



2025 ASSESSMENT INFORMATION

South Grafton High School



Year 11

South Grafton High School

Our school values excellence and innovation

#togetherweroar



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NSW Department of Education



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Introduction

Purpose of assessment

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

- Assisting students' learning.
- Providing information on a student's learning and progress in a course in relation to the syllabus outcomes.
- Providing evidence of the satisfactory completion of a course.

In Year 11, a major requirement of our internal assessment program is that it provides a measure of each student's achievement in each course based on:

- A wider range of syllabus outcomes than may be measured by an examination alone.
- Multiple measures and observations made throughout the Year 11 course rather than a single assessment event.

It is a requirement of the Year 11 school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 11, and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance band descriptors.

Eligibility for HSC study

To be eligible for the award of the Higher School Certificate (HSC), students must have:

- Satisfactorily completed all Stage 5 requirements or gained another qualification that NESA considers satisfactory.
- Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college.
- Completed HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or HSC courses, unless the student is only entered for Year 11 and Year 12 Life Skills courses.
- Attained the HSC Minimum Standards for Literacy and Numeracy. To show they have met these standards, students need to have achieved Level 3 or 4 in the online reading, writing and numeracy tests.
- Satisfactorily completed courses that comprise a pattern of study required by NESA for the award of the Higher School Certificate.
- Sat for, and made a serious attempt at the required HSC examinations.

Requirements for the award of the HSC

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprised of at least 12 units and an HSC pattern of study comprised of at least 10 units. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Both the Year 11 and the HSC patterns of study must include:

- At least 6 units of Board Developed Courses.
- At least 2 units of a Board Developed Course in English. Satisfactory completion of English Studies fulfils the English requirements for the HSC. The course counts towards the six units of Board Developed Courses required for the award of the HSC. English Studies will only meet the UAC requirement of two units of English for the calculation of an Australian Tertiary Admissions Rank (ATAR) if the optional examination is satisfactorily completed.
- At least 3 courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses).
- At least 4 subjects.

Eligibility for an ATAR

To be eligible to receive an Australian Tertiary Admissions Rank (ATAR), students must satisfactorily complete a minimum of 10 units from Board Developed Courses in their HSC pattern of study. An eligible pattern of study must contain 2 units of English.

Students who study any of the 240-hour Board Developed VET Curriculum Framework courses may sit an optional HSC written examination. These written examinations can contribute towards the calculation of their ATAR. This written examination is independent of the competency-based assessment undertaken during the course.

Satisfactory completion of courses

The following course completion criteria refer to both Year 11 and HSC courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate. This may mean that the student is no longer eligible to receive an HSC or an ATAR.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory Year 11 and HSC requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practice skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential that students begin working towards when they commence their Stage 5 studies in Year 9. It records all of the courses a student has completed in Stage 5, along with the grade awarded, as well as any Year 11 courses in which the student has satisfactorily participated, but not yet completed at the time of leaving school.

Students who go on to satisfactorily complete the Higher School Certificate (HSC) will receive a credential that supersedes their RoSA.

Satisfactory attendance

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Further advice and information

- The Principal, Deputy Principals and Head Teachers can provide further advice and information.
- Regional NESA Liaison Officer, located in Coffs Harbour
Ph: 02 6659 3274
- NSW Education Standards Authority (NESA) GPO Box 5300,
Sydney NSW 2001 Tel: (02) 9367 8111
website: www.educationstandards.nsw.edu.au

Changes and Alterations

Changes to school procedures will be:

- Posted on Sentral in the Documents section.
- Issued in writing to all members of staff concerned.
- Issued in writing to all students affected by the change and they will be required to sign a register acknowledging they have received the changes.
- Made available to parents/carers via Sentral or provided in writing if requested.

Assessment procedures

General

1. Assessment of Year 11 courses will commence on the first day of Term 1 in the year prior to a student sitting for their HSC exam.
2. The number of assessment tasks assigned to Board Developed courses must not exceed three and should be kept to a minimum for Content Endorsed and Curriculum Framework courses. In addition to this, only one formal examination is permitted for each course.
3. Grouping of students for assessment:
 - a) Assessment of all students studying a course will be based on common assessment tasks. When there is more than one class studying the same course the faculty Head Teacher must ensure that:
 - The same assessment task is used for all classes.
 - The assessment conditions are the same for all classes.
 - All groups complete the task as close in time as the timetable allows.
 - All tasks are marked to the same common standard.
 - b) Extension students will be assessed with the 2-Unit students as a single group on the common components of the courses. The additional components of the extension course will be assessed without reference to other courses in the subject.
 - c) Students accumulating their HSC (either enrolled part time or concurrently studying Year 11 and HSC course) are expected to meet all assessment requirements in the same way as all other students.
 - d) Students accelerating in a particular course are expected to complete all assessment requirements in that course, in the same way as all other students.
4. Assessment tasks:
 - a) Each student, including late enrolments and partial enrolments, will receive a copy of the Assessment Information Booklet and they must sign a register to acknowledge receipt of the booklet. This register is to be maintained by the Year Adviser.
 - b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
 - c) Teachers will issue an Assessment Task notification to each student in the course at least two weeks prior to the date of an assessment task. This notification will clearly describe:
 - The date and time that the task is due.

- The nature of the task.
 - The syllabus outcomes on which achievement will be assessed.
 - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
5. Students must submit tasks by the due date and by the time stipulated on the assessment task notification. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence.
 6. In the event that the class teacher is absent on the day an in-class task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.
 7. In the event that the class teacher is absent on the day a task, such as an in-class test, is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
 8. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:
 - Consult with the group(s) involved to find a suitable alternative time for the task.
 - Ensure the change does not grossly advantage or disadvantage any student.
 - Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Adviser and the Principal.
 - Ensure adequate notice, usually two weeks, is given.
 9. In the case of major examinations (Final Exams), students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of the major examination period is outlined in this Assessment Information Booklet and will be highlighted via the School Newsletter.
 10. The timetable for major examination periods will be published and a copy issued to each student at least two weeks prior to the first exam. The teacher in charge of senior exams will prepare the timetable and distribute it to each student.
 11. In a standards-referenced approach to assessment:
 - Tasks are designed to focus on outcomes.
 - The types of assessment tasks are appropriate for the outcomes being assessed.
 - Tasks reflect the weightings and components specified in the relevant syllabus documents.

- Students know the assessment criteria before they begin a task.
 - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
 - Students will be assessed according to their achievements against course standards.
 - Measures that reflect a student's conduct and behaviour are not included.
- 12.** For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progressive rank via their academic school reports.
- 13.** Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.
- 14.** Students who transfer to South Grafton High School will be ranked in their courses using the tasks completed at South Grafton High School and the teacher's professional judgement. Rankings from other schools are of little significance, as they do not reflect the student's relative position within the South Grafton High School cohort.
- 15.** For students who transfer to another school and the school requests assessment information, all available assessment information will be forwarded to their new school.
- 16.** Academic School Reports:
- a) Students will be issued with a Mid-Course Report in Term 2 and a Final Year 11 Report in Term 3.
 - b) For the purpose of reporting (and ranking) a student studying an extension course will be regarded as studying two separate courses; a 2Unit course and an extension course in that subject.
 - c) Positions in a 2Unit course will include all extension students studying that subject.
 - d) A Common Grade Scale is used to report student achievement in the Year 11 in all NSW schools. The scale describes performance at each of the following grade levels:

Grade	Descriptor
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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.
N	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have failed to achieve some or all of the course outcomes. They are at risk of not satisfactorily completing the course.

- e) Presentation Day awards are based on a student's performance over the whole year. Their overall assessment mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Awards Assembly.
- f) To be eligible for the Principal's Award for Academic Excellence, students must have been consistently ranked in the top five places of the courses they have studied. Points are then allocated as follows and totalled to give an aggregate score.

1st = 5 points, 2nd = 4 points, 3rd = 3 points, 4th = 2 points and 5th = 1 points

Students with the highest aggregate scores will receive the Principal's Award for Academic Excellence at the Presentation Day Assembly at the end of each year.

17. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete Year 11 and HSC examinations. These practical arrangements are known as disability provisions. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESA. Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12. There is no guarantee that the Disability Provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for the Year 11 examinations students are advised to contact the Learning and Support Teachers (LaST) in the Library. They will explain the process which needs to be followed and the paperwork which needs to be submitted to NESA. This process needs to begin in Term 1 of Year 11.

Illness/misadventure

1. Students are expected to attend school and all classes every day, in particular classes on the day of and the day prior to the due date of an assessment task. South Grafton High School Attendance Procedures requires a valid reason for any absence, this may include a medical certificate or any other relevant documentation. The KLA Head Teacher may follow up with any such absences.
2. Planned absence on the day of an assessment task:
 - a) Planned absences include, but are not limited to excursions, work experience and work placement, sporting and cultural events.
 - b) If a student knows they are going to be absent on the day of an assessment task, they must notify their Year Adviser, complete an

Illness/Misadventure Application, and inform the teacher, prior to the absence.

- c) Hand-in tasks will need to be submitted to the teacher prior to the absence.
 - d) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Principal.
- 3.** If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. A student on suspension is expected to attend the lesson in which an assessment task has been scheduled, unless the Principal or Deputy Principal considers that their attendance presents an unacceptable risk to others. Alternative arrangements will be made if this is the case.

4. Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date. Only in exceptional cases will an extension be given. The Year Adviser, in consultation with the faculty Head Teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.
Only in exceptional cases, can the Year Adviser, in consultation with the faculty Head Teacher, accept a task without penalty. The student should direct their initial enquiry to the Year Adviser. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

5. Completing Illness/Misadventure Applications

- a) On return to school students are required to report to the Year Adviser immediately and complete an Illness/Misadventure application.
- b) Students should also report to the teacher and faculty Head Teacher of the subject concerned immediately upon their return to school.

- c) On return to school, students will be given 2 days to provide independent advice or certification of the reason for the absence (e.g. doctor's certificate regarding illness). NESA stipulates that a relative cannot provide this evidence.
- d) Students cannot submit an Illness/Misadventure application on the basis of misreading an assessment task notification or an exam timetable. If you miss the time an assessment task is due or arrive late to an assessment task, because you have misread an assessment task notification, or an exam timetable contact the Year Adviser immediately.
- e) The Year Adviser will consider all illness/misadventure applications. If the application is successful, the task is included without penalty. If the application is unsuccessful a penalty will apply, and this may be the award of zero marks for the task.

6. Unacceptable grounds for Illness/Misadventure Applications The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which NESA have already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure Applications will occur in order to monitor repeated applications from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

7. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers technology failure they will need to provide

printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.

- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

8. Irrespective of the outcome of an Illness/Misadventure application, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

9. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the Year Adviser and the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and an Illness/Misadventure application would have been submitted.
- c) Consultation between the faculty Head Teacher and the Year Adviser will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.
- d) Where an estimate is given this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a HSC course.

Award of zero marks

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Year Adviser and the Principal.
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Year Adviser's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

Malpractice

1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.
- d) Buying, stealing or borrowing another person's work and presenting it as their own.
- e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
- f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- g) Paying someone to write or prepare material.
- h) Breaching school examination rules.
- i) Using non-approved aides or devices during an assessment task.
- j) Contriving false explanations to explain work not submitted by the due date.
- k) Assisting another student to engage in malpractice.

2. All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their HSC results. The use of Artificial Intelligence (AI) apps e.g. ChatGPT, is not permitted.

Students at risk of non-completion

1. Official Warning that a student is at risk

- a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-warning letter. They will then have two weeks to resolve

the issue by completing the task.

- b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.

2. Representing the School

- a) Students who have unresolved N-warning will not be eligible to represent South Grafton High School at any sporting or cultural events.
- b) Also, they will not be eligible to attend non-curriculum based excursions.
- c) Once the N-warning has been resolved, the restrictions will be lifted.

3. Official Determination of Non-completion of an HSC Course

- a) Where it is determined that a student has not met the course completion criteria as outlined on page 4 of this document, they place themselves at risk of receiving an N- determination. An N-determination will mean that the course will not be listed on the student's NESA record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
- b) NESA requires that the Principal must warn students as soon as possible and advise their parents or carers in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESA also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
- c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
- d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Year Adviser and Principal. (Notation of any such interview will be recorded in Sentral.)
- e) A parent/carer interview will be conducted if applicable.
- f) Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.

4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the

consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N-determination may also affect the student's ability to commence their HSC studies, as they must have successfully completed 12 units of study in Year 11.

- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

Appeals

1. Assessment Review - Individual Tasks

- a) Students must check assessment results and progressive rank within the course at the time results are given for each task.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher until the appeal is considered. The student also needs to complete an appeal form (available from the Year Adviser) and submit it to the faculty Head Teacher no later than 24hrs from the day the marked task was returned to them.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a Review Committee comprised of the Year Adviser, the Head Teacher of the subject concerned and another Head Teacher.
- e) If the student's appeal is successful, the student will be informed, and the other students in the course will also be informed of changes (if any) in relative positions within the school group.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed,

and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the Principal.

- b) If the student's appeal is successful at the school level, notification will be sent to NESA so that the N-determination can be removed from the unsatisfactory completion of course schedule.
- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted by the date specified to NESA.
- d) Students have the right to appeal to NESA if their appeal is unsuccessful at the school level.

Student support

All students are encouraged to seek support from teaching staff during the year as needed. These support staff include:

Support personnel	Type of support
Classroom Teachers	Assistance with course work and assessment tasks.
Head Teachers	Warning Letters, Misadventure forms and appeals of assessment marks.
Year Advisers	Assistance and support with wellbeing related issues which may impact on school for the student.
Mentors	A teacher whom the student has a good relationship with and can seek support from.
School Counsellor	Support and counselling relating to personal and wellbeing issues and disabilities.
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide, University Open days.
Learning and Support Teacher	Support and advice about Disability Provisions including having a reader/writer, additional time or rest breaks for exams if a student has a learning disability or medical illness which affects their performance.
Deputy Principals and Principal	Final “N” Award determinations, wellbeing issues.

Assessment at a glance

Week	Term 1, 2025	Term 2, 2025	Term 3, 2025
1	NO CLASSES		
2		IT Timber Visual Arts	Ancient History Geography Visual Arts
3		EES	Modern History
4		Aboriginal Studies Business Studies Math Extension 1	Engineering Studies Math Extension 1 SLR
5			Aboriginal Studies Business Studies SLR
6	Agriculture		
7	Biology – Depth Study Physics	Biology Marine Studies Physics – Depth Study	Marine Studies
8	EES – Depth Study Engineering Studies Music 1 SLR	Human & Movement Sci. Math Advanced Math Standard Math Std (MIT)	Music 1 Final Exams (Fri)
9	Ancient History Geography Human & Movement Sci. Marine Studies Modern History	English Advanced English Standard English Studies Music 1	Final Exams
10	English Advanced English Standard English Studies Textiles	Agriculture English Extension 1 Textiles	Final Exams (Mon) English Extension 1 IT Timber
11	English Extension 1 Math Advanced Math Standard Math Std (MIT)	NO CLASSES	NO CLASSES
* VET Construction and VET Hospitality have ongoing assessment requirements throughout the course. Details are available in the subject Course Requirements.			

Aboriginal Studies

Component	Weighting
Knowledge and understanding of course content	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%
Research and inquiry methods, including aspects of the Local Community Case Study	20%
Communication of information, ideas and issues in appropriate forms	25%

Task	Description	Timing	Outcomes	Weight
1	Research Task: Comparative Study	Term 2 Week 4	P1.1, P1.2, P2.1, P2.2, P3.2, P3.3, P4.3	30%
2	Minor Project: Local Community Case Study	Term 3 Week 5	P4.1, P4.2	30%
3	Final Examination	Term 3 Weeks 9 & 10	P1.1, P1.2, P2.1, P2.2, P3.2, P3.3, P4.1, P4.2, P4.3	40%
			Total	100%

Agriculture

Component	Weighting
Knowledge and understanding of course content	40%
Knowledge, understanding and skills required to manage agricultural production systems	40%
Skills in effective research, experimentation and communication	20%

Task	Description	Timing	Outcomes	Weight
1	Climate Research Task	Term 1 Week 6	1.2, 2.1, 2.2	20
2	Plant Trial Write-Up	Term 2 Week 10	2.1, 3.1, 4.1, 5.1	40
3	Final Exam	Term 3 Weeks 9 & 10	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1	40
			Total	100%

Ancient History

Component	Weighting
Knowledge and understanding of course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%

Task	Description	Timing	Outcomes	Weight
1	Source Analysis and Essay: Investigating Ancient History	Term 1 Week 9	11-6,11-7, 11-9,11-10	30%
2	Historical Investigation: Research, Essay and Presentation	Term 3 Week 2	11-3, 11-4, 11-5, 11-6, 11-8, 11-9	30%
3	Final Exam	Term 3 Weeks 9 & 10	11-1, 11-2, 11-6, 11-7, 11-9	40%
			Total	100%

Biology

Component	Weighting
Skills in working scientifically	60%
Knowledge and understanding of course content	40%

Task	Description	Timing	Outcomes	Weight
1	Depth Study	Term 1 Week 7	11-2, 11-3, 11-5, 11-7, 11-8	30%
2	Modules Test	Term 2 Week 7	11-1, 11-5, 11-6, 11-7, 11-8, 11-9	35%
3	Final Exam	Term 3 Weeks 9 & 10	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	35%
			Total	100%

Business Studies

Component	Weighting
Knowledge and understanding of course content	40%
Knowledge, understanding and skills required to manage agricultural production systems	40%
Skills in effective research, experimentation and communication	20%

Task	Description	Timing	Outcomes	Weight
1	Media File: Nature of Business	Term 2 Week 4	P1, P2, P6, P7, P8	30%
2	Business Planning- Small Business Plan	Term 3 Week 5	P1, P3, P6, P7, P9	35%
3	Final Exam	Term 3 Weeks 9 & 10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	35%
			Total	100%

Earth & Environmental Science

Component	Weighting
Skills in working scientifically	60%
Knowledge and understanding of course content	40%

Task	Description	Timing	Outcomes	Weight
1	Depth Study	Term 1 Week 8	11-1, 11-4, 11-5, 11-7, 11-11	35%
2	Skills Test	Term 2 Week 3	11-4, 11-5, 11-6, 11-7, 11-9	30%
3	Yearly Exam	Term 3 Week 9 & 10	11-8, 11-9, 11-10, 11-11	35%
			Total	100%

Engineering Studies

Component	Weighting
Knowledge and understanding of course content	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%

Task	Description	Timing	Outcomes	Weight
1	Engineering Fundamentals	Term 1 Week 8	P1.1, P1.2, P2.1, P4.1, P4.2	30%
2	Braking Systems	Term 3 Week 4	P2.2, P3.2, P6.1, P6.2	40%
3	Yearly Examination	Term 3 Week	All Outcomes depending on examination	30%
Total				100%

English Advanced

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

Task	Description	Timing	Outcomes	Weight
1	Personal Response (Common Module)	Term 1 Week 10	EA11-1, A11-3, EA11-7, EA11-9	30%
2	Multimodal Presentation (Module A)	Term 2 Week 9	EA11-2, EA11-4, EA11-5, EA11-6, EA11-8, EA11-9	40%
3	Final Examination (All modules)	Term 3 Week 8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, A11-7, EA11-8	30%
			Total	100%

English Extension 1

Component	Weighting
Knowledge and understanding of texts and why they are valued	50%
Skills in complex analysis composition and investigation	50%

Task	Description	Timing	Outcomes	Weight
1	Imaginative response	Term 1, Week 11	EE11-2, EE11-3, EE11-6	30%
2	IRP Multimodal Presentation	Term 2, Week 10	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	40%
3	Comparative essay	Term 3, Week 10	EE11-1, EE11-2, EE11-3, EE11-5	30%
			Total	100%

English Standard

Component	Weighting
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%

Task	Description	Timing	Outcomes	Weight
1	Writing Portfolio: Common Module: Reading to Write	Term 1 Week 10	11-1, 11-3, 11-9	20%
2	Multimodal Task Module A: Contemporary Possibilities	Term 2 Week 9	11-2, 11-7, 11-8,	40%
3	Final Examination (All modules)	Term 3 Week 8	11-4, 11-5, 11-6	40%
			Total	100%

English Studies

Component	Weighting
Knowledge and understanding of course content	50%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%

Task	Description	Timing	Outcomes	Weight
1	Multimodal task and oral presentation	Term 1 Week 10	11-1, 11-3, 11-7, 11-8	30%
2	Travel Viewing and Listening Task	Term 2 Week 9	11-2, 11-5, 11-9	30%
3	Examination Block: Portfolio of Texts	Term 3 Week 8	11-4, 11-6, 11-7, 11-10	40%
			Total	100%

Geography

Component	Weighting
Knowledge and understanding of course content	40%
Knowledge, understanding, and skills required to manage agricultural production systems	40%
Skills in effective research, experimentation, and communication	20%

Task	Description	Timing	Outcomes	Weight
1	Earth's Natural Systems Case Study Report	Term 1 Week 9	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07	20%
2	Major Project Geographical Investigation	Term 3 Week 2	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-08, GE-11-09	40%
3	Yearly Exam	Term 3 Week 9 & 10	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	40%
Total				100%

Health & Movement Science

Component	Weighting
Knowledge and understanding of Course Content	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%

Task	Description	Timing	Outcomes	Weight
1	Depth Study	Term 1 Week 9	HM-11-01, HM-11-02, HM-11-06, HM - 11-10	30%
2	Collaborative Investigation	Term 2 Week 8	HM-11-05, HM-11-07, HM-11-08, HM -11-10	30%
3	Final Exam	Term 3 Weeks 9 & 10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-09	40%
			Total	100%

Industrial Technology – Timber Products & Furniture Technologies

Component	Weighting
Knowledge and understanding of course content	40%
Knowledge and skills in the management, communication and production of projects	60%

Task	Description	Timing	Outcomes	Weight
1	Industry Study Report	Term 2 Week 2	P1.1, P1.2, P2.1, P4.1, P4.2, P4.3, P6.1, P7.1, P7.2	20%
2	Small Cabinet Product	Term 3 Week 10	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1, P6.2, P7.1	40%
3	Small Cabinet Folio	Term 3 Week 10	P1.2, P2.1, P3.1, P3.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	40%
			Total	100%

Marine Studies

Component	Weighting
Knowledge and understanding	50%
Skills in working Scientifically	50%

Task	Description	Timing	Outcomes	Weight
1	Research Task	Term 1 Week 9	1.3, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4	40%
2	Topic Test	Term 2 Week 7	1.2, 1.3, 2.3, 3.1, 4.2	25%
3	Topic Test	Term 3 Week 7	1.3, 2.3, 3.2, 3.4, 5.4	30%
			Total	100%

Mathematics (Advanced)

Component	Weighting
Understanding, Fluency and Communication	50%
Problem Solving, Reasoning and Justification	50%

Task	Description	Timing	Outcomes	Weight
1	In Class Assessment	Term 1 Week 11	11-1, 11-2, 11-8, 11-9	30%
2	In Class Assessment	Term 2 Week 8	11-1, 11-3, 11-6, 11-7, 11-8, 11-9	30%
3	Formal Examination	Term 3 Weeks 9 & 10	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9	40%
			Total	100%

Mathematics Extension 1

Component	Weighting
Concepts, Skills and Techniques	50%
Reasoning and Communication	50%

Task	Description	Timing	Outcomes	Weight
1	In Class Assessment	Term 2 Week 4	11-1, 11-2, 11-5, 11-7	30%
2	In Class Assessment	Term 3 Week 4	11-1, 11-3, 11-5, 11-6, 11-7	30%
3	Formal Examination	Term 3 Weeks 9 & 10	11-1, 11-2, 11-3, 11-4, 11-5, 11-7,	40%
			Total	100%

Mathematics Standard

Component	Weighting
Understanding, Fluency and Communication	50%
Problem Solving, Reasoning and Justification	50%

Task	Description	Timing	Outcomes	Weight
1	In Class Assessment	Term 1 Week 11	11-1, 11-3, 11-4, 11-7	30%
2	In Class Assessment	Term 2 Week 8	11-2, 11-5, 11-6, 11-8, 11-9, 11-10	30%
3	Formal Examination	Term 3 Weeks 9 & 10	11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-10	40%
			Total	100%

Mathematics Standard

(Maths in Trade)

Component	Weighting
Understanding, Fluency and Communication	50%
Problem Solving, Reasoning and Justification	50%

Task	Description	Timing	Outcomes	Weight
1	In Class Assessment	Term 1 Week 11	11-1, 11-3, 11-4, 11-7	30%
2	In Class Assessment	Term 2 Week 8	11-2, 11-5, 11-6, 11-8, 11-9, 11-10	30%
3	Formal Examination	Term 3 Weeks 9 & 10	11-1, 11-3, 11-4, 11-5, 11- 6, 11-7, 11-8, 11-10	40%
			Total	100%

Modern History

Component	Weighting
Knowledge	40%
Analysis and Evaluation	20%
Inquiry and Research	20%
Communication	20%

Task	Description	Timing	Outcomes	Weight
1.	Source Analysis and Essay	Term 1 Week 9	11-6, 11-7, 11-9, 11-10	30%
2	Research and Essay: Historical Investigation	Term 3 Week 3	11-2, 11-4, 11-6, 11-8, 11-9	30%
3	Final Exam	Term 3 Weeks 9 & 10	11-1, 11-3, 11-5, 11-9	40%
			Total	100%

Music 1

Component	Weighting
Aural	25%
Performance	25%
Musicology	25%
Composition	25%

Task	Description	Timing	Outcomes	Weight
1.	Aural Exam, Musicology Presentation and Performance	Term 1 Week 8	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11	35%
2	Performance and Viva Voice	Term 2 Week 9	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11	35%
3	Composition portfolio and Musicology Research	Term 3 Week 8	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11	30%
Total				100%

Physics

Component	Weighting
Knowledge and understanding	40
Skills in working scientifically	60

Task	Description	Timing	Outcomes	Weight
1	Topic Test	Term 1 Week 7	11-5, 11-6, 11-8, 11-9	30%
2	Depth Study	Term 2 Week 7	11-3, 11-6, 11-7, 11-10	35%
3	Final Exam	Term 3 Weeks 9 & 10	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	35%
			Total	100%

Sport, Lifestyle & Recreation

Component	Weighting
Knowledge and understanding	50%
Skills	50%

Task	Description	Timing	Outcomes	Weight
1	Games and Sports Application	Ongoing. Complete by Term 3, Week 5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	40%
2	First Aid Sports Injuries	Term 1 Week 8	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	20%
3	Healthy Lifestyle: Research Task	Term 3 Week 5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1	20%
4	Final Exam	Term 3 Weeks 9 & 10	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5	20%
			Total	100%

Textiles Technology

Component	Weighting
Knowledge and understanding of course content	50%
Knowledge and skills in research, problem solving and communication related to engineering practice	50%

Task	Description	Timing	Outcomes	Weight
1	Creative Journal Cover and Portfolio	Term 1 Week 10	P1.1, P1.2, P2.1, P2.2, P2.3, 4.1	30%
2	Pajamas Apparel and Portfolio	Term 2 Week 10	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	40%
3	Yearly Examination	Term 3 Week 9&10	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	30%
Total				100%

Visual Arts

Component	Weighting
Art criticism and art history	50%
Art making	50%

Task	Description	Timing	Outcomes	Weight
1	Self and Identity	Term 2 Week 2	P1, P2, P4, P5, P6, P9, P10	40%
2	Issues	Term 3 Week 2	P1, P2, P4, P5, P6, P8, P9, P10	30%
3	Preliminary Examination and Artwork using Documented Forms	Term 3 Weeks 9 & 10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10,	30%
Total				100%

VET Hospitality

School Name: South Grafton HighSchool
2023-2024 Student Competency Assessment Schedule
COURSE: SIT20316 Certificate II in Hospitality (Strategy B) (Codes and dates may be subject to change. New Qualification being released)

Assessment Events for		Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
Cluster	Code	Unit of Competency	Week 4 Term 2	Week 4 Term 3	Week 9 Term 2	Week 9-10 Term 3
Cluster 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety	✓			
Cluster 2 Communication is key	SITXCOM002 BSBCMM201 SITXCOM001	Show social and cultural sensitivity Communicate in the workplace Source and present information	✓			
Cluster 3 Drinks galore	SITHFAB004	Prepare and serve non-alcoholic beverages		✓		
Cluster 8 (A) Working in industry (work placement 1)	SITHIND003 BSBSUS201	Use Hospitality skills effectively Participate in environmentally sustainable work practices			✓	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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

VET Construction

Evidence Collection Techniques

Assessment Plan		Competency codes	Title of competency	Evidence gathering techniques			
Cluster				Direct observation - real time, simulated environment	Product based method - structured activities e.g. role plays, work samples, presentation, reports	Portfolio - purposeful collection of annotated and validated pieces of evidence compiled by the learner/work samples, photos, videos, logbooks	Questioning - written or oral related to knowledge e.g. quizzes, interviews
Task 1		CPCCWHS1001	Prepare to work safely in the construction industry	✓			✓
Task 2		CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓	✓		✓
Task 3		CPCCOM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	✓	✓		✓
Task 4		CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	✓	✓		✓
Task 5 – Option 1		CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	✓	✓		✓
Task 6		CPCCCA2002 CPCCOM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	✓	✓	✓	✓
Task 7		CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	✓	✓		✓