



YEAR 11 2025

ASSESSMENT PLANS

**LIVING OUT THE
GOSPEL MESSAGE**

**MAKING MEANINGFUL
CONTRIBUTIONS**



WELLBEING
FOR LIFE

ACADEMIC SUCCESS
FOR ALL

OUR CORE VALUES:



LOVE OF LEARNING

- Value life-long learning
- Develop critical thinking & analysis skills
- Respect the right to learn
- Build disciplined habits
- Are creative problem solvers



- Commit to being the best of ourselves
- Attain individual goals
- Practice self-reflection
- feedback
- Maintain high expectations
- Enhance resilience and positive mindset
- Celebrate our gifts & achievements



BECAUSE WE HAVE SEEN THE LORD WE:

QUALITY CATHOLIC LEARNING & TEACHING

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UNDERSTANDING ASSESSMENT PLANS

When reading a course Assessment Plan it is important to remember:

- there are generally three (3) tasks in the Assessment Plan that need to be undertaken for two unit courses, and two (2) to three (3) tasks for one unit courses
- a range of assessment tasks are used as outlined in the syllabus
- individual tasks are generally worth between 20% and 40% of the total assessment mark
- the types of tasks used for assessment are broad. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed than may be possible in an examination.

When reading each Assessment Plan, refer to the guide below to interpret the information presented.

Due Date: The date the task must be submitted/completed. Make note of this in your student diary. All hand in tasks must be submitted by 8:15am.

Task Type: The format of the task e.g. Report, Class Test, Research Project.

Mode: The mode in which the task will be submitted.

Components: The syllabus components you will be assessed on.

Weighting: The total weight of each component as specified by NESA.

Percentage of Marks: The total weight for each task.



YEAR X

STUDIES OF RELIGION I

2024/25 ASSESSMENT PLAN

Outcomes	XX, XX, XX	XX, XX, XX	All Outcomes
Task Number	Task One	Task Two	Task Three
Due Date	Term X, Week X dd/mm/20yy	Term X, Week X dd/mm/20yy	Term 3, Weeks 3-5 2025
Task Type	X	X	Trial Examination
Mode	In Class/Hand In	In Class/Hand In	Exam

Components	X	X	All Units Assessed	Weighting
Knowledge and understanding of course content	X%	X%	X%	40%
Source-based skills	X%	X%	X%	20%
Investigation and research	X%	X%	X%	20%
Communication of information, ideas and issues in appropriate forms	X%	X%	X%	20%
Percentage of Marks	X%	X%	X%	100%

ANCIENT HISTORY

HUMAN SOCIETY & ITS ENVIRONMENT

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following components, weightings, and requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be an Historical Investigation
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
ANCIENT HISTORY
2025 ASSESSMENT PLAN

	Outcomes	AH11-1, AH11-2, AH11-5, AH11-6, AH11-8, AH11-9	AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 04/04/2025	Term 2, Week 9 23/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Source Analysis	Historical Investigation	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		The Investigation of Ancient Sites & Sources/Troy	Student Selected Research Topic	All Units Assessed	Weighting
Knowledge and understanding of course content		15%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations		5%	5%	10%	20%
Historical inquiry and research		5%	15%		20%
Communication of historical understanding in appropriate forms		5%	5%	10%	20%
Percentage of Marks		30%	30%	40%	100%

BIOLOGY

SCIENCE

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of 2 additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
BIOLOGY
2025 ASSESSMENT PLAN

	Outcomes	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 28/03/2025	Term 2, Week 6 04/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Depth Study: In Class Discussion	Scientific Skills Test	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		Module 1 & Working Scientifically	Working Scientifically	All Units Assessed	Weighting
Skills in working scientifically		30%	20%	10%	60%
Knowledge and understanding of course content		5%	5%	30%	40%
Percentage of Marks		35%	25%	40%	100%

BUSINESS STUDIES

HUMAN SOCIETY & ITS ENVIRONMENT

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
BUSINESS STUDIES
2025 ASSESSMENT PLAN

	Outcomes	P1, P2, P7, P8	P4, P6, P7, P9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 8 17/03/2025	Term 2, Week 10 01/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	Research & Response	Business Plan	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		Nature of Business	Business Management	All Units	Weighting
Knowledge and understanding of course content		10%	10%	20%	40%
Stimulus-based skills		10%		10%	20%
Inquiry and research		10%	10%		20%
Communication of business information, ideas and issues in appropriate forms			10%	10%	20%
Percentage of Marks		30%	30%	40%	100%

CHEMISTRY

SCIENCE

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of 2 additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
CHEMISTRY
2025 ASSESSMENT PLAN

	Outcomes	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 25/03/2025	Term 2, Week 9 27/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Data Analysis	Depth Study	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		Properties and Structure of Matter	Reactive Chemistry	All Units Assessed	Weighting
Skills in working scientifically		20%	20%	20%	60%
Knowledge and understanding of course content		10%	10%	20%	40%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
COMMUNITY & FAMILY STUDIES
2025 ASSESSMENT PLAN

	Outcomes	P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.2, P6.2	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 8 17/03/2025	Term 2, Week 6 02/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Stimulus Analysis	Research & Review	Preliminary Exam	
	Mode	Hand In	In Class & Hand In	Exam	
Components					Weighting
Knowledge and understanding of course content		10%	15%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating		20%	20%	20%	60%
Percentage of Marks		30%	35%	35%	100%

COMPUTING APPLICATIONS

TECHNOLOGICAL & APPLIED STUDIES

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- it is suggested that two to three tasks are sufficient
- at least one task must be project-based
- the assessment tasks given to students must:
 - be consistent with the objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be consistent in number with comparable 1 or 2 unit Board-developed courses
 - use a range of assessment instruments. Each instrument must be appropriate to the outcomes it is designed to measure
- at least one assessment task must derive from formal examinations

YEAR 11
COMPUTING APPLICATIONS
2025 ASSESSMENT PLAN

	Outcomes	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P3.2, P4.1, P4.2, P4.3, P5.1	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1	All outcomes applicable to units completed	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 2 09/05/2025	Term 3, Week 6 29/08/2025	Term 3, Weeks 8-10 2025	
	Task Type	Practical & Folio	Practical & Folio	Preliminary Exam	
	Mode	Hand In	Hand In	Exam	
Components		Graphics I and II	Desktop Publishing I and II	All Units Covered	Weighting
Knowledge and understanding outcomes and course content		10%	10%	30%	50%
Skills outcomes and course content		20%	30%		50%
Percentage of Marks		30%	40%	30%	100%

DESIGN & TECHNOLOGY

TECHNOLOGICAL & APPLIED STUDIES

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
DESIGN & TECHNOLOGY
2025 ASSESSMENT PLAN

	Outcomes	P2.1, P2.2, P6.1	P3.1, P4.1, P4.3, P5.1, P5.2, P5.3, P6.2	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 04/04/2025	Term 2, Week 8 19/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Presentation Case Study	Design Project	Preliminary Exam	
	Mode	In Class & Hand In	Hand In	Exam	
Components		Case Study	Design, Management Production and Evaluation	All units covered	Weighting
Knowledge and understanding of course content		10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project		20%	30%	10%	60%
Percentage of Marks		30%	40%	30%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of 2 additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
EARTH & ENVIRONMENTAL SCIENCE
2025 ASSESSMENT PLAN

	Outcomes	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-7, EES11-8	EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 02/04/2025	Term 3, Week 2 28/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	Practical Investigation & Test	Test	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		Earth's Resources	Working Scientifically	All Units Assessed	Weighting
Skills in working scientifically		25%	25%	10%	60%
Knowledge and understanding of course content		5%	5%	30%	40%
Percentage of Marks		30%	30%	40%	100%

ENGINEERING STUDIES

TECHNOLOGICAL & APPLIED STUDIES

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must include an engineering report.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
ENGINEERING STUDIES
2025 ASSESSMENT PLAN

	Outcomes	P1.2, P2.1, P3.2, P3.3, P6.1, P6.2	P1.2, P2.1, P4.1, P4.2, P4.3	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 11 08/04/2025	Term 3, Week 5 22/08/2025	Term 3, Weeks 8-10 2025	
	Task Type	Engineering Presentation & Communication	Engineering Report & Communication	Preliminary Exam	
	Mode	In Class & Hand In	Hand In	Exam	
Components		Engineering Fundamentals	Bio-Engineering	All units covered	Weighting
Knowledge and understanding of course content		15%	20%	25%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice		10%	20%	10%	40%
Percentage of Marks		25%	40%	35%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- the recommended weighting for any individual task is 20% to 40%

YEAR 11 ENGLISH ADVANCED 2025 ASSESSMENT PLAN

	Outcomes	EA11-1, EA11-3, EA-11-7, EA11-8, EA11-9	EA11-2, EA11-3, EA11-4, EA11-5, EA-11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 25/03/2025	Term 2, Week 8 17/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Imaginative/Reflective Response	Multimodal	Preliminary Exam	
	Mode	In Class	Hand In	Exam	
Components		Reading to Write	Narratives that Shape our World	All Units Assessed	Weighting
Knowledge and understanding of course content		10%	20%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		20%	10%	20%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be a multimodal presentation about the Independent Related Project
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
ENGLISH EXTENSION
2025 ASSESSMENT PLAN

	Outcomes	EE11-2, EE11-3, EE11-5	EE11-1, EE11-3, EE11-4 EE11-5 EE11-6	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 01/04/2025	Term 3, Week 1 22/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	Creative/Critical	Individual Research Project	Preliminary Exam	
	Mode	In Class	Hand In & In Class	Exam	
Components		Text Culture and Values	Individual Research Project	All Units Assessed	Weighting
Knowledge and understanding of complex texts and of how and why they are valued		15%	10%	25%	50%
Skills in complex analysis, sustained composition and independent investigation		15%	20%	15%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- the recommended weighting for any individual task is 20% to 40%

YEAR 11 ENGLISH STANDARD 2025 ASSESSMENT PLAN

	Outcomes	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-3, EN11-6, EN11-7, EN11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 25/03/2025	Term 2, Week 8 17/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Imaginative/Reflective Response	Multimodal	Preliminary Exam	
	Mode	In Class	Hand In	Exam	
Components		Reading to Write	Contemporary Possibilities	All units assessed	Weighting
Knowledge and understanding of course content		15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15%	15%	20%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
ENGLISH STUDIES
2025 ASSESSMENT PLAN

	Outcomes	ES11-1, ES11-3, ES11-4,ES11-6	ES11-1, ES11-2, ES11-5, ES11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 1 30/04/2025	Term 2, Week 10 30/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Interview & Written Text	Multimodal Website	Examination Assessing Module - Big Screen	
	Mode	In Class & Hand In	Hand In	Exam	
Components		Achieving Through English Variety of Short Texts	On The Road	The Big Screen Film	Weighting
Knowledge and understanding of course content		15%	15%	20%	50%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively		15%	15%	20%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- it is suggested that two to three tasks are sufficient
- The assessment tasks given to students must:
 - be consistent with the type of objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be consistent in number with comparable 1 or 2 unit Board-developed courses
 - use a range of assessment instruments. Each instrument must be appropriate to the outcomes it is designed to measure
- at least one assessment task must derive from formal examinations

YEAR 11
EXPLORING EARLY CHILDHOOD
2025 ASSESSMENT PLAN

	Outcomes	1.1, 2.1, 5.1	1.2, 4.1, 5.1	All outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 6 03/03/2025	Term 2, Week 4 19/05/2025	Term 3, Weeks 8-10 2025	
	Task Type	Research Task	Stimulus Analysis	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components					Weighting
Knowledge and understanding		10%	10%	30%	50%
Skills		20%	20%	10%	50%
Percentage of Marks		30%	30%	40%	100%

FOOD TECHNOLOGY

TECHNOLOGICAL & APPLIED STUDIES

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
FOOD TECHNOLOGY
2025 ASSESSMENT PLAN

	Outcomes	P1.1, P1.2	P3.2, P4.4	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 26/03/2025	Term 2, Week 6 04/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Written Response to a Pre-seen Question	Multimodal Presentation	Preliminary Exam	
	Mode	In Class	Hand In	Exam	
Components		Food Availability and Selection	Food Quality	All Units covered	Weighting
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in designing, researching, analysing and evaluating			10%	20%	30%
Skills in experimenting with and preparing food by applying theoretical concepts			30%		30%
Percentage of Marks		20%	40%	40%	100%

HEALTH & MOVEMENT SCIENCE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the Collaborative Investigation will be formally assessed
- only one task may be a formal written examination.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
HEALTH & MOVEMENT SCIENCE
2025 ASSESSMENT PLAN

	Outcomes	HM-11-03, HM-11-06, HM-11-07, HM11-10	HM-11-01, HM-11-02, HM-11-05, HM-11-07, HM-11-09	HM-11-01 to HM-11-10	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 11 10/04/2025	Term 3, Week 3 08/08/2025	Term 3, Weeks 8-10 2025	
	Task Type	Depth Study/Skill Analysis	Collaborative Investigation	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		Core 2	Core 1	Core 1 & Core 2	Weighting
Knowledge and understanding of course content		15%	10%	15%	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research		15%	25%	20%	60%
Percentage of Marks		30%	35%	35%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
INDUSTRIAL TECHNOLOGY: TIMBER
2025 ASSESSMENT PLAN

	Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3 P4.1, P4.2, P4.3, P5.2	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 9 27/06/2025	Term 3, Week 7 05/09/2025	Term 3, Weeks 8-10 2025	
	Task Type	Workbook & In Class Quiz	Practical and Design Folio	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		Industry Study	Console Table & Folio	All Units	Weighting
Knowledge and understanding of course content		10%	10%	20%	40%
Knowledge and skills in the design, management, communication and production of a major project		10%	30%	20%	60%
Percentage of Marks		20%	40%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of 2 additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
INVESTIGATING SCIENCE
2025 ASSESSMENT PLAN

	Outcomes	INS11-1, INS11-2, INS11-4, INS11-5, INS11-6, INS11-7, INS11-8	INS11-1, INS11-2, INS11-4, INS11-5, INS11-7, INS11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 04/04/2025	Term 2, Week 9 27/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Skills Test	Depth Study: In Class Discussion	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		Working Scientifically & Module 1: Observation	Working Scientifically & Module 2: Inferences	All Units Assessed	Weighting
Skills in working scientifically		20%	35%	5%	60%
Knowledge and understanding of course content		5%	5%	30%	40%
Percentage of Marks		25%	40%	35%	100%

LEGAL STUDIES

HUMAN SOCIETY & ITS ENVIRONMENT

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
LEGAL STUDIES
2025 ASSESSMENT PLAN

	Outcomes	P1, P2, P3, P4, P8, P9	P5, P7, P8, P9, P10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 03/04/2025	Term 2, Week 9 25/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Case Study Response (in class) & Media Analysis (hand in)	Research & Response	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		The Legal System	The Law in Practice	All Units Assessed	Weighting
Knowledge and understanding of course content		10%	5%	25%	40%
Analysis and evaluation		5%	10%	5%	20%
Inquiry and research		5%	15%		20%
Communication of legal information, ideas and issues in appropriate forms		5%	10%	5%	20%
Percentage of Marks		25%	40%	35%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be an assignment or investigation-style task
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
MATHEMATICS ADVANCED
2025 ASSESSMENT PLAN

	Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	All Outcomes		
	Task Number	Task One	Task Two	Task Three		
	Due Date	Term 1, Week 9 26/03/2025	Term 2, Week 9 23/06/2025	Term 3, Weeks 8-10 2025		
	Task Type	In Class Test	Assignment & Validation Test	Preliminary Exam		
	Mode	In Class	Hand In & In Class	Exam		
Components		Functions	Trigonometric Functions & Introduction to Calculus	All Units Assessed	Weighting	
Understanding, Fluency and Communication			15%		20%	50%
Problem Solving, Reasoning and Justification			15%		20%	50%
Percentage of Marks		30%	30%	40%	100%	

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be an assignment or investigation-style task
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
MATHEMATICS EXTENSION 1
2025 ASSESSMENT PLAN

	Outcomes	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	All Outcomes			
	Task Number	Task One	Task Two			Task Three	
	Due Date	Term 1, Week 10 03/04/2025	Term 2, Week 9 26/06/2025			Term 3, Weeks 8-10 2025	
	Task Type	In Class Test	Assignment & Validation Test			Preliminary Exam	
	Mode	In Class	Hand In & In Class			Exam	
Components		Combinatorics & Polynomials	Further Work with Functions & Trigonometric Functions	All Units Assessed	Weighting		
Understanding, Fluency and Communication			15%			20%	50%
Problem Solving, Reasoning and Justification			15%			20%	50%
Percentage of Marks			30%			30%	40%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be an assignment or investigation-style task
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
MATHEMATICS STANDARD 1 & 2
2025 ASSESSMENT PLAN

	Outcomes	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10	All Outcomes			
	Task Number	Task One	Task Two	Task Three			
	Due Date	Term 1, Week 8 17/03/2025	Term 2, Week 8 16/06/2025	Term 3, Weeks 8-10 2025			
	Task Type	In Class Test	Assignment & Validation Test	Preliminary Exam			
	Mode	In Class	Hand In & In Class	Exam			
Components		Earning and Managing Money & Formulae and Equations	Units of Measurement; Relative Frequency and Probability; Perimeter, Area and Volume & Classifying and Representing Data	All Units Assessed	Weighting		
Understanding, Fluency and Communication			15%			20%	50%
Problem Solving, Reasoning and Justification			15%			20%	50%
Percentage of Marks			30%			30%	40%

MODERN HISTORY

HUMAN SOCIETY & ITS ENVIRONMENT

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be an Historical Investigation
- the recommended weighting for any individual task is 20% to 40%

YEAR 11 MODERN HISTORY 2025 ASSESSMENT PLAN

	Outcomes	MH11-1, MH11-2, MH11-3, MH11-6, MH11-7, MH11-9, MH11-10	MH11-3, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 2 05/05/2025	Term 3, Week 2 04/08/2025	Term 3, Weeks 8-10 2025	
	Task Type	Source Analysis	Historical Investigation	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components					Weighting
Knowledge and understanding of course content		20%	5%	15%	40%
Historical skills in the analysis and evaluation of sources and interpretations		5%	5%	10%	20%
Historical inquiry and research		5%	15%		20%
Communication of historical understanding in appropriate forms		5%	5%	10%	20%
Percentage of Marks		35%	30%	35%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- it is suggested that two to three tasks are sufficient
- the assessment tasks given to students must:
 - be consistent with the objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be consistent in number with comparable 1 or 2 unit Board-developed courses
 - use a range of assessment instruments. Each instrument must be appropriate to the outcomes it is designed to measure.
 - include reference to work undertaken in the diary as part of the assessment process
- at least one assessment task must derive from formal examinations which include both making and critical/historical studies

YEAR 11
PHOTOGRAPHY, VIDEO & DIGITAL IMAGING
2025 ASSESSMENT PLAN

	Outcomes	M1, M4, M6	CH2, M2, M3, M5	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 11 07/04/2025	Term 2, Week 8 16/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	PPD BOW	PPD BOW	Preliminary Exam	
	Mode	Hand In	Hand In	Exam	
Components					Weighting
Making		35%	35%		70%
Critical and historical studies		5%	5%	20%	30%
Percentage of Marks		40%	40%	20%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of 2 additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
PHYSICS
2025 ASSESSMENT PLAN

	Outcomes	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, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 25/03/2025	Term 2, Week 7 11/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Depth Study: Primary Investigation	Skills Test	Preliminary Exam	
	Mode		In Class	Exam	
Components		Kinematics	Dynamics	All Units Assessed	Weighting
Skills in working scientifically		25%	25%	10%	60%
Knowledge and understanding of course content		5%	5%	30%	40%
Percentage of Marks		30%	30%	40%	100%

SOCIETY & CULTURE

HUMAN SOCIETY & ITS ENVIRONMENT

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
SOCIETY & CULTURE
2025 ASSESSMENT PLAN

	Outcomes	P1, P3, P6, P9, P10	P1, P2, P5, P8, P10	Selected from: P1, P2, P3, P4, P5, P6, P7, P9, P10	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 24/03/2025	Term 2, Week 10 02/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	Extended Response	Mini-PIP	Preliminary Exam	
	Mode	In Class & Hand In	In Class & Hand In	Exam	
Components		The Social & Cultural World	Personal & Social Identity	All Units Assessed	Weighting
Knowledge and understanding of course content		10%	10%	30%	50%
Application and evaluation of social and cultural research methods			25%	5%	30%
Communication of information, ideas and issues in appropriate forms		10%	5%	5%	20%
Percentage of Marks		20%	40%	40%	100%

SPORT, LIFESTYLE & RECREATION (1 UNIT) PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- it is suggested that two to three tasks are sufficient
- the assessment tasks given to students must:
 - be consistent with the objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be consistent in number with comparable 1 or 2 unit Board-developed courses
 - use a range of assessment instruments; each instrument must be appropriate to the outcomes it is designed to measure

YEAR 11
SPORT, LIFESTYLE & RECREATION (1 UNIT)
 2025 ASSESSMENT PLAN

	Outcomes	2.1, 2.2, 2.3, 2.5, 3.2	1.3, 2.1, 4.2, 4.5	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 31/03/2025	Term 2, Week 7-9 10/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Training Program Design	Sports Coaching & Evaluation	Exam	
	Mode	Hand In	In Class & Hand In	Exam	
Components		Resistance Training	Sports Coaching & Training	All Units	Weighting
Knowledge and understanding		15%	10%	25%	50%
Skills		15%	20%	15%	50%
Percentage of Marks		30%	30%	40%	100%

SPORT, LIFESTYLE & RECREATION (2 UNIT) PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- it is suggested that three to five tasks are sufficient
- the assessment tasks given to students must:
 - be consistent with the objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be consistent in number with comparable 1 or 2 unit Board-developed courses
 - use a range of assessment instruments; each instrument must be appropriate to the outcomes it is designed to measure

YEAR 11
SPORT, LIFESTYLE & RECREATION (2 UNIT)
2025 ASSESSMENT PLAN

	Outcomes	1.3, 2.2, 3.2, 4.1	2.3, 2.4, 3.2, 4.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 7 10/03/2025	Term 2, Week 5 26/05/2025	Term 3, Weeks 8-10 2025	
	Task Type	Case Study	Video Creation & Analysis	Preliminary Exam	
	Mode	Hand In	In Class & Hand In	Exam	
Components		Fitness	Resistance Training	All Units	Weighting
Knowledge and understanding		15%	10%	25%	50%
Skills		15%	20%	15%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- there will be 3 formal tasks
- the maximum weighting for each formal assessment task is 40%
- one task may be a formal written examination

YEAR 11
STUDIES IN CATHOLIC THOUGHT
2025 ASSESSMENT PLAN

	Outcomes	11-1, 11-2, 11-6, 11-7, 11-10	11-1, 11-2, 11-3, 11-6, 11-7, 11-8, 11-9, 11-10	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 9 26/03/2025	Term 2, Week 9 27/06/2025	Term 3, Weeks 3-5 2025	
	Task Type	Research Task	Presentation	Class Test	
	Mode	Hand In	In Class	Exam	
Components		Presentation: The Human Person	Research: The Trinitarian God & Humanity	Preliminary Examination	Weighting
Knowledge and understanding of course content		10%	10%	20%	40%
Religious skills in: • using Scripture and Catholic Church documents • analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources		5%	5%	5%	20%
Inquiry and research skills		10%	10%	10%	20%
Communication of religious ideas and understanding in appropriate forms		5%	5%	5%	20%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
STUDIES OF RELIGION I
2025 ASSESSMENT PLAN

	Outcomes	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 01/04/2025	Term 2, Week 9 27/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Short Written Test	Short Written Test	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		Nature of Religion	Islam	All Units Assessed	Weighting
Knowledge and understanding of course content		5%	15%	20%	40%
Source-based skills		5%	5%	10%	20%
Investigation and research		15%	5%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%	20%
Percentage of Marks		30%	30%	40%	100%

STUDIES OF RELIGION II

RELIGIOUS EDUCATION

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination.
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
STUDIES OF RELIGION II
2025 ASSESSMENT PLAN

	Outcomes	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 01/04/2025	Term 2, Week 8 18/06/2025	Term 3, Weeks 8-10 2025	
	Task Type	Short Written Test	Short Written Test	Preliminary Exam	
	Mode	In Class	In Class	Exam	
Components		The Nature of Religion	Buddhism & Christianity		Weighting
Knowledge and understanding of course content		5%	15%	20%	40%
Source-based skills		5%	5%	10%	20%
Investigation and research		15%	5%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%	20%
Percentage of Marks		30%	30%	40%	100%

TEXTILES & DESIGN

TECHNOLOGICAL & APPLIED STUDIES

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
TEXTILES & DESIGN
2025 ASSESSMENT PLAN

	Outcomes	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 2 09/05/2025	Term 3, Week 2 01/08/2025	Term 3, Weeks 8-10 2025	
	Task Type	Practical Assessment & Design Folio	Practical Assessment & Design Folio	Preliminary Exam	
	Mode	Hand In	Hand In	Exam	
Components		Design - Non Apparel	Design - Apparel	All Units Assessed	Weighting
Knowledge and understanding of course content		15%	15%	20%	50%
Skills and knowledge in the design, manufacture and management of a major textiles project		20%	20%	10%	50%
Percentage of Marks		35%	35%	30%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

COURSE DESCRIPTION

Course: BSB30120 Certificate III in Business (Business Services - 240 indicative hours)

4 Preliminary and/or HSC units in total. Board Developed Course

This curriculum framework includes courses that are accredited for the HSC and provides learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements, necessary to successfully complete the competencies studied and undertake this course are: Learning 4, Reading 3, Writing 3, Oral Communication 3 and Numeracy 2.

BSB30120 Certificate III in Business
Compulsory Core & Elective Training Package units

Core Units of Competency	Elective Units of Competency
BSBCRT311 - Apply critical thinking skills in a team environment	BSBTEC303 - Create electronic presentations
BSBWHS311 - Assist with managing workplace safety	BSBESB302 - Develop and present business proposals
BSBPEF201 - Support personal wellbeing in the workplace	BSBTEC201 - Use business software applications
BSBSUS211 - Participate in sustainable work practices	BSBOPS304 - Deliver and monitor a service to customers
BSBTWK301 - Use inclusive work practices	BSBPEF301 - Organise personal work priorities
BSBXCM301 - Engage in workplace communication	BSBTEC302 - Design and produce spreadsheets
	BSBTEC301 - Design and produce business documents

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications

Learners who are assessed as competent in all of the final units delivered as per the final training and assessment strategy will be eligible for **BSB30120 Certificate III in Business**. The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies.

There are eight Employability Skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be accessed from <https://www.yourcareer.gov.au/>

Pathways to Industry Skills gained in this industry transfer to other occupations. Working in the business services industry involves:

- customer (learner) service
- organising information and records in both paper and electronic forms
- teamwork
- using technologies
- creating documents

Mandatory NESA Course Requirements: Learners must complete a minimum of 70 hours of work placement. Learners who do not meet these requirements will be 'N' determined as required by NESA.

Competency-Based Assessment

Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent, a learner must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a learner achieves a unit of competency it is signed off by the assessor.

Appeals: Learners may lodge an appeal about assessment decisions through their VET Trainer.

External Assessment (optional HSC examination)

The Higher School Certificate examination for Business Services (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a learner to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs: Please refer to your School's Fees Schedule/Policy and Refund Arrangements on a pro-rata basis
Delivery Arrangements: Integrated into the timetable

A school-based traineeship is available in this course; for more information: [NSW Dept. of Education SBAT info](#)



TERMS	UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date
				TP	NESA			
Term 1	BSBWHS311 BSBPEF201	Assist with maintaining workplace safety Support personal well-being in the workplace	Y	C	M	20	Task 1: Safety and Wellbeing Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
			Y	C	M	10		
Term 2	BSBSUS211 BSBTEC303 BSBTWK301	Participate in sustainable work practices Create electronic presentations Use inclusive work practices	Y	C	M	15	Task 2: Work in the business services industry Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
			Y	E (A) C	E M	15 15		
Term 3	BSBXCM301 BSBOPS304	Engage in workplace communication Deliver and monitor a service to customers	Y	C	M	15	Task 3: Communication and Customer Service Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
				E (D)	E	20		
Term 4/5	BSBTEC201 BSBTEC302 BSBTEC301	Use business software applications Design and produce spreadsheets Design and produce business documents	Y	E (A)	M	15	Task 4: Work with Business Technology Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 5
				E (A) E (A)	E E	20 25		
Term 6/7	BSBCRT311 BSBESB302 BSBPEF301	Apply critical thinking skills in a team environment Develop and present business proposals Organise personal work priorities	Y	C	M	20	Task 5: Creative and Critical Proposals Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 7
			Y	E (B) E (B)	E M	30 20		

Total 240

VET Industry Curriculum Frameworks have a written examination for Higher School Certificate. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will enter the Trial examination mark for all students entered for the corresponding HSC VET examination.

Mandatory Requirements: 70 hours of Workplacement and sustained progress in the course.

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

COURSE DESCRIPTION

Course: Certificate II in Construction Pathways CPC20220 - (Construction - 240 indicative hours)

4 Preliminary and/or HSC units in total. Board Developed Course. The Curriculum Framework course is accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are Learning 3, Reading 3, Writing 3, Oral Communication 2 and Numeracy 2.

CPC20220 Certificate II in Construction Pathways Compulsory Core Training Package Units

Mandatory HSC or Elective Training Package Units

Core Units of Competency	Elective/Mandatory HSC Units of Competency
CPCWHS2001 - Apply WHS requirements, policies and procedures in the Construction Industry	CPCWHS1001 - Prepare to work safely in the Construction Industry CREDIT TRANSFER
CPCCOM1015 - Carry out measurements and calculations	CPCCOM2001 - Read and interpret plans and specifications
CPCCCM1013 - Plan and organise work	CPCCCA2011 - Handle carpentry materials
**CPCCVE1011 - Undertake a basic construction project	CPCCCM2006 - Apply basic levelling procedures
CPCCOM1012 - Work effectively and sustainably in the construction industry	CPCCCO2013 - Carry out concreting to simple forms
	CPCCCA2002 - Use Carpentry Tools and Equipment
	CPCCCM2005 - Use Construction Tools and Equipment
	CPCCBL2001 - Handle and prepare bricklaying and blocklaying materials
	CPCCBL2002 - Use bricklaying and blocklaying tools and equipment

** Asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met. Prerequisite unit(s) must be assessed before assessment of any unit of competency with an asterisk.

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications - Learners who are assessed as competent in all of the 5 core and 9 elective units of competency will be eligible for a **CPC20220 Certificate II in Construction Pathways**. Successful completion of the unit, **CPCWHS1001**, will lead to the award of a **Construction Induction Card from SafeWork NSW**, which allows the student access to construction sites across Australia for work purposes.

The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. A summary of the employability skills developed through this qualification can be accessed from: <https://www.yourcareer.gov.au/>

Pathways to Industry - Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- measuring materials and sites
- communicating with learners
- managing personnel and sites

Mandatory NESA Course Requirements: Learners must complete a minimum of 70 hours work placement. Learners who do not meet these requirements will be 'N' determined as required by NESA. Learners who achieve competency in **CPCWHS1001** – Prepare to work safely in the Construction Industry, will be issued with a **SafeWork NSW Construction Induction Card (White Card)**. This is a requirement before commencing work placement.

Competency-Based Assessment - Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals - Learners may lodge an appeal about assessment decisions through their VET Trainer.

External Assessment (optional HSC examination) - The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

Course Costs: Please refer to your School's Fees Schedule/Policy - Refund Arrangements on a pro-rata basis

Delivery Arrangements: Integrated into the timetable

A school-based traineeship and apprenticeship are available in this course, for more information: [NSW Dept. of Education SBAT info](#)



CONSTRUCTION PATHWAYS ASSESSMENT SCHEDULE 2025

Implementation: Preliminary Year 2025
QUALIFICATION: CPC20220

All Units of Competency must be completed to attain full qualification

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date:
			TP	NESA			
Term 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	C	M	20	Task 1 Safety Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
	** CPCWHS1001	Prepare to work safely in the Construction Industry	E	E	CT		
Term 2	CPCCOM1015	Carry out measurements and calculations	C	M	20	Task 2 Measure, Calculate, Plan Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
	CPCCOM2001	Read and interpret plans and specifications*	E	M	20		
Term 3	CPCCCM1013	Plan and organise work	C	M	15	Task 3 Sustainability Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
	CPCCOM1012	Work effectively and sustainably in the construction industry	C	M	30		
Term 4	CPCCCM2006	Apply Basic levelling Procedures	E(I)	E	15	Task 4 Concreting Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4
	CPCCCO2013	Carry out Concreting to Simple Forms	E(I)	E	20		
Term 5/6	CPCCCA2011	Handle Carpentry Materials	E(B)	E	20	Task 5 Framing Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 6
	CPCCVE1011	Undertake a Basic Construction Project	C	E	25		
	CPCCCM2005	Use Construction Tools and Equipment*	E	M	10		
	CPCCCA2002	Use Carpentry Tools and Equipment	E(B)	E	10		
Term 7	CPCCBL2001	Handle and Prepare Bricklaying and Blocklaying Materials	E(A)	E	20	Task 6 Bricklaying Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 7
	CPCCBL2002	Use Bricklaying and Blocklaying Tools and Equipment	E(A)	E	10		

*CPCWHS1001 - White Card CT, *CPCCCM2001 and CPCCCM2005 from CERT II Construction

Total 235

VET Industry Curriculum Frameworks have a written examination for Higher School Certificate. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will enter the Trial examination mark for all students entered for the corresponding HSC VET examination.

Mandatory Requirements: 70 hours of Workplacement and sustained progress in the course.

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUBJECT-SPECIFIC ASSESSMENT REQUIREMENT

HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competence involves the integration of a wide range of skills, knowledge and attitudes.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.



COURSE DESCRIPTION

Course: SIT20421 - Certificate II in Cookery -(Hospitality - Cookery and Kitchen Operations - 240 indicative hours)

4 Preliminary and/or HSC units in total. Board Developed Course

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Each VET course requires students to undertake assessments in Literacy, Numeracy, and Learning (LLN) and a Course Ready (Digital Readiness) assessment to ensure they are prepared for the training demands. The minimum achievement requirements necessary to successfully complete the competencies studied and undertake this course are: Learning 3, Reading 3, Writing 3, Oral Communication 2 and Numeracy 2.

SIT20421 - Certificate II in Cookery

Units of Competency - Compulsory core Training Package

SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHKOP009	Clean kitchen premises and equipment
SITXINV006	Receive, store and maintain stock
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen

Mandatory NESA Units:

SITXFSA005	Use hygienic practices for food safety (core)
SITXWHS005	Participate in safe work practices (core)
SITXCCS011	Interact with customers
SITXFSA006	Participate in safe food handling practices

Electives:

SITHCCC024	Prepare and present simple dishes
SITHCCC028	Prepare appetisers and salads
SITXCOM007	Show social and cultural sensitivity
SITHCCC030	Prepare vegetable, fruit, egg and farinaceous dishes

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Qualifications Learners who undertake Cookery and are assessed as competent in all of the above units of competency will be eligible for a **SIT20421 - Certificate II in Cookery**. The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>.

Pathways to Industry : Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

Mandatory NESA Course Requirements: Learners must complete a minimum of 70 hours work placement.

Learners who do not meet these requirements will be 'N' determined as required by the NSW Education Standards Authority (NESA)

Competency-Based Assessment: Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals: Learners may lodge an appeal about assessment decisions through their VET Trainer.

External Assessment (optional HSC examination): The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Course Costs: Please refer to your School's Fees Schedule/Policy. Refund Arrangements on a pro-rata basis.

Delivery Arrangements: Integrated into the timetable

A school-based traineeship is available in this course; for more information: <http://www.sbatinnsw.info/>



TERMS	UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date
				TP	NESA			
Term 1	SITXFSA005 SITXFSA006	Use hygienic practices for food safety Participate in safe food handling practices	✓ ✓	C E	M M	15 20	Task 1 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
Term 2	SITXWHS005 SITHCCC024	Participate in safe work practices Prepare and present simple dishes	✓	C E	M E	15 20	Task 2 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
Term 3	SITHKOP009 SITXINV006	Clean kitchen premises and equipment Receive, store and maintain stock	✓	C C	S E	15 15	Task 3 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
Term 4	SITHCCC028 SITHCCC023	Prepare appetisers and salads Use food preparation equipment	✓	E C	E S	30 20	Task 4 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4
Term 5	SITXCCS011 SITXCOM007	Interact with customers Show social and cultural sensitivity	✓	E E	M E	20 10	Task 5 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 5
Term 6	SITHCCC027 SITHCCC030	Prepare dishes using basic methods of cookery Prepare vegetable, fruit, egg and farinaceous dishes	✓	C E	S E	40 35	Task 6 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 6
Term 7	SITHCCC034	Work effectively in a commercial kitchen		C	E	25	Task 7 Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 7

Total 280

VET Industry Curriculum Frameworks have a written examination for Higher School Certificate. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will enter the Trial examination mark for all students entered for the corresponding HSC VET examination.

Mandatory Requirements: 70 hours of Workplacement and sustained progress in the course.

VISUAL ARTS

CREATIVE ARTS

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- the recommended weighting for any individual task is 20% to 40%

YEAR 11
VISUAL ARTS
2025 ASSESSMENT PLAN

	Outcomes	P4, P6, P7	P2, P3, P4, P5, P9	P7, P8, P9, P10	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 2, Week 1 02/05/2025	Term 3, Week 1 25/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	BOW/VAPD	BOW/VAPD	Preliminary Exam	
	Mode	Hand In	Hand In	Exam	
Components		Inanimate Objects	Evocation of Place	Preliminary Exam	Weighting
Artmaking		25%	25%		50%
Art criticism and art history		5%	5%	40%	50%
Percentage of Marks		30%	30%	40%	100%

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

SUBJECT-SPECIFIC ASSESSMENT REQUIREMENTS

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three to five tasks are sufficient to assess the course outcomes
- the assessment tasks given to students must:
 - be consistent with the objectives and outcomes being assessed
 - provide for a range of performances and achievements within the group
 - be appropriate for the outcomes they are designed to measure
 - use a range of assessment instruments
- at least one assessment task should be derived from formal examinations

YEAR 11
WORK STUDIES
2025 ASSESSMENT PLAN

	Outcomes	1, 2, 6, 8, 9	2, 3, 5, 7, 8	All Outcomes	
	Task Number	Task One	Task Two	Task Three	
	Due Date	Term 1, Week 10 31/03/2025	Term 3, Week 1 23/07/2025	Term 3, Weeks 8-10 2025	
	Task Type	Topic Quiz	Research Portfolio	Preliminary Exam	
	Mode	In Class	In Class & Hand In	Exam	
Components		My Working Life	Managing Work and Life Commitments	In the Workplace & Preparing Job Applications	Weighting
Knowledge and understanding		10%	10%	10%	30%
Skills		20%	25%	25%	70%
Percentage of Marks		30%	35%	35%	100%

