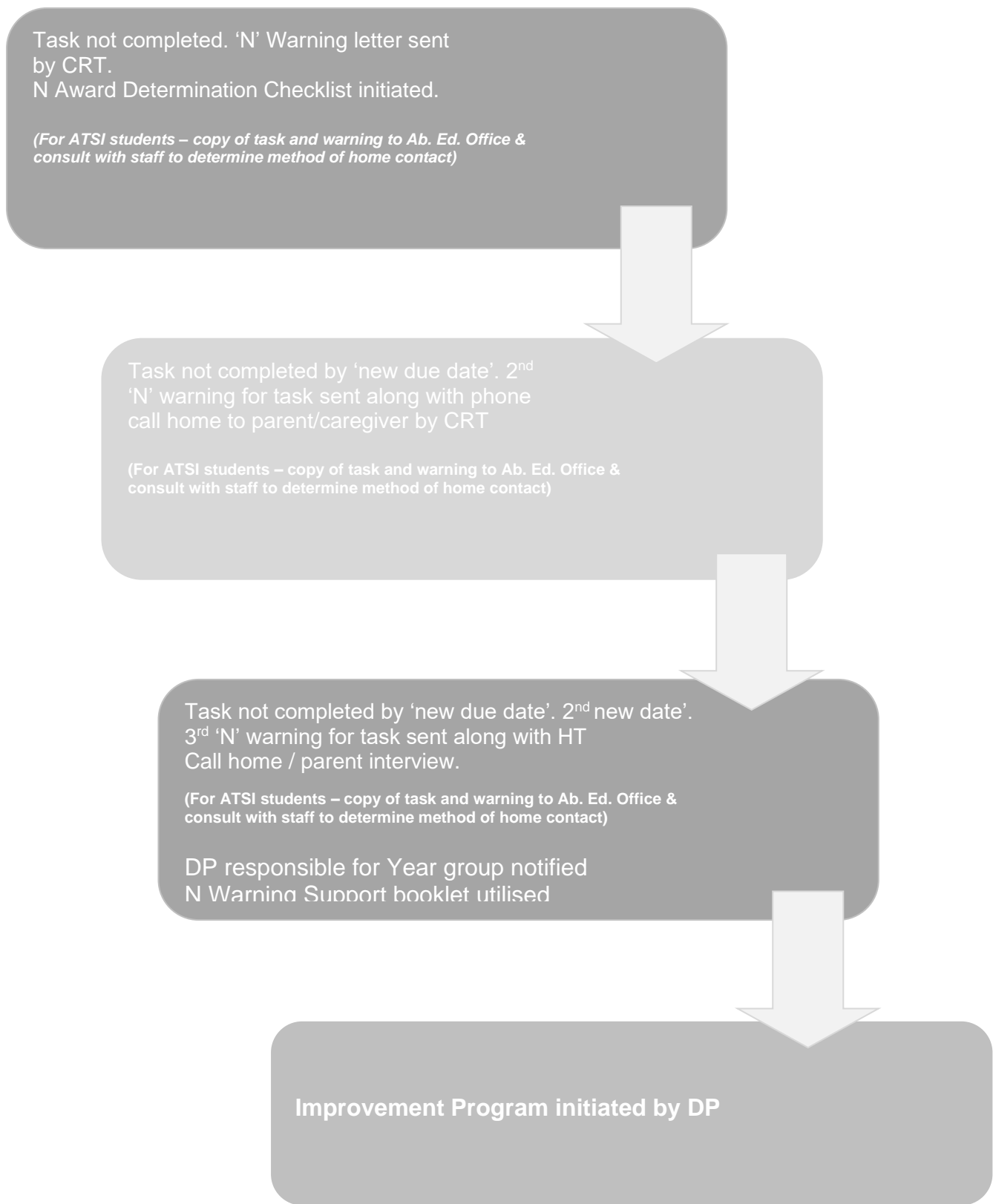
Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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

### 'N' Warning Flowchart



If at any point the task is completed to a satisfactory standard it is immediately resolved and this must be indicated in the students' electronic record.

# 'N' AWARD WARNING LETTER

(SAMPLE)



Parent/Caregiver  
 Address  
 SUBURB NSW POSTCODE  
**N Award - Non Completion of a Preliminary Course**  
 Dear Parent/Caregiver

I am writing to advise you that STUDENT in Year 11 is in danger of not meeting the course completion criteria for the Preliminary Higher School Certificate in SUBJECT.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as official warning number X we have issued concerning STUDENT for SUBJECT.

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

### Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the Higher School Certificate course as Amelia has not satisfactorily completed the Preliminary Course.

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

- b. Applied yourself 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

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for STUDENT to satisfy the Course Completion Criteria, the following listed tasks, requirements, or outcomes need to be satisfactorily completed. Students who fail to rectify this N Warning in the nominated timeframe, will be required to work on the task in the school library during their flexible attendance each Tuesday and Thursday from 1pm to 3.10pm until it is rectified (unless attending TAFE). A separate N Warning Rectification Detention Letter will be sent about this if it is required.

Yours sincerely,

**Teacher**

**Head Teacher**

**Deputy Principal**

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by student;

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
TASK NAME	DATE	DETAILS	DATE

### Requirements for the Satisfactory Completion of a Preliminary Course

I have received the letter dated DATE indicating that Student is in the danger of not having satisfactorily completing SUBJECT (Year 11).

I am aware that the 'N' determination may make my child ineligible to proceed to the Higher School Certificate Course.

I am also aware that this course may not appear on their Preliminary Course Record of Achievement.

N.B. I am aware that flexible attendance each Tuesday and Thursday will be withheld until this warning has been rectified.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

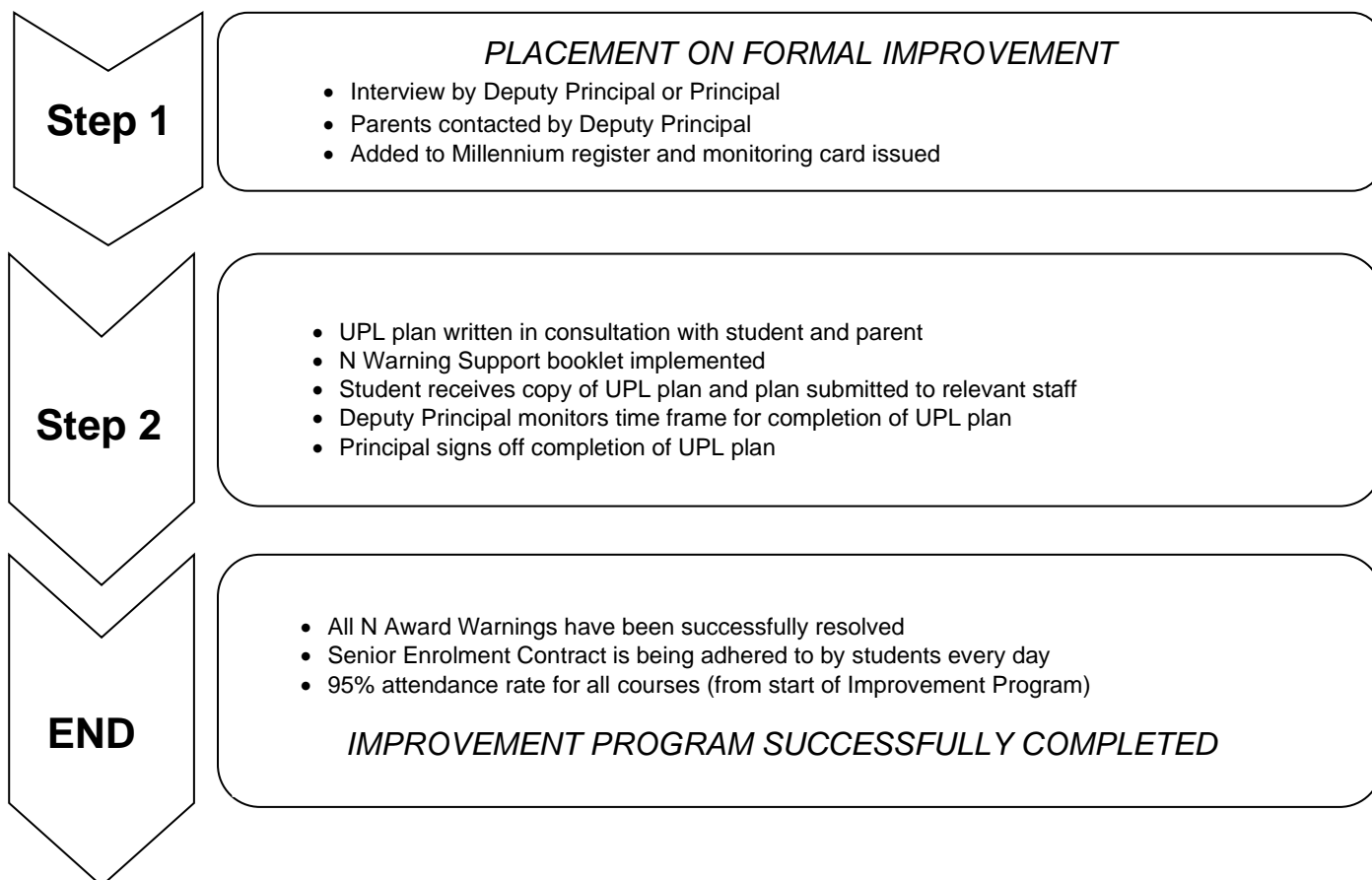
Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ACADEMIC IMPROVEMENT PROGRAM**

# Academic Improvement Program

Your name is referred to a Deputy Principal for failure to meet NESA of Studies course requirements due to:

- misbehaviour/discipline issues resulting in placement on a behaviour level
- N Award warnings
- unsatisfactory attendance – below 90% (without acceptable justification)
- truancy from lessons/school including study periods
- non-compliance with school dress code
- failure to fulfil senior conditions



**Consequences for Students who – are placed on or do not meet the requirements of – an Improvement Program:**

- Year 12 students forfeit the use of their flexible leave
- Students over 17 years of age will be required to justify their continued enrolment
- Whilst on the improvement program students will not be eligible to represent the school in any extra-curricular activities
- Failure to bring suitable work will result in extra day being added to Improvement Program attendance
- Failure to attend all prescribed study sessions will result in a parental interview being conducted and a suspension warning will be issued (persistent failure to meet Improvement Program requirements will result in suspension)

**STUDENT APPEAL**

## Student Appeal Form

### Year 11 and HSC Courses

*This form should be completed only if the student feels that he/she has met the assessment criteria requirements as detailed in the assessment task, and is requesting a review of the assessment mark.*

*This form is to be completed and signed by student and parent.*

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

In lodging an appeal, you are asking the Deputy Principal (Curriculum) to reconsider the decision re assessment mark. The Deputy Principal (Curriculum), in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Deputy Principal (Curriculum) will decide whether there is sufficient evidence to change the original assessment mark.

**I wish to have the Deputy Principal (Curriculum) reconsider the decision re assessment mark in the following course:**

**Course Name**

**Course Number**

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### **Student Statement in Support of Appeal**

You need to detail how you have completed all and/or assessment task requirements.

My appeal is based on the following grounds:

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*(Additional pages may be stapled if more space is needed)*

The Deputy Principal (Curriculum) will advise you of the outcome of the School Review of your appeal within one week.

If the Deputy Principal (Curriculum) declines your appeal you may ask to have the matter reviewed by the Principal. The Principal will notify you of the outcome of your appeal. The Principal's decision is final.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

*(If student is under 18 years of age)*