



Coonabarabran High School

Assessment Handbook Year 11 2025

Student/Parent Information

STUDENTS AND PARENTS SHOULD KEEP THIS HANDBOOK FOR REFERENCE.

INTRODUCTION

This booklet contains information about the regulations governing Year 11, as well as the Assessment Schedule for subjects offered at Coonabarabran High School in Year 11 in 2025.

While these regulations, determined by the NSW Education Standards Authority (NESA - previously Board of Studies) allow for flexibility in programs of study in both Year 11 and HSC Years, students must also satisfy the NSW Department of Education requirements eg. sport and school requirements, assessment schedules, uniform, behaviour and attendance. Students and parents are encouraged to read the following information carefully.

Queries regarding any of the following information should be addressed to:

- The teacher-in-charge of NSW Education Standards Authority communications - Ms H Frewin
- Stage Adviser – Mrs E Hawkins
- The Careers Adviser – Ms H Frewin

OVERVIEW

- Year 11 at Coonabarabran High School will run from Term 1 until the end of Term 3 in any given year (eg. 2025). During these three terms, students are required to complete the syllabus content of their chosen Year 11 subjects.
- The HSC Year will start in Term 4 (of eg. 2025) and finish at the end of Term 3 of the following year (eg. 2026). Students must have satisfied course requirements in Year 11 before they can commence their HSC Year study in that course. The Principal has the authority to deny a student continuation to HSC study in any given subject if that student has received a "U" (unsatisfactory determination on the grounds of lack of application).

PATTERN OF STUDY

To qualify for the HSC students must follow a pattern of study in both Year 11 and HSC Years which include:

- at least 12 units of which 6 units must be from Board-developed courses in Year 11
- at least 10 units of which 6 units must be from Board-developed courses in the HSC year
- at least two units from a Board-developed course in English
- three courses of 2 units value or greater (either Board-developed or Board-endorsed courses)
- at least 4 subjects
- no more than 6 units of courses in Science can contribute to the 12 Year 11 units and 10 HSC units required for the award of the Higher School Certificate

SATISFACTORY COMPLETION OF A COURSE

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

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

ATTENDANCE AND APPLICATION

For post-compulsory students (ie Year 11 and HSC Year students) Principals may determine an appropriate attendance pattern which will allow each student to achieve the outcomes of each course studied. At Coonabarabran High School **85% attendance** is required in any **particular course** in order that course completion criteria may be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Principals will give students early warning of the consequences of absences in terms of course completion criteria. To complete a course of study for the Year 11 Course you must have a satisfactory record of application (effort).

HOMEWORK

Homework is that time students spend outside the classroom in assigned learning activities. At Coonabarabran High School we consider homework to be an essential part of all students achieving their potential. Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involve family members in a student's learning.

The regular setting of homework by teachers is school policy. The nature, frequency and volume of homework set is left to the professional judgement of teachers in consultation

with Head Teachers and students. Homework tasks can include practice exercises, preparatory learning, and extension activities and is distinct from individual study. In Years 11 and 12 students are expected to engage with homework for around a minimum of 18 hours per week. This time will increase as internal exams and the HSC approaches. Students with high aspirations would be undertaking considerably more. These times are a guide only.

STUDY WITH AN OUTSIDE TUTOR

Students whose preferred program of study is not available at Coonabarabran High School may undertake studies with an outside tutor or through Distance Education.

CHANGES OF SUBJECTS/COURSES/UNITS

Decisions regarding changes of subjects/courses/units will be left to the discretion of the Principal within the following guidelines:

- In the case of Year 11 courses, the Principal will be able to allow changes of subjects or courses provided that he/she is satisfied that students can satisfactorily complete the new course before commencing study of the HSC course.

AUSTRALIAN TERTIARY ADMISSION RANKING

The Australian Tertiary Admission Ranking (ATAR) is based on the aggregate of scaled marks in 10 eligible units of satisfactorily completed Board Developed Courses comprising:

- your 2 units of English
- your next best 8 remaining eligible units

THE "N" DETERMINATION

You will receive an 'N' determination in a course if you do not:

- (a) follow the course developed or endorsed by the Authority; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If your performance is unsatisfactory in a course, you will receive an 'N' beside the course in your Record of Achievement Part A and this may mean that you are not eligible for the award of a School Certificate in that year.

You have the right to appeal against an 'N' determination. Appeals against 'N' determination should be lodged with your principal, who will advise you of the date by which your appeal must be submitted.

ACCUMULATION OVER/UP TO FIVE YEARS

Students may accumulate HSC courses over a period of a maximum of five years. The five year period will commence in the first year the student attempts an HSC course examination. It will apply regardless of whether the student defers his/her studies for one or more years during the five year period.

Year 11 courses may, but need not be, accumulated within this period.

REPEATING A COURSE

A candidate may repeat one or more HSC courses but must do so within the five year accumulation period. The mark to be included in the calculation of the student's ATAR would be the mark received in the latest examination attempted, regardless of whether or not the mark was higher than any previous attempt(s).

RECOGNITION OF PRIOR LEARNING (RPL)

If you believe that you are eligible for Recognition of Prior Learning, seek advice from your subject teacher. You can claim advanced standing if you have previously completed a similar course and it has not already been counted towards a school-based qualification. You can also claim advanced standing if you have already developed skills in the industry area covered by this course - either through employment within the industry or through another life experience.

ASSESSMENT

Coonabarabran High School's Assessment procedures are in line with those detailed by NESA.

The study of prescribed texts and work on Design & Technology Major Design Projects, Music Performances, Visual Arts submitted artworks, Drama presentations, or on various research projects must not commence until the Year 11 course has been completed.

You are required to complete school-based assessment tasks for each Board Developed HSC Course you study. This applies to all school and TAFE students, regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

The assessment requirements for each Board developed course are set out in each syllabus.

SCHEDULING OF TASKS

An indication of when tasks will be scheduled is included in the Subject Outlines later in this booklet. While every effort will be made to keep tasks to these dates, all dates are subject to change and will be advised by the Classroom Teacher by providing Assessment Notification of Tasks.

A calendar will be kept, upon which specific dates for tasks will be recorded by all class teachers. They should ensure that students do not accumulate too many tasks at once.

Assessment tasks will not be due, or take place in the two week period before the HSC Trial examinations.

NOTIFICATION OF ASSESSMENT TASKS

Assessment tasks will be clearly designated and notice of the due date will be given to students at least **TWO** weeks in advance.

The details of the task will be given via a Notification of Assessment Task form (see example at the end of handbook). This form should be attached to the front of the Assessment Task when it is submitted, to allow for the marker to give mark, rank and comment.

ASSESSMENT METHODS

It is envisaged that the methods used in the various assessments tasks could include both formal test situations and less formal, but none the less systematic, observations of student performance.

In a particular subject these may involve some of the following:

- (i) written, practical and/or oral/aural tests;
- (ii) class and/or home assignments including essays and practical tasks;
- (iii) projects of varying degrees of length and complexity;
- (iv) oral presentations; and/or
- (v) field study reports and evaluations.

In addition, observations of participation in individual and group activities relating to the course, including class discussions and fieldwork, may be considered appropriate for inclusion in the Assessment.

GRADING

Schools are responsible for awarding each student who completes a Stage 6 course a grade to represent that student's achievement. The grade is reported on the student's **ROSA**.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and an equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. Work samples aligned to grades are used to support a clear understanding of the achievement standards at each grade level. These samples can be accessed via syllabuses for the learning areas on the NESA website.

COMMON GRADE SCALE

The Common Grade Scale shown below should be used to report student achievement in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

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.

CHEATING & PLAGIARISM

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated and is 'the wrongful attempt to pass off another's . . . work as one's own' or 'the act of copying without permission or acknowledgement'.

Some examples of cheating and plagiarism include:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own

- submitting work created partially or entirely through the use of AI resources
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and folios.

In line with our school's assessment policy, cheating or plagiarism may result in a zero mark and as required by NESA may be formally reported to the malpractice register (Board of Studies NSW, Honesty in HSC Assessment Rules and Procedures). Students must complete the compulsory "All My Own Work" Course prior to confirmation of enrolment in the Year 11 course.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero assessment allocated by writing a full account to the Principal who will decide on the merits of the appeal.

STUDENT REPORTS

The first report of Year 11 will be issued in the middle of Term 2. This report will detail at least an assessment mark, current ranking in the course, and a comment regarding progress in the course.

The final report for Year 11 will be issued as close as possible to the completion of the Yearly Examinations, which will take place around Week 8 of Term 3. This report will include an examination mark, an assessment rank, teacher comments and whether the student has met the requirements of each course for Year 11.

Interim reports to both students and parents will be issued during the year if students are not meeting requirements of a course. These reports must be taken as a warning that unless the situation is redressed, the student faces failure to meet Year 11 requirements of the course.

- The Assessment submitted by schools for a particular course is intended to measure their students' achievement relative to each other by the end of the course in Year 12.

They will be based on achievements measured throughout the course.

- The use of achievement measures throughout the course is seen as serving three purposes:

- a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, eg. practical, research, oral skills;
- b) It caters for any "self-contained" elements such as fieldwork which occurs as an isolated part of the course; and
- c) It increases the accuracy of the final assessment of the students' achievements by utilising multiple measures.

HOW THE ASSESSMENT PROGRAM IS DETERMINED

The Year 11 Assessment encompasses all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include that content and those objectives currently measured by the external examination, as well as others which are inappropriate for testing at such an examination.

The NSW Education Standards Authority (NESA) has developed syllabuses for each of its courses. These guides specify the components and/or aspects of the course which will count towards each student's Assessment. The syllabus also outlines the weightings given to each of the components. These specifications for each subject are mandatory requirements to be fulfilled by all schools in the state.

The school, however, determines the various tasks such as tests, assignments, projects and other student tasks on which their Assessments are based and the marks to be allocated to each task consistent with weightings specified in the syllabus.

It is a mandatory requirement that students should know:

- what is to be assessed;
- how it will be assessed;
- when it will be assessed; and
- the relative value of each task.

Appropriate detailed information relating to Assessment tasks in each subject will be given to students in written form by the subject faculty concerned.

Assessment Schedules for all courses in Year 11 are set out at the end of this policy statement. Each schedule indicates the number and broad nature of tasks set, the relative value of each task and the approximate dates on which the tasks will be due.

EXAMINATION ROOM PROCEDURES

- You must sit at the desk as directed by the exam supervisor. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.
- You must remove your watch and place it in clear view on the examination desk.
- It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.
- Reading time for examination papers is as follows:
 - i. 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2-unit English courses
 - ii. 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
 - iii. 5 minutes of reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

• You **must**:

- a) read the instructions on the examination paper, as well as all questions, carefully. Presiding officers and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- b) write your examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is pre-printed.
- c) write clearly, preferably with black pen. While blue pen is also acceptable, black pen is easier for markers to read. Pencil may be used only where specifically directed.
- d) make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
- e) stop writing immediately when told to do so by the supervisor.
- f) arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- g) complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before you leave the examination desk.

You must **NOT**:

- a) begin writing until instructed to do so by the presiding officer or supervisor.
- b) write your name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students.
- c) leave the examination room during the exam, except in an emergency. If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room.

CONDUCT DURING EXAMINATIONS

- You must follow the day-to-day rules of Coonabarabran High School. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.
- The presiding officer and examination supervisors are in charge of students:
 - a) when assembling before an examination
 - b) during the examination
 - c) after the examination until all students have left.

You must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

- You must behave in a polite and courteous manner towards the supervisors and other students.
- You must **NOT**:
 - a) take a mobile phone or programmable watch or device into the examination room
 - b) take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by the NSW Education Standards Authority (NESA)
 - c) speak to any person other than a supervisor during an examination
 - d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
 - e) attend an examination while under the influence of alcohol or illegal drugs
 - f) take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
 - g) smoke in the examination room
 - h) eat in the examination room, except as approved by the presiding officer, eg for diabetic students
 - i) take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to the NSW Education Standards Authority. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.
- If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the HSC. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the Authority's attention examination answers that contain frivolous or objectionable material.

SUBMISSION/COMPLETION OF TASK

- * Assessment tasks, regardless of the degree of completion, must be submitted by the due date.

FAILURE TO SUBMIT A TASK BY THE DUE DATE WITHOUT A VALID EXCUSE WILL RESULT IN A ZERO MARK FOR THAT TASK

- * There are occasionally special circumstances where a student cannot hand a task in by the set date due to illness or other very exceptional reasons. In this case the faculty Head Teacher confers with the Principal and the Year Adviser as to whether alternative arrangements are made.
- * Applications for extensions must be made by the student **IN WRITING** on the appropriate form. (See sample at end of handbook).
 - It must be submitted to the appropriate **HEAD TEACHER**
 - It must be submitted **BEFORE** the due date for an extended task or on the
 - date of return if absent for an in-school task.
- * If a student misses an in-school task, an opportunity may be given to undertake the task or a similar one within a reasonable period of the due date. If this is not possible an estimate may be given. The school reserves the right to request a medical certificate to explain absence through illness.
- * Parents/Guardians will be notified in writing when a student fails to submit/complete an Assessment Task.
- * Any student found to be cheating will be awarded a **ZERO** for that task.

TIMEFRAME

Appeals for review must be made within 14 days of the receipt of the assessment result, with the exception of VET subjects, where an appeal must be lodged within 5 working days from the date of the receipt of the assessment result.

Compulsory Courses

ENGLISH (ADVANCED)

Task Description	Value	Date
Common Module: Reading to Write <i>EA 11-2, 11-3, 11-4, 11-5, 11-7, 11-9</i>	40%	Term 2 Week 2
Module B: Critical Study of Literature <i>EA 11-1, 11-3, 11-5, 11-7, 11-8</i>	30%	Term 3 Week 10
Yearly Examination <i>EA 11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9</i>	30%	Term 3 Week 8

ENGLISH (STANDARD)

Task Description	Value	Date
Common Module: Reading to Write <i>EN 11-2, 11-3, 11-5, 11-7, 11-9</i>	40%	Term 2 Week 2
Module A: Contemporary Possibilities <i>EN 11-1, 11-2, 11-3, 11-5, 11-6</i>	30%	Term 2 Week 10
Yearly Examination <i>EN11-1, 11-2, 11-4, 11-5, 11-8, 11-9</i>	40%	Term 3 Week 8

ALL OTHER COURSES

AGRICULTURE

Task	Value	Date
Farm Case - Report Study	30%	Term 2 Week 3
Plant/ Animal Production - Research Assignment	30%	Term 3 Week 3
Yearly Examination	40%	Term 3 Week 8

ANCIENT HISTORY

Task Description	Value	Date
Source Analysis <i>AH11-1, 11-5, 11-6, 11-9, 11-10</i>	30%	Term Week
Research Essay <i>AH11-6, 11-7, 11-8, 11-9</i>	40%	Term Week
Yearly Examination <i>AH11-2, 11-3, 11-4, 11-9</i>	30%	Term 3 Week 8

BIOLOGY

Task Description	Value	Date
Task 1 Module 1: Depth Study <i>Bio 11-3, 11-4, 11-8</i>	30%	Term 2 Week 4
Task 2 Module 2: Topic Test <i>Bio 11-4, 11-6, 11-7, 11-9</i>	30%	Term 2 Week 10
Yearly Examination <i>Bio 11-8, 11-9, 11-10, 11-11</i>	40%	Term 3 Week 8

BUSINESS STUDIES

Task Description	Value	Date
In-Class Test <i>P1, 2, 7</i>	30%	Term 1 Week 7
Business Plan <i>P4, 8, 9</i>	40%	Term 2 Week 9
Yearly Examination <i>P1, 3, 4, 5, 6, 10</i>	30%	Term 3 Week 8

COMMUNITY & FAMILY STUDIES

Task Description	Value	Date
Research Task <i>P 4.1, 4.2, 6.1</i>	30%	Term 1 Week 7
Case Study <i>P2.3, 4.1, 4.2</i>	30%	Term 2 Week 9
Yearly Examination <i>P 1.2, 2.4, 4.2, 6.1</i>	40%	Term 3 Week 8

EARTH & ENVIRONMENTAL SCIENCE

Task Description	Value	Date
Practical Task <i>EES 11-4, 11-5, 11-6, 11-8</i>	30%	Term 2 Week 5
Depth Study/Field Study Report <i>EES 11-1, 11-2, 11-3, 11-7, 11-11</i>	30%	Term 3 Week 5
Yearly Examination <i>EES 11-5, 11-7, 11-8, 11-9, 11-10, 11-11</i>	40%	Term 3 Week 8

ENGINEERING STUDIES

Task Description	Value	Date
Engineering Report / Mechanics <i>P 1.1, 3.1, 3.2, 4.2, 5.2, 6.1, 6.2</i>	30%	Term 2 Week 3
Engineering Report / Material Science <i>P 1.2, 2.1, 4.2, 4.3, 5.1, 6.1</i>	30%	Term 3 Week 5
Yearly Examination <i>P 2.1, 3.2, 3.3, 4.3, 6.1, 6.2</i>	40%	Term 3 Week 8

EXPLORING EARLY CHILDHOOD

Task Description	Value	Date
Research Task <i>1.1, 1.4, 2.1, 5.1, 6.1, 6.2</i>	30%	Term 1 Week 9
Investigation/Practical Task <i>2.1, 2.2, 4.1, 4.2, 4.4, 6.2</i>	40%	Term 3 Week 3
Yearly Examination <i>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 5.1, 6.2</i>	40%	Term 3 Week 8

FOOD TECHNOLOGY

Task Description	Value	Date
Food Availability and Selection Report <i>P 1.1, 1.2, 4.1, 4.2, 4.3</i>	30%	Term 1 Week 9
Food Quality Experiment Design and Practical <i>P 2.2, 3.2, 4.1, 4.4, 5.1</i>	30%	Term 2 Week 9
Yearly Examination <i>P 1.1, 1.2, 2.1, 2.2, 3.1</i>	40%	Term 3 Week 8

HEALTH AND MOVEMENT SCIENCE

Task Description	Value	Date
Health for Individuals and Communities <i>HM 11-01, 11-02, 11-05, 11-10</i>	30%	Term 2 Week 3
Immediate Physiological responses to training <i>HM 11-03, 11-06, 11-07, 11-09</i>	30%	Term 2 Week 9
Yearly Examination <i>HM 11-01, 11-02, 11-03, 11-04, 11-09</i>	40%	Term 3 Week 8

INDUSTRIAL TECHNOLOGY TIMBER

Task Description	Value	Date
Practical Project and Folio with Technical Drawing Components <i>P 1.2, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2 6.1, 6.2</i>	40%	Term 2 Week 4
Industrial Study Report – Emerging Technology <i>P 1.1, 1.2, 3.2, 7.2</i>	20%	Term 3 Week 6
Yearly Examination <i>P 1.1, 1.2, 2.1, 3.1, 4.3, 7.1</i>	40%	Term 3 Week 8

INDUSTRIAL TECHNOLOGY METAL

Task Description	Value	Date
Practical Project and Folio with Technical Drawing Components <i>P 1.2, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2 6.1, 6.2</i>	40%	Term 2 Week 5
Industrial Study Report – Emerging Technology <i>P 1.1, 1.2, 3.2, 7.2</i>	20%	Term 3 Week 5
Yearly Examination <i>P 1.1, 1.2, 2.1, 3.1, 4.3, 7.1</i>	40%	Term 3 Week 8

MATHEMATICS ADVANCED

Task Description	Value	Date
In Class Test <i>MA 11-1, 11-2, 11-5, 11-8, 11-9</i>	30%	Term 1 Week 9
Investigation/Project <i>MA 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-8, 11-9</i>	30%	Term 2 Week 7
Yearly Examination <i>MA 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8 11-9</i>	40%	Term 3 Week 8

MATHEMATICS STANDARD

Task Description	Value	Date
Investigation/Project <i>MS 11-2, 11-3, 11-9, 11-10</i>	30%	Term 2 Week 5
In Class Test <i>MS 11-1, 11-2, 11-3, 11-4, 11-6, 11-7, 11-8, 11-10</i>	30%	Term 3 Week 3
Yearly Examination <i>MS 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-10</i>	40%	Term 3 Week 8

MUSIC

Task Description	Value	Date
Performance and Viva Voce <i>P 1, 2, 4, 6, 9, 10</i>	40%	Term 2 Week 4
Composition Portfolio <i>P 3, 5, 7, 8, 11</i>	20%	Term 3 Week 5
Yearly Examination <i>P 4, 5, 8, 10, 11</i>	40%	Term 3 Week 8

PHYSICS

Task Description	Value	Date
First Hand Investigation <i>PH 11-2, 11-3, 11-4, 11-4, 11-5, 11-7, 11-8, 11-9</i>	30%	Term 2 Week 5
Waves and Thermodynamics <i>PH 11-1, 11-3, 11-6, 11-7, 11-10 OR 11-11</i>	30%	Term 3 Week 5
Yearly Examination <i>PH 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11</i>	40%	Term 3 Week 8

SOCIETY & CULTURE

Task Description	Value	Date
Social & Cultural World Test <i>P1, 3, 6, 9</i>	30%	Term 2 Week 2
Mini – Personal Interest Project <i>P3, 5, 7, 8, 9, 10</i>	40%	Term 3 Week 2
Yearly Examination <i>P1, 2, 4, 5, 6</i>	30%	Term 3 Week 8

SPORT, LIFESTYLE & RECREATION

Task Description	Value	Date
Healthy Lifestyle Task 1.6, 3.5	20%	Term 2 Week 10
Games and Sports Application 1.1, 1.3, 2.3, 3.1, 3.4, 4.2, 4.4, 5.2, 5.3, 5.4, 5.5	50%	Ongoing
Yearly Examination 1.5, 2.2, 3.6	50%	Term 3 Week 8

ASSESSMENT ADVICE FOR HSC VET COURSES

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

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

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

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.



Education

Manufacturing and Engineering Introduction
Qualification: 1BMEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways
Cohort 2025 - 2026
Training Package MEM - Manufacturing and Engineering

School Name: Coonabarabran High School

Assessment Schedule Year 11 - 2025

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

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment towards 1BMEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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



School Name: Coonabarabran High School

Livestock – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Handle and Observe Livestock and Care for Livestock completion may be carried over to HSC year		Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Care for Livestock	
		Term 1 Date	Term 1 Date	Term 2 Date	Term 2 Date	Term 3 Date	Term 3 Date	
Code	Unit of Competency	HSC Examinable						
AHCWHS202	Participate in workplace health and safety processes	V	X					
AHCMOM202	Operate tractors		X					
AHCMOM304	Operate machinery and equipment		X					
AHCBO203	Inspect and clean machinery, tools and equipment to preserve biosecurity			X				
AHCWRK212	Work effectively in industry	V			X			
AHCWRK213	Participate in workplace communications				X			
AHCLSK205	Handle livestock using basic techniques					X		
AHCLSK204	Carry out regular livestock observation					X		
AHCLSK202	Care for health and welfare of livestock	V					X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BAHC20122 Certificate II in Agriculture.

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

**COONABARABRAN HIGH SCHOOL
ASSESSMENT TASK
APPLICATION FOR EXTENSION/POSTPONEMENT**

NAME: _____ YEAR: _____

SUBJECT: _____ TEACHER: _____

ASSESSED TASK: _____

DUE DATE: _____

DATE OF APPLICATION: _____

REASON FOR APPLICATION:

(NOTE: Appropriate evidence should accompany this application, e.g. Doctor's Certificate)

Student's Signature: _____

Parent's Signature: _____

2025 Preliminary Assessment Schedule

TERM 1 2025	MONTH	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	LINES
	JAN		Annual Holidays	Annual Holidays	Annual Holidays	Annual Holidays	Annual Holidays	NON ASSESS
	FEB	3	10/2/2025	11/2/2025	12/2/2025	13/2/2025	14/2/2025	NON ASSESS
	FEB	4	17/2/2025	18/2/2025	19/2/2025	20/2/2025	21/2/2025	1,3,5
	FEB	5	24/2/2025	25/2/2025	26/2/2025	27/2/2025	28/2/2025	2,4,6
	FEB	6	3/3/2025	4/3/2025	5/3/2025	6/3/2025	7/3/2025	1,3,5
	MAR	7	10/3/2025	11/3/2025	12/3/2025	13/3/2025	14/3/2025	2,4,6
	MAR	8	17/3/2025	18/3/2025	19/3/2025	20/3/2025	21/3/2025	1,3,5
	MAR	9	24/3/2025	25/3/2025	26/3/2025	27/3/2025	28/3/2025	2,4,6
	MAR	10	21/3/2025	1/4/2025	2/4/2025	3/4/2025	4/4/2025	NON ASSESS
	APR	11	7/4/2025	8/4/2025	9/4/2025	10/4/2025	11/4/2025	NON ASSESS
	APR	1	28/4/2025	29/4/2025	30/4/2025	1/5/2025	2/5/2025	NON ASSESS
TERM 2 2025	MAY	2	5/5/2025	6/5/2025	7/5/2025	8/5/2025	9/5/2025	1,3,5
	MAY	3	12/5/2025	13/5/2025	14/5/2025	15/5/2025	16/5/2025	2,4,6
	MAY	4	19/5/2025	20/5/2025	21/5/2025	22/5/2025	23/5/2025	1,3,5
	MAY	5	26/5/2025	27/5/2025	28/5/2025	29/5/2025	30/5/2025	2,4,6
	JUNE	6	2/6/2025	3/6/2025	4/6/2025	5/6/2025	6/6/2025	1,3,5
	JUNE	7	Kings Birthday	10/6/2025	11/6/2025	12/6/2025	13/6/2025	2,4,6
	JUNE	8	16/6/2025	17/6/2025	18/6/2025	19/6/2025	20/6/2025	1,3,5
	JUNE	9	23/6/2025	24/6/2025	25/6/2025	26/6/2025	27/6/2025	2,4,6
	JULY	10	30/6/2025	1/7/2025	2/7/2025	3/7/2025	4/7/2025	1,3,5
LINES	1	2	3	4	5	6	OFF-LINE	
YEAR 11 2025	English Adv English Std English Studies	Maths Adv Maths Std Hospitality	CAFS IT (Timber) Physics Primary Industries Society	Business Earth Food Technology Music	Biology Engineering Studies SLR	Ancient History Child Studies Engineering Pathways Health & Movement Studies IT (Metal)	Maths Ext 1	

TERM 3 2025	JULY	1	21/7/2025	22/7/2025	23/7/2025	24/7/2025	25/7/2025	2,4,6
	JULY	2	28/7/2025	29/7/2025	30/7/2025	31/7/2025	1/8/2025	1,3,5
	AUG	3	2/8/2025	3/8/2025	4/8/2025	5/8/2025	6/8/2025	2,4,6
	AUG	4	11/8/2025	12/8/2025	13/8/2025	14/8/2025	15/8/2025	1,3,5
	AUG	5	18/8/2025	19/8/2025	20/8/2025	21/8/2025	22/8/2025	2,4,6
	AUG	6	25/8/2025	26/8/2025	27/8/2025	28/8/2025	29/8/2025	1,3,5
	SEPT	7	1/9/2025	2/9/2025	3/9/2025	4/9/2025	5/9/2025	NON ASSESS
	SEPT	8	8/9/2025	9/9/2025	10/9/2025	11/9/2025	12/9/2025	
	SEPT	9	15/9/2025	16/9/2025	17/9/2025	18/9/2025	19/9/2025	
	SEPT	10	22/9/2025	23/9/2025	24/9/2025	25/9/2025	26/9/2025	
LINES	1	2	3	4	5	6	OFF-LINE	
YEAR 11 2025	English Adv English Std English Studies	Maths Adv Maths Std Hospitality	CAFS IT (Timber) Physics Primary Industries Society	Business Earth Food Technology Music	Biology Engineering Studies SLR	Ancient History Child Studies Engineering Pathways Health & Movement Studies IT (Metal)	Maths Ext 1	