



Senior Assessment Booklet
PRELIMINARY HSC 2025



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* VET Subject Assessment Schedules at the back of the booklet

PRELIMINARY HIGHER SCHOOL CERTIFICATE ASSESSMENT PROCEDURES

SUMMARY OF GENERAL CONSIDERATIONS

The Preliminary Higher School Certificate assesses student performance in each NESA developed course or NESA endorsed course studied.

Assessment will be based on tasks set by the school during Terms 1 to 3. The assessment procedure is devised to:

- (i) Provide teachers and students with an indication of individual performances.
- (ii) Give an indication of likely success in the HSC.
- (iii) Provide a grade (A-E) against the performance band descriptors.

A student's Preliminary Higher School Certificate will only record those courses in which they satisfy course requirements. Students MAY NOT be eligible to study a course for the Higher School Certificate if they are deemed unsatisfactory in the Preliminary course.

YEAR 11 COURSE PERFORMANCE DESCRIPTORS/GRADES

The Common Grade Scale shown below is used to report student achievement in the Preliminary year in all NSW schools.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

ASSESSMENTS

1. Assessments will be compiled progressively. They are intended to provide an indication of a student's attainments based upon:
 - (a) a wide range of syllabus outcomes that can be measured by a single exam; and
 - (b) measures and observations obtained throughout the course, rather than from a single exam.
2. Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by their performance in the assessment tasks set. An assessment task may be designed to test a single component or a number of components in combination.
3. The assessment components will not all necessarily have the same importance or weighting (See the individual subject schedule).
4. Assessment tasks will have different marking schemes.
5. Students must demonstrate they are committed candidates for the Higher School Certificate by their regular attendance at school and in lessons and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task. Take home tasks must be submitted on the due date, time and location, as specified on the assessment notification.
6. Students must keep a copy of all their completed assessment tasks. Students are expected to have a back-up digital copy of any work created digitally. **Technology failure is not an acceptable excuse for missing an assessment due date.**

COURSE ASSESSMENT SCHEDULES

Each faculty has prepared an assessment schedule for the courses it offers. With the exception of VET courses, these schedules provide the following information:

- a. the outcomes to be assessed; the components which are to be assessed (knowledge, skills etc);
- b. the weighting of the components;
- c. the specific tasks which make up the assessment schedule;
- d. the times at which the tasks will be administered; and
- e. the number of tasks for each subject – there are three compulsory assessment tasks for every Preliminary subject. Some subjects may include one non-assessable task in the schedule which may feature in the student's report.

TIMING OF ASSESSMENT TASKS

Subject Assessment Schedules set out the timing for each task. Class teachers will advise students of the precise timing with suitable notice before the task is to be completed, and will, at the same time, inform students of the nature of the task and the topic areas to be assessed. In addition, there will **be a "task-free" period of one week before the Preliminary examinations in Term 3.**

It is the student's responsibility to be alert to the notification of tasks. In the case of absences from school, students will need to check with their teachers upon their return if they have missed any notifications of upcoming tasks. Not receiving the notification on a day they are absent IS NOT a valid reason for extension.

Changes to the stated assessment task schedule will be communicated to students in writing with two weeks' notice. Students are required to sign an Assessment Task Distribution Sheet indicating they have received the task, and again for any variations. Changes to any assessment task must have the approval of the Deputy Principal.

All tasks, excluding examinations, will be issued on gold paper.

COMPLETION OF TASKS

The NSW Education Standards Authority (NESA) hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and, therefore, more accurate) range of student attainments. Sound performances in assessment tasks also helps to prepare students for the actual HSC which will modify their school assessment. It should be realised that the assessment program places a responsibility upon students to complete all assessment tasks.

At Freshwater Senior Campus, the following policies for tasks have been determined:

1. Students who **complete** all aspects of the assessment task and **submit it** on or **before** the due date are eligible for the full mark allocated for the task.
2. Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated for the task.
3. Students who **fail to submit** an assessment task by the due date **may be given zero** if they have no valid reason (no evidence of illness, misadventure or unapproved leave).
4. Students who **fail to attend** an assessment task which is to be completed at school **may be given zero** if they have not followed the schools Illness/Misadventure process.
5. Students who **fail to submit** an assessment task by the due date, but who **have a valid reason** (such as sickness or approved leave, validated by appropriate documentation) may be allocated an extension of time. These students are eligible for the **full mark** allocated to the task if they complete the task by the new date. **Please note: Tasks must be submitted on the day a student returns to school.**
6. Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give a mark based on the student's other assessment tasks based on their rank later in the assessment period. These students are eligible for the **full mark** allocated to the task.
7. Students who **submit** an **incomplete** task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. The task does not automatically receive a zero mark. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the mark allocated to the task.
8. If a student believes factors beyond their control (eg. sickness, family misfortune) have affected their ability to do their best on a task, they may apply for an extension by seeing the appropriate Deputy Principal before the due date. **NO EXTENSIONS WILL BE GRANTED TO APPLICATIONS RECEIVED ON THE DAY A TASK IS DUE.**
9. Students should attend all classes prior to the due date of all assessment tasks. This is to ensure equity and fairness, and not provide individuals with an unfair advantage. If a student is sick on the day of an assessment task, an **Illness/Misadventure form supported with a MEDICAL CERTIFICATE must be submitted** to the Deputy Principal. Other misadventures must be approved for extensions. These requests should be in writing and also submitted to the Deputy Principal.

10. If a student submits a task which is deemed to be a non-serious attempt, then a zero mark may be awarded. Students should enter a formal examination or complete an assessment task knowing they MUST make a genuine effort at the assessment task or examination. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt. A student's task or exam is considered a **non-attempt** if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper or assessment task. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is NOT considered to be an adequate attempt at the question. A **non-serious attempt** is where students write frivolous or objectionable material in response to the question. The student will be interviewed by the faculty Head Teacher and Deputy Principal. The consequences may be significant and may include not receiving a mark in that course and/or the credential in that subject.
11. During examination sessions, mobile phones, internet watches or electronic devices are not permitted and only NESAs approved equipment, such as calculators and dictionaries, are permitted in the exam.
12. Assessments are to be submitted as the task stipulates.
13. If a student's **inability to meet assessment dates** can be foreseen prior to the deadline, it is the student's responsibility to immediately contact the Deputy Principal before the date of the task, who determines that the activity warrants a change of circumstance. Examples include clashes with acceptable school activities (e.g. **Representative sport, VET Work placement**). If an acceptable absence occurs, an Illness/Misadventure form, with a statement from the supervising teacher, must be submitted to the Deputy Principal, before the school activity. Students should not assume that an extension will be granted, without prior notification and must make arrangements to submit the work by the due date.

ABSENCE FROM AN ASSESSMENT TASK/ ILLNESS & MISADVENTURE PROCEDURES

If a **student is absent from school on the day an assessment task** is due, the student must follow these procedures:

- Student/Parent/Guardian must contact the school on the day to notify of the absence and notify over the phone that the student has an assessment task due that day.
- Obtain the Freshwater Senior Campus Illness/Misadventure form from the school website and complete **all** details. An incomplete form will be declined.

On the first day of returning to school after absence, BEFORE 8.45am, submit the completed form to the Year 11 **Deputy Principal**. The form must be filled in with attached documentation such as a medical certificate, outlining how the illness/misadventure affected the student, clearly indicated.

NOTE: It is insufficient for the medical certificate to say the student was "unfit for work". The medical certificate must acknowledge how your illness affected your ability to attend school and submit the task.

- Deputy Principal will approve or decline the application for Illness/Misadventure.
- If the application is approved, the Deputy Principal will immediately return the form to the student who will then hand the form to the Head Teacher of the subject, for discussion of the new date for completing the task or an alternative task be issued.
- Missed exams may be rescheduled and will be indicated to the student on the Misadventure form after discussion with the Head Teacher of the subject.

Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted. If proof of illness or leave is not approved, then the student's assessment mark for that task may be awarded a ZERO mark.

A parent(s) and/or guardian(s) note regarding illness will only be considered in exceptional circumstances.

ILLNESS AND MISADVENTURE PROCESS

Where a student has been negatively impacted by circumstances beyond their control, such as significant illness, hospitalisation, tragedy in family, they may apply for misadventure if it has impacted on their ability to prepare for or complete a task on time.

Students have two options:

1. Misadventure – performance in the task was impacted at the time due to circumstances beyond their control.
2. Extension – applied for when student has been disadvantaged by losing time to prepare for and complete a task commensurate with their ability in the original timeframe.

The illness/misadventure form can be collected from the front office or downloaded from the school website.

All supporting documentation must be submitted with the Illness/Misadventure form to the Deputy Principal in charge of the Year.

Applications for misadventure will be processed at the end of the Preliminary exam. Extension applications must be discussed with the Deputy Principal at the time of application. The Deputy Principal, in collaboration with the faculty Head Teacher will support or decline the application.

COMMUNICATION OF RESULTS TO STUDENTS AND PARENTS

- Each student should be given the raw mark for each task.
- Results of Assessment Tasks, i.e. marks, can be queried only at the time the tasks are returned to the student in the classroom. Students should refer to the Marking Criteria. Objections raised after the task has left the classroom will not be considered. In the case of tests/assignments/essays etc., time will be given in class for students to check additions of marks and read comments to make an informed query. Should the query not be resolved in class, the task should be collected by the class teacher and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks: If there are problems associated with the administration of an assessment task or if the task is for an appropriate reason not deemed to be valid, an additional task may be allowed provided sufficient notice is given and the weightings may be adjusted accordingly.

PROCEDURES FOR DISABILITY PROVISIONS

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. Provisions are provided to ensure students with a disability are able to access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team. These can include medical and learning disabilities supported by appropriate medical evidence.

Students seeking Disability Provisions for assessment tasks should first speak with Mr Chris Mortimer (Deputy Principal), secondly, students are to communicate with their Course Teacher and Head Teacher at least two weeks prior to the date of the assessment task. The Head Teacher will inform students seeking disability provisions of the exact venue and details for the task.

Disability Provisions must be applied for and approved by NESAs for the Higher School Certificate examinations. Parents and students should contact Mr Chris Mortimer (Deputy Principal) for assistance in applying. Applications must be lodged with NESAs before the end of Term 1 in the year completing Year 12.

FAILURE TO COMPLY WITH NESA REQUIREMENTS

NSW Education Standards Authority (NESA) requires all students to:

- follow the course set
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes

- ❑ Procedures for the non-completion of a course commences when the student has not followed one of the above.
- ❑ The **first official warning letter** is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview and the record of interview is completed which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- ❑ The **second official warning letter** will be issued for completely different reasons as outlined in the first official warning. In other words, a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate the course completion criteria (a), (b) and/ or (c) has not been met will be established. Once the second official warning letter is issued, an interview with a Deputy Principal, parent/carer and the student will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time. The outcome is recorded in Sentral.
- ❑ Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with the Principal and Deputy Principal, parent/carer and the student. At this interview the Principal will make a determination, which may include a formal program of improvement. The outcome is recorded in Sentral.
- ❑ Receipt of further official warning letters and /or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a determination regarding an "N" Determination to NESA.

UNSATISFACTORY ASSESSMENT RECORD AND "N" DETERMINATION

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an N determination for that course. If that is the case, that subject will not count towards the satisfactory completion of 12 units of Year 11 courses. This will mean a student will not be able to progress to Year 12 in that course. If this occurs in an English course, the student will not receive the Preliminary/HSC credential.

NESA regulations state that a student who fails to complete assessment tasks which contribute more than 50% of the available marks in any course may be deemed unsatisfactory in that course, even if the final examination is attempted. While a task submitted after the due date may not score its full value in marks, it may be essential that the student submits the task in order to avoid falling below the level required by this regulation.

ABSENCES

We wish to assure students and parents/guardians that students who are absent because of genuine ill-health or misadventure will not be disadvantaged by the procedures indicated on Page 6. Each case will be treated on its merits. The policies outlined are designed to prevent any student gaining an unfair advantage over others by late submission of work; they are not intended to penalize cases of genuine difficulty. Illness may be acceptable on occasions as a reason for late completion of an assessment task; however, it cannot be used as the reason for non-completion of tasks.

Students absent from an examination (Year 11 Final Preliminary examinations) must ring the school before 8.30am. Students need to provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal on the first day they return to school. The Deputy Principal and/or the Head Teacher will determine what action will be taken, including the rescheduling of exams missed during the period.

ABSENCE ON HOLIDAYS DURING EXAMINATIONS OR ASSESSMENT TASKS

Extended leave will not be granted during the Preliminary course. Year 11 students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, and in the Sentral Portal and course assessment schedules handed out at the beginning of the Preliminary year. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting periods. Any assessment tasks (research task, in-class test, etc) due during a planned absence must be handed in before the absence or a zero mark may be awarded.

MALPRACTICE

Students who cheat in any way, including plagiarism, copying another student's task, making a non-serious attempt, or truanting for an assessment task may score **ZERO** for the task. In addition, the task will be recorded as a non-attempt in terms of the requirement that students complete all outcomes.

Students who are found guilty of malpractice will be placed on NESA's malpractice register by the Deputy Principal.

HSC: ALL MY OWN WORK

The "HSC: All My Own Work" program is designed to help Stage 6 students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

All students entered for one or more Year 11 courses will be required to have satisfactorily completed "HSC: All My Own Work" or its equivalent before they submit any work for Year 11

Use the link below to view the AMOW program details.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

USE OF ARTIFICIAL INTELLIGENCE BY STUDENTS

AI has implications for academic honesty (see ACE 9022). Unapproved use of AI in the completion of assessments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately (see ACE 9023). As such, the **use of artificial intelligence (AI)** can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions or spelling and grammar checkers). **Students should always acknowledge the sites used.** It may be required to share the data created through AI sources in the appendix or other relevant sections of the task.

ADVICE TO STUDENTS AND PARENTS

Students and parents/guardians are advised to consult the co-ordinating Deputy Principal, Year Adviser, or Head Teacher of the subject concerned if they are in doubt about any aspect of the assessment procedures. It is particularly important that parents or students contact the school immediately in cases of sickness, misadventure or hardship leading to non-completion or late completion of an assessment task.

APPEALS

Where students are dissatisfied with any aspect of the assessment procedure, they should, in the first instance approach the Head Teacher of the subject concerned. If the problem cannot be resolved at the faculty level, it may be referred to the co-ordinating Deputy Principal, who will, if necessary, convene a panel to consider the particular case.

OTHER FAQS

For students enrolling in the school or a course late (for example, after the first assessment task has been completed) the following applies:

The student's ranking in the course based on assessment tasks will be obtained by measuring the student's performance in each task against the whole cohort and using that performance to calculate a mark for the missing assessment task(s). Final decisions will be made at the discretion of the Principal.

Students who are studying a subject at NSW School of Languages, Distance Education or Saturday School of Community Languages will be issued with separate Year 11 assessment policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on assessment policy stated in this book still applies. Students of NSW School of Languages must ensure their study days and exam days are registered with the Rolls Administration.

Students undertaking NBSC cross campus courses must adhere to the policies and procedures of the hosting campus.

GENERAL EXAMINATION PROCEDURES – STUDENT ADVICE

1. Check your exam timetable carefully. Ensure you transfer these dates to your calendar and diary. You need to arrive 30 minutes before the start of an exam.
2. **Misreading the dates & times of any exam is not an excuse and NO exam will be rescheduled.**
3. If you are absent from an exam, you must **notify the school before 8.30am** on the morning of the exam. In case of sickness or misadventure you must submit an Illness/misadventure form supported with a doctor's certificate, on the day that you return, to the Deputy Principal of the year group. **If appropriate your exam will be rescheduled within the exam period.**
4. **Misreading of examination instructions is not an excuse** and an Illness/Misadventure form cannot be submitted.
5. All students must show their **School ID** cards as they enter the exam room if required. An attendance slip will be placed on your table and is to be signed at the start of each exam. Your NESAs number is to be written on all writing booklets.
6. You must remove your watch and place them in clear view on the examination table – you cannot wear an internet watch. You can bring water into the exam room in a clear bottle.
7. **No student is to leave the examination room until the examination is officially ended and all paperwork has been completed and checked.**
8. Full school uniform is to be worn at all examinations. Students out of uniform **may be sent home to change. No student is to wear a hat or a hood during the exam.**
9. You must be prepared for each exam with your own equipment; you are not allowed to borrow equipment during an exam. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESAs approved calculators can be used. NESAs suggests you use a **black pen**.
10. Items you **cannot bring** into the examination room include:
 - A mobile phone. Mobile phones are not permitted in an examination room under any circumstances.
 - A programmable watch, eg an internet watch.
 - Any electronic device (except a calculator where permitted). This includes electronic dictionaries.
 - Paper or any printed or written material (including your examination timetable).
 - Dictionaries, except where permitted in language examinations.
 - Correction fluid.
11. Students risk cancellation of their examination paper if there is a breach of any of these rules or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.
12. Disability provisions rest breaks must be recorded onto a register provided in written exams. This is to be returned and will be filed at the conclusion.
13. Generally, disability provisions apply to written examinations, not practical.

VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with Units towards Preliminary and HSC qualifications; and Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF). Students will be assessed in both areas during each VET Course.

1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry for inclusion in the framework training packages. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that a student can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their WHS requirement, cost, time frame, supervision required and resource availability.

Specific information about these competencies will be issued to students at the beginning of the course.

2. Preliminary / Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET courses, e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR). As with all HSC courses, NESA procedures apply to all VET courses. This booklet explains the NESA procedures.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency. AQF qualification will be assessed by NESA separately. For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No Assessment mark for VET courses is required by the NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimated mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3. Work placement

Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are **120 hour course - a minimum of 35 hours** in a workplace and **240 hour course - a minimum of 70 hours** in a workplace.

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Learning in the workplace will enable students to progress towards the achievement of industry competencies, develop appropriate attitude towards work, learn a range of behaviours appropriate to the industry, practise skills acquired of the job in a classroom or workshop and develop additional skills and knowledge, including key competencies.

Note: Entertainment Industry course – it is permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

Prelim Assessment Calendar - 2025

Term 1 - 2025

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	Earth and Environmental Science; Legal Studies; VET Entertainment;
WEEK 7	Physics;
WEEK 8	Engineering Studies; Music 1;
WEEK 9	Biology; Chemistry; Economics; Modern History; Society & Culture;
WEEK 10	Community & Family Studies; English Advanced; English Standard; Food Technology; Geography; Health and Movement Science;
WEEK 11	Business Studies; Dance; Drama;

Prelim Assessment Calendar - 2025

Term 2 - 2025

WEEK 1	English Extension 1;
WEEK 2	German Continuers; Mathematics Advanced; Mathematics Standard; Visual Arts;
WEEK 3	Ancient History; Japanese Beginners; Software Engineering;
WEEK 4	Design & Technology; Industrial Technology; Mathematics Extension 1; Textiles and Design; VET Hospitality;
WEEK 5	Biology; German Beginners;
WEEK 6	Legal Studies; Modern History; VET Entertainment;
WEEK 7	Earth and Environmental Science; Music 1;
WEEK 8	Chemistry; Dance; English Advanced; English Standard; Physics;
WEEK 9	Drama; Food Technology;
WEEK 10	Economics; Geography; Health and Movement Science;

Term 3 - 2025

WEEK 1	Business Studies; Community & Family Studies;
WEEK 2	English Extension 1; German Continuers; Mathematics Advanced; Mathematics Standard; Software Engineering;
WEEK 3	Japanese Beginners; Society & Culture;
WEEK 4	Engineering Studies; Mathematics Extension 1; VET Hospitality;
WEEK 5	German Beginners; Visual Arts;
WEEK 6	Ancient History; Design & Technology; Industrial Technology; Textiles and Design; VET Entertainment;
WEEK 7	Drama; Music 1;
WEEKS 8, 9 AND 10	Ancient History; Biology; Business Studies; Chemistry; Community & Family Studies; Dance; Design & Technology; Earth and Environmental Science; Economics; Engineering Studies; English Advanced; English Extension 1; English Standard; Food Technology; Geography; German Beginners; German Continuers; Health and Movement Science; Industrial Technology; Japanese Beginners; Legal Studies; Mathematics Advanced; Mathematics Extension 1; Mathematics Standard; Modern History; Physics; Society & Culture; Software Engineering; Textiles and Design; VET Entertainment; VET Hospitality; Visual Arts;

Freshwater Senior Campus

Assessment Schedule 2025

Ancient History Prelim - Year 11

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

A Student:

AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

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Assessment Schedule 2025
Biology Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Test of Limited Scope Module 1 and Working Scientifically Skills	Depth Study/ First Hand Investigation/ Data Analysis Enzymes	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 8-10	
Outcomes assessed:	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11-8	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11- 8, BIO11-9, BIO11- 10, BIO11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

A Student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

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Business Studies Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test Nature of Business	Business Report Business Management	Preliminary Course Exam	
Timing	Term 1 Week 11	Term 3 Week 1	Term 3 Weeks 8-10	
Outcomes assessed:	P1, P2, P6, P7, P8	P1, P2, P5, P6, P8, P9	P3, P4, P5, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	5	10	5	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

A Student:

P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

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Chemistry Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Modelling Task Module 1 Properties and Structure of Matter	Research Task incorporating elements of a depth study Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8-10	
Outcomes assessed:	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

A Student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

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Assessment Schedule 2025

Community & Family Studies Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management / Individuals & Groups	Families and Communities	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8-10	
Outcomes assessed:	P1.2, P2.1, P2.3, P5.1, P6.1, P7.2	P2.2, P2.4, P3.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P5.1, P6.1, P6.2, P7.2, P7.3, P7.4	
Components				Weighting %
Knowledge and Understanding	15	15	20	50
Skills in critical thinking, research, analysing and communicating	15	15	20	50
Total %	30	30	40	100

A Student:

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

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Dance Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	In class performance of a solo dance and submission of a "How To" Video on one body skill.	Hand in essay on "Bennelong" and research task on Australian Dance	Practical Examination for Composition and a submission of a Composition Journal.	
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5	P1.1, P1.3, P4.1, P4.2, P4.3, P4.4	P1.1, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	
Components				Weighting %
Performance	30		10	40
Composition			30	30
Appreciation		30		30
Total %	30	30	40	100

A Student:

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P1.3	develops the skills of dance through performing, composing and appreciating dance
P1.4	values the diversity of dance as an artform and its inherent expressive qualities
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P3.7	values their own and others' dance activities as worthwhile
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation
P4.5	values the diversity of dance from national and international perspectives

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Design & Technology Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Preliminary Design Project 1 and Designer Case Study	Preliminary Design Project 2	Preliminary Examination	
Timing	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

A Student:

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

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Assessment Schedule 2025

Drama Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Elements of Production in Performance: Individual Performance and Logbook	Improvisation, Playbuilding and Acting: Group Performance and Logbook	Theatrical Traditions and Performance Styles: ALARM tables and Extended Response	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed:	P1.5, P1.6, P2.1, P2.5	P1.1, P1.2, P1.4, P1.5, P1.7, P1.8, P2.5	P2.6, P3.2, P3.3, P3.4	
Components				Weighting %
Making	20	20		40
Performing	15	15		30
Critically Studying			30	30
Total %	35	35	30	100

A Student:

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

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Earth and Environmental Science Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation and Skills Earth's Resources	Depth study Research and Data Processing task Plate Tectonics and Energy Transformations	Yearly Examination All Topics	
Timing	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8-10	
Outcomes assessed:	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-10, EES11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

A Student:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

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Assessment Schedule 2025

Economics Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	In class Introduction Consumer, Business	Stimulus based task Markets Government	Yearly Examination All topics	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8-10	
Outcomes assessed:	P1, P2, P3, P11	P5, P6, P7, P8	P8, P10, P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	5	10	5	20
Inquiry and research	5	10	5	20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

A Student:

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in the Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

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Assessment Schedule 2025

Engineering Studies Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	In class test - Modules 1&2	Engineering report & in class test - Modules 3&4	Preliminary Exam	
Timing	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3	P1.1, P3.2, P4.1, P4.2, P4.3, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	20	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	10	10	40
Total %	30	30	40	100

A Student:

P1.1	identifies the scope of engineering and recognises current innovations
P1.2	explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1	describes the types of materials, components and processes and explains their implications for engineering development
P2.2	describes the nature of engineering in specific fields and its importance to society
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P5.2	applies management and planning skills related to engineering
P6.1	applies knowledge and skills in research and problem-solving related to engineering
P6.2	applies skills in analysis, synthesis and experimentation related to engineering

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Assessment Schedule 2025

English Advanced Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Writing Portfolio Reading to Write	Multimodal presentation Narratives That Shape Our World	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8-10	
Outcomes assessed:	EA11-3, EA11-4, EA11-5, EA11-9	EA11-2, EA11-5, EA11-6, EA11-7	EA11-1, EA11-3, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

A Student:

EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

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Assessment Schedule 2025

English Extension 1 Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative and Reflective Writing	Multimodal Independent Project	Yearly Examination	
Timing	Term 2 Week 1	Term 3 Week 2	Term 3 Weeks 8-10	
Outcomes assessed:	EE11-1, EE11-6	EE11-4, EE11-5	EE11-2, EE11-3	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

A Student:

EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

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Assessment Schedule 2025

English Standard Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Writing Portfolio Reading to Write	Multimodal presentation Contemporary Possibilities	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8-10	
Outcomes assessed:	EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-5, EN11-6, EN11-7	EN11-1, EN11-3, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

A Student:

EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

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Assessment Schedule 2025

Food Technology Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Food Availability and Selection - Research Task & in class test	Food Quality - Written task with practical component	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2	P2.2, P3.2, P4.1, P4.3	P1.2, P2.1, P3.1, P4.4, P5.1	
Components				Weighting %
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	20		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	30
Total %	30	30	40	100

A Student:

P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate.
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

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Assessment Schedule 2025

Geography Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Geographic skills and research task Biophysical Interactions	Senior Geography Project	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8-10	
Outcomes assessed:	GE-11-1, GE-11-2, GE-11-3, GE-11-8, GE-11-9	GE-11-1, GE-11-2, GE-11-5, GE-11-6, GE-11-7, GE-11-8, GE-11-9	GE-11-1, GE-11-2, GE-11-3, GE-11-4, GE-11-8, GE-11-9	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Geographical tools and skills	10	5	5	20
Geographical inquiry and research, including fieldwork	5	15		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

A Student:

GE-11-1	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-2	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-3	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-4	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-5	analyses and synthesises relevant geographical information from a variety of sources
GE-11-6	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-7	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-8	applies mathematical ideas and techniques to analyse geographical data
GE-11-9	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Freshwater Senior Campus

Assessment Schedule 2025

German Beginners Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Responding to spoken/visual texts/oral presentation Family Life	Responses in English and German to a variety of textual stimulus/questions Recreation/Home/Neighbourhood	Yearly Examination	
Timing	Term 2 Week 5	Term 3 Week 5	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.3, P2.2, P2.3, P2.5, P3.1, P3.2	P1.2, P1.4, P2.1, P2.4, P2.6, P3.3, P3.4	P1.2, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3	
Components				Weighting %
Speaking	10		10	20
Listening	10		20	30
Reading	10	20		30
Writing		10	10	20
Total %	30	30	40	100

A Student:

P1.1	establishes and maintains communication in German
P1.2	manipulates linguistic structures to express ideas effectively in German
P1.3	sequences ideas and information
P1.4	applies knowledge of the culture of German-speaking communities to interact appropriately
P2.1	understands and interprets information in texts using a range of strategies
P2.2	conveys the gist of and identifies specific information in texts
P2.3	summarises the main points of a text
P2.4	draws conclusions from or justifies an opinion about a text
P2.5	identifies the purpose, context and audience of a text
P2.6	identifies and explains aspects of the culture of German-speaking communities in texts
P3.1	produces texts appropriate to audience, purpose and context
P3.2	structures and sequences ideas and information
P3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in German
P3.4	applies knowledge of the culture of German-speaking communities to the production of texts

Freshwater Senior Campus

Assessment Schedule 2025

German Continuers Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Responding to spoken texts / Recounting events Personal Identity/People and Places	Designing an Information/Tourist brochure Home & Community/Daily Life/Lifestyles	Yearly Examination	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2	P2.1, P2.2, P2.3, P3.1, P3.2, P3.5, P4.1	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1	
Components				Weighting %
Speaking	10		10	20
Listening	20		10	30
Reading		20	10	30
Writing		10	10	20
Total %	30	30	40	100

A Student:

P1.1	uses a range of strategies to maintain communication
P1.2	conveys information appropriate to context, purpose and audience
P1.3	exchanges and justifies opinions and ideas
P1.4	reflects on aspects of past, present and future experience
P2.1	applies knowledge of language structures to create original text
P2.2	composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
P2.3	structures and sequences ideas and information
P3.1	conveys the gist of texts and identifies specific information
P3.2	summarises the main ideas
P3.3	identifies the tone, purpose, context and audience
P3.4	draws conclusions from or justifies an opinion
P3.5	interprets, analyses and evaluates information
P3.6	infers points of view, attitudes or emotions from language and context
P4.1	recognises and employs language appropriate to different social contexts
P4.2	identifies values, attitudes and beliefs of cultural significance
P4.3	reflects upon significant aspects of language and culture

Freshwater Senior Campus

Assessment Schedule 2025

Health and Movement Science Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study Body and Mind in motion unseen response	Scenario Analysis Health for individuals and communities SDG's	Preliminary Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8-10	
Outcomes assessed:	HM-11-3, HM-11-5, HM-11-6, HM-11-9, HM-11-10	HM-11-1, HM-11-2, HM-11-7	HM-11-1, HM-11-2, HM-11-3, HM-11-4, HM-11-5, HM-11-6, HM-11-7, HM-11-8, HM-11-9	
Components				Weighting %
Knowledge and Understanding of course content	15	10	15	40
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	25	20	15	60
Total %	40	30	30	100

A Student:

HM-11-1	interprets meanings, measures and patterns of health experienced by Australians
HM-11-2	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-3	analyses the systems of the body in relation to movement
HM-11-4	investigates movement skills and psychology to improve participation and performance
HM-11-5	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-6	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-7	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-8	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-9	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

Freshwater Senior Campus

Assessment Schedule 2025

Industrial Technology Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study & In class test	Preliminary Project	Preliminary Examination	
Timing	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

A Student:

P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Freshwater Senior Campus

Assessment Schedule 2025

Japanese Beginners Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Responding to spoken/visual texts/oral presentation Family Life	Responses in English & Japanese to a variety of textual stimulus/questions Recreation/ Home/ Neighbourhood	Yearly Examination	
Timing	Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 8-10	
Outcomes assessed:	P2.3, P2.5, P3.1, P3.2	P1.1, P1.4, P2.1, P2.4, P2.6, P3.3, P3.4	P1.2, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3	
Components				Weighting %
Speaking	10		10	20
Listening	10		20	30
Reading	10	20		30
Writing		10	10	20
Total %	30	30	40	100

A Student:

P1.1	establishes and maintains communication in Japanese
P1.2	manipulates linguistic structures to express ideas effectively in Japanese
P1.3	sequences ideas and information
P1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
P2.1	understands and interprets information in texts using a range of strategies
P2.2	conveys the gist of and identifies specific information in texts
P2.3	summarises the main points of a text
P2.4	draws conclusions from or justifies an opinion about a text
P2.5	identifies the purpose, context and audience of a text
P2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
P3.1	produces texts appropriate to audience, purpose and context
P3.2	structures and sequences ideas and information
P3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
P3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts

Freshwater Senior Campus

Assessment Schedule 2025

Legal Studies Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test Basic Legal Concepts	Study Guide/Written Analysis International Law/Law in Practice	Yearly Examination All topics	
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 8-10	
Outcomes assessed:	P1, P3, P6, P9	P2, P3, P5	P7, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20
Total %	30	30	40	100

A Student:

P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

Freshwater Senior Campus

Assessment Schedule 2025

Mathematics Advanced Prelim - Year 11

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

A Student:

MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

Freshwater Senior Campus

Assessment Schedule 2025

Mathematics Extension 1 Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Test	Test	Examination	
Timing	Term 2 Week 4	Term 3 Week 4	Term 3 Weeks 8-10	
Outcomes assessed:	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

A Student:

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Freshwater Senior Campus

Assessment Schedule 2025

Mathematics Standard Prelim - Year 11

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

A Student:

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Freshwater Senior Campus

Assessment Schedule 2025

Modern History Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Investigating Modern History	Research and essay Historical Investigation	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 8-10	
Outcomes assessed:	MH11-6, MH11-7, MH11-9	MH11-3, MH11-4, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

A Student:

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Freshwater Senior Campus

Assessment Schedule 2025

Music 1 Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce and Aural Analysis Methods of Notation Presentation and written summary of viva voce, with student devised aural question and ALARM response based on excerpts discussed in Viva Voce	Performance and Viva Voce Popular Music Solo or ensemble performance with a short introductory speech deconstructing the piece and demonstrating an understanding of compositional techniques and features of the topic	Composition Portfolio and Aural Analysis Music and the related arts Individual composition for a dance routine, including aural analysis of composition with reference to concepts of music relevant to the chosen topic in the form of a process diary	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed:	P2, P4, P5, P6, P8	P3, P6, P7, P8	P1, P2, P5, P6, P8	
Components				Weighting %
Performance		25		25
Composition			25	25
Musicology	15	10		25
Aural	10		15	25
Total %	25	35	40	100

A Student:

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

Freshwater Senior Campus

Assessment Schedule 2025

Physics Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study and In-class task Working Scientifically, Kinematics	Practical Investigation and Report Waves and Thermodynamics	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8-10	
Outcomes assessed:	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting %
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

A Student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Freshwater Senior Campus

Assessment Schedule 2025

Society & Culture Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Research and Course Concepts task - The Social and Cultural World	Research Methods and Skills based task	Yearly Exam	
Timing	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 8-10	
Outcomes assessed:	P1, P3, P5, P6, P7	P1, P2, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methods	5	15	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

A Student:

P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms

Freshwater Senior Campus

Assessment Schedule 2025

Software Engineering Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Algorithms & data structures task	Object oriented programming	Preliminary examination	
Timing	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 8-10	
Outcomes assessed:	SE-11-1, SE-11-2, SE-11-6, SE-11-7, SE-11-8	SE-11-2, SE-11-3, SE-11-4, SE-11-5, SE-11-8	SE-11-1, SE-11-2, SE-11-3, SE-11-4, SE-11-5, SE-11-6, SE-11-7, SE-11-8, SE-11-9	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Knowledge and skills in the practical application of course content	15	15	20	50
Total %	30	30	40	100

A Student:

SE-11-1	describes methods used to plan, develop and engineer software solutions
SE-11-2	explains how structural elements are used to develop programming code
SE-11-3	describes how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-11-4	applies safe and secure practices to collect, use and store data
SE-11-5	describes the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-11-6	applies tools and resources to design, develop, manage and evaluate software
SE-11-7	implements safe and secure programming solutions
SE-11-8	applies language structures to refine code
SE-11-9	manages and documents the development of a software project

Freshwater Senior Campus

Assessment Schedule 2025

Textiles and Design Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Elements & Principles of Design Practical project/ATCFAl in class test	Properties & performance of textiles practical project + in class test	Preliminary Examination	
Timing	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8-10	
Outcomes assessed:	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1, P5.1	P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	20	25	5	50
Total %	30	35	35	100

A Student:

P1.1	describes the elements and principles of design and uses them in a variety of applications
P1.2	identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	manages the design and manufacture of textile projects
P3.1	identifies properties of a variety of fabrics, yarns and fibres
P3.2	justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P6.1	identifies and appreciates the factors that contribute to the quality and value of textiles in society

Freshwater Senior Campus

Assessment Schedule 2025

Visual Arts Prelim - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Exploring Human Representation/ Identity Submitted artwork(s) VAPD record of the development of a research based practice informed by the ideas and actions of artists ALARM written response/s in class time	Exploring Representation of Objects and Environments Submitted artwork(s) exploring a range of artmaking ideas, techniques and processes in relation to concepts of objects/environment s. VAPD including the selection of seminal artworks annotated to account for diversity of practice	Yearly Examination Art Criticism and Art History Written Examination	
Timing	Term 2 Week 2	Term 3 Week 5	Term 3 Weeks 8-10	
Outcomes assessed:	P1, P2, P4, P7, P8, P9	P1, P2, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30		50
Art Criticism and Art History Art History	15		35	50
Total %	35	30	35	100

A Student:

P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



School Name: NBSC Freshwater Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2	Task 3
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week: 4 Term: 2	Week: 4 Term: 3	Week: 9 and 10 Term: 3
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		Preliminary Exam
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling procedures	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCOM007	Show social and cultural sensitivity	X		X	
SITXCCS011	Interact with customers	X		X	

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

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

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



School Name: NBSC Freshwater Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light	PRELIMINARY EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week:TBA	Week: 10	Week: 6	Week: 6	Week: 9 & 10
			Term:TBA	Term: 4	Term: 2	Term: 3	Term: 3
Code	Unit of Competency	HSC Examinable					
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL				HSC Examinable units of competency*
CUAIND314	Plan a career in the creative arts industry			Post WPL			
CUAWHS312	Apply work health and safety practice	X			X		
CUASOU331	Undertake live audio operations	X			X		
CUALGT311	Operate basic lighting	X				X	
CUASTA212	Assist with bump in and bump out of shows					X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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