

# Hoxton Park High School

**Preliminary HSC**

**Assessment Booklet**

**2025**



Education





# Introduction

Welcome to the Senior School and Stage 6. You have now entered the Preliminary HSC Course and the work that you are now completing will determine how well you achieve this year and will also determine whether you progress to Year 12.

This booklet is designed to help you to plan for the school assessment component of your Preliminary Higher School Certificate. It informs you of all the important rules and regulations, the tasks due, the date and the weighting of each task.

Keep in mind the following:

- Assessment is cumulative. All School Assessment marks contribute to your final marks in each course.
- All units are of equal value – give all subjects equal study time.
- Focus on using all resources available to you to maximise your assessment rank.
- Do not miss any assessment tasks. Get each task in on time, completed to the best of your ability.
- Each task is **due in your class period for that day** unless stated otherwise. You must attend all lessons on the due date.
- Tasks not completed due to illness or a misadventure must be supported by a Medical Certificate and must be presented to the Head Teacher of the affected subject **immediately** upon your return to school.
- Be organised. Enter all of your tasks into the school diary provided and refer to it regularly. Start your tasks early and work diligently to complete them on time. Plan and organise your time.
- Allocate as much time on your tasks as possible by organising your time between the notification of the task and the due date.
- Consult with your teacher. Ensure that you know what is expected of you for each task. Ask for help if you need it.
- Communicate any assessment issues you may have to school staff at the time of the task.
- Keep a balance in your life – healthy eating, exercise, relaxation and **study**.
- Reduce stress where possible – seek help when needed.
- Support each other – tell someone if you are worried about yourself or a friend.
- The Principal, at his/her discretion, may determine an assessment task void.

We wish you well in your efforts.

Leny Wallace  
Principal

## Preliminary Assessment Schedule

The school is responsible for submitting an Assessment Rank to the NSW Education Standards Authority (NESA) based on your performance in school based assessment tasks. This schedule outlines your assessment tasks for each subject – their weighting for your final assessment rank, the nature of the task and the date they are due.

You will receive an assessment notification in writing at least two weeks prior to each task. This notification will give you greater detail including the task requirements and marking guidelines.

Tasks must be submitted on the due date as published for that task, during the timetabled period for that subject unless otherwise specified. If tasks are not submitted on or before the due date, a mark of zero will be awarded for that task. The exception to this is if a student is absent or prevented from completing/submitting a task due to illness or misadventure. See below for the process in this case.

You must attend school for the whole day on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school to work on a task and then submit the task before the end of the day.

In Term 3, Weeks 8, 9 and 10 Year 11 students will complete their Final Preliminary Examinations. The timetable for these examinations will be issued within two weeks of the examination period. This will conclude the assessment program for the Preliminary course. Results will be issued to NESA and students will be informed if they are ineligible for the award of the Preliminary Certificate.

# Hoxton Park High School

## Assessment Policy (ver 2.7)

### 1. Introduction

#### 1.1 What is assessment?

- Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. The Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formative and summative assessment tasks will be used to determine student progress over the duration of each course.
- Formative tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule are of significance as they:
  - assist in skill and knowledge development.
  - identify areas for extension or remediation for the teacher and student.
  - provide opportunities for students to consolidate conceptual understanding.
  - provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

#### 1.2 Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.
- A school assessment mark will inform 50% of a HSC student's mark.

#### 1.3 How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Fieldwork
- Lectures and oral presentations given
- Practical performance
- Formal examinations

#### 1.4 Schedule of Assessment Tasks

- Tasks will occur regularly throughout each course.
- All students will be issued an *Assessment Booklet* indicating the assessment week(s) for each course.

#### 1.5 What does great work look like?

The **Junior Secondary (7-10)** Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The **Preliminary Stage 6** (Year 11) Common Grade Scale shown below can be used to report student achievement in all courses.

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTORS</b>
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.

## 2. Assessment Processes

### 2.1 Notification of Assessment Tasks

Formal notification for all assessment tasks must satisfy the following:

- Issued at least 2 weeks (10 school days) prior to the due date
- Issued in writing and includes:
  - Assessment Task Name
  - Due Date
  - Task requirements – What you need to do
  - Course outcomes assessed
  - Marking Criteria (with the exception of examinations)

The *Assessment Task Record of Issue* is a record of when an Assessment Task is issued. It is to be signed and dated by students as acknowledgement of receiving the formal notification of the task. This is retained by the teacher for their records.

Students absent on the day of receipt of notification have the responsibility to meet with their teacher, upon their return, to receive work missed during their absence, including formal notification of an assessment task. At this time an alternate due date may be negotiated (if necessary) with the Head Teacher.

### 2.2 Completion of Tasks

It is the expectation that all students will:

- complete all set classwork, homework and assessment tasks to the best of their ability.
- Where there is an opportunity to provide drafts for feedback, students may only submit **one draft** to their **class teacher at least 3 school days** prior to the due date.
- submit their own original work.
- complete and submit all tasks by the due date.

### 2.3 Submission of Assessment Tasks

- Students must submit all assessment tasks **on or before the due date**.
- Students must **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school in order to work on a task and then submit the task before the end of the day.
- All assessment tasks must be submitted with a completed *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.
- The student must **retain a signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

**Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.**

It is essential that all assessment tasks are submitted even if they are late. A student who does not complete 50% of the assessment task weighted marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

## 2.4 Attitude and Effort

All tasks must be completed by the student to the best of their ability with diligence and sustained effort:

- Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work will result in faculty action. This may mean a letter home &/or telephoning parents. Students are expected to complete all work.
- Attitude and effort will form part of the School Report.
- An assessment task submitted that is deemed to be a non-serious attempt by the teacher will be referred to the Head Teacher for review, who will determine a suitable course of action to support the student, but the task may be awarded ZERO (0) and an N Determination Warning letter issued.

## 2.5 Feedback

All students will receive meaningful, constructive feedback from their assessment tasks, which is communicated via the mark achieved, the 'Marking Criteria' and additional teacher comments and discussion.

All feedback will aim to:

- explicitly communicate feedback on the components / outcomes being assessed.
- communicate explicit teacher feedback including descriptions of the student's strengths and areas of development.

## 2.6 School Reports

Assessment marks that students receive are reflected on their school reports. All work that students are set can be reflected in the student report. Students can self-evaluate the progress of their learning at the end of each reporting period.

## 2.7 Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- *Followed the course developed/endorsed by the NSW Education Standards Authority (NESA).*
- *Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.*
- *Achieved some or all of the course outcomes.*

Students **must satisfactorily complete the components** of a stage to be eligible to proceed into the next stage. Similarly, students **must satisfactorily complete the Preliminary component** of a Course, as mandated by NSW Education Standards Authority (NESA), to be eligible to proceed into the HSC component in Year 12.

Where a student is at risk of receiving an N Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a ZERO (0) mark in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. It is expected that all students will maintain an attendance rate of **85% or above**.

## 2.8 Keeping Records of All Assessment Marks and Copies of All Documentation Issued to Students

The school will support students by providing written notice of:

- Formal notification of the Assessment components and weightings
- The nature of each assessment task including assessment criteria
- The timing of each task (minimum of 2 weeks (10 school days) notice in writing)
- The mark value of each task
- The school policy for valid absences/lateness
- Providing feedback after each task of what the student did well and what they can do to improve
- Verifying assessment work that is completed outside the school
- Providing an assessment free zone before course examinations
- Providing marking criteria for each assessment item

It is the student's responsibility to:

- Work to the best of their ability
- Submit their own original work
- Keep evidence of work submitted
- Catch up on work including tasks issued/missed during absence

## 2.9 Retaining Student Work Samples

The awarding of Stage 5 and Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 5 and Stage 6 Preliminary courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, faculties are required to keep student work samples and corresponding assessment tasks for Years 10 and Preliminary students.
- Faculties are required to keep a minimum of three (3) work samples representing the upper, middle and lower range of achievement of their Years 10 and 11 cohorts for all their Stage 5 and Preliminary courses. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

## 2.10 Access to NSW Education Standards Authority (NESA) Documents

Students and parents have access to NESA, Subject Manuals and Prescribed Texts, Topics, Projects and works.

- The NESA website can be found at: <http://educationstandards.nsw.edu.au>
- Additional resources for the 7 to 12 courses and specific courses may be found at the school library, via the Year Adviser or the teacher and Head Teacher of the course concerned. Students may also consult the teacher-librarian for additional advice regarding resources.

### 3. Specific Information

#### 3.1 Extensions

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.

A request for an extension for an assessment task can be made by:

- submitting the *Application for Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 school days** before the assessment is due. Classroom teachers cannot grant an extension for Assessment Tasks.
- including all supporting documents, including a medical certificate or other written documents.

The Head Teacher will decide based on the evidence presented and that will not disadvantage the other students completing the task.

Students who submit tasks after the due date without appropriate documents will be awarded a ZERO (0) mark, which could result in the loss of the RoSA (Record of School Achievement), Preliminary HSC or HSC.

##### 3.1.1 Special Consideration for religious observances

Students may apply for special consideration for an *in-class* assessment task/examination that falls on the day of an important religious/cultural event.

To be considered you must complete the *Special Consideration Form* and attach appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

This **does not** apply to any take home task that is due on the day of religious observance. As you are given a minimum of 2 weeks' notice to complete the task then it is your responsibility to hand in the task **before** the scheduled event.

***No consideration will be given to students who do not follow this process.***

This **DOES NOT** apply to any key dates and events set by NESA (<http://educationstandards.nsw.edu.au>)

### 3.2 Absence

In the event of an unavoidable absence on the day that an assessment task is due, or test is to be held, students **must**:

#### Years 7 and 8 (Stage 4)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school.**

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., parent note, doctor's certificate, funeral notice) to the Head Teacher of the faculty.

#### Years 9, 10, 11 and 12 (Stages 5 and 6)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school.**

Complete *Illness / Misadventure Appeal Form*.

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., doctor's certificate, funeral notice) to the Head Teacher of the faculty. A 'parent note' by itself is NOT sufficient and must be supported by additional relevant documentation.

The Head Teacher will then decide if the student will:

In the case of a test:

- Sit for the test or a substitute test
- Receive an estimate
- Be awarded ZERO (0) for that task and an N Determination Warning letter issued

In the case of a hand-in task:

- Be awarded ZERO (0) for that task and a N Determination Warning letter issued

In the case of absence when a task is due to be handed in:

- the student should try to ensure that the task is received by the teacher that day. This may mean a friend or relative bringing it to the school.
- If the student is aware that they are going to be absent on the due date, then it is the student's responsibility to **submit the task prior to their absence**. If the task is an examination, in-class test, practical examination, etc., then the student needs to notify the Head Teacher of that subject to seek an alternate arrangement or extension for the task.
- If this is not possible, then a doctor's certificate or appropriate documentation must accompany the assessment task, which must be handed in to the Head Teacher on the **first day back at school after an absence or illness**.

Students will always be given adequate time to complete a task, a minimum of 10 school days. Being absent from school on the day a task is issued is **no** excuse for not completing a task. **It is the responsibility of each student to find out what work has been missed due to absence and this includes classwork, homework, assignments or assessment tasks.**

**Failure to follow these instructions or to have a suitable explanation, will lead to a ZERO (0) mark for that Assessment Task and an N Determination Warning letter issued.**

### 3.3 Illness / Misadventure Appeals (Stage 5 and 6)

The Illness / Misadventure appeal procedures at Hoxton Park High School are based on the NESA rules for illness / misadventure appeals. Illness / Misadventure appeals can apply to all types of official assessment tasks used to calculate the School-based Assessment mark and rank.

Students who become ill or suffer a misadventure (e.g., accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness / Misadventure Appeal. The Illness / Misadventure Appeal Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Independent documentary evidence may be in the form of a statement in the relevant section of, or attached to, the Illness / Misadventure Form. Such evidence may be provided by medical practitioners, school counsellors, Police and so on, who can attest to the nature of the illness / misadventure and how it is likely to affect performance in an exam or task. Medical evidence must be dated with a date on or before the assessment task date (i.e., cannot be post-dated).

It is important that students and/or parents contact the school as soon as possible if an issue arises that may lead to an illness / misadventure appeal. The school will provide advice and put in place the procedures necessary to support students through both the assessment and appeal processes.

The illness / misadventure process is designed to support individual students to achieve results that might accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that each illness / misadventure appeal is considered on its merits and there is no guarantee that the appeal will be upheld.

### 3.4 Technology Failure

Computer technology fails from time to time and appropriate measures must be taken to back up work during the course of an assessment task. Computer or printer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save their work frequently and back it up to their hard drive, cloud (Google drive) and USB regularly. If computer failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted on USB, the last saved copy is to be submitted.

Students can email work to their own DoE email address and can **only** print during the allocated library opening times prior to the task being due. Allocated times will be before school (8:30am until roll call), Break 1 (except for Fridays) and Break 2.

### 3.5 Malpractice

Malpractice is defined as copying, cheating, talking, and disrupting others during an Assessment Task including examinations. Malpractice also occurs when there is an attempt to gain an unfair advantage over other students.

Types of malpractice in assessment tasks may include, but are not limited to:

- Plagiarism
- Possession of use of unauthorised notes
- Use of electronic device
- Submitted late (e.g. to have additional time to work on a task to gain an advantage over another student)
- Offensive behaviour
- Non-serious attempt
- Collusion with another student
- Copying another student
- Unacknowledged assistance
- Unauthorised access to exam
- Unauthorised alteration to task or marks
- Making a false claim

All Assessment Tasks must be:

- **The student's own original work.** You cannot submit a task that is not your own work or is identical to that of another student. You may work on a task with a friend / relative etc., but the final copy must be in your own words: i.e., it must be your original interpretation of the task. You cannot copy work from another source such as the internet.
- **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years.

Speaking, disrupting, behaving inappropriately during an examination or carrying a mobile phone into an examination is malpractice.

The Head Teacher, in consultation with the class teacher, will establish if malpractice has occurred and parents/guardians will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final.

**In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, then a ZERO (0) mark will be awarded for the assessment task and an N Determination Warning letter issued. The student may be provided with a substitute task to demonstrate achievement of the relevant outcomes.**

### 3.5.1 Plagiarism

Plagiarism is defined as presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others which you have acknowledged is not plagiarism.

#### What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources

**The school reserves the right to award a ZERO (0) mark to work that contains any plagiarism at all.**

#### Referencing

Referencing is a way of acknowledging the work of others which you have used in your assessment task. Hoxton Park High School uses the Harvard system of citation (also called the author/date system), which is mandatory in most universities, TAFE and other training colleges.

#### Basic format for In-Text Citing and Referencing a Book, Webpage and Image

Format	In-text citation	Reference list
Book	Webb (2018, 9) stated that... <i>If adding to the end of a sentence/phrase.</i> "At the turn of the century Russia was well behind the west" (Webb, 2018, 9).	Webb, K., (2018), <i>The Decline and Fall of the Romanov Dynasty</i> . Get Smart Education: Mona Vale.
Webpage	... the fall of Rome (Beard 2011)	Beard, M 2011, The fall of the Roman Republic, BBC, viewed 14 December 2020, < <a href="http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml">http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml</a> >.
Table, image or diagram	Gertsakis's work, <i>Their eyes will tell you, everything and nothing</i> , 2017, in Millner and Moore (2018, p. 138)	<i>Elizabeth Gertsakis   geelong gallery</i> (no date). Available at: <a href="https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis">https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis</a> (Accessed: December 16, 2022).

#### References

Copyright (2021) *Smartcopying*. Available at: <https://smartcopying.edu.au/copyright/> (Accessed: December 16, 2022).

*HSC all my own work program* (no date) *HSC: All My Own Work | NSW Education Standards*. Available at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work> (Accessed: December 16, 2022).

Western Sydney University Library (2022) *Referencing & Citation Guides*, *Western Sydney University Library*. Available at: [https://library.westernsydney.edu.au/your-library/tools\\_and\\_apps/referencing-citation](https://library.westernsydney.edu.au/your-library/tools_and_apps/referencing-citation) (Accessed: December 16, 2022).

### 3.6 Student claims to have submitted a 'missing' Assessment Task

In the unlikely event that an assessment task cannot be located by the teacher, the student will be asked to provide their **signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

- Head Teacher will decide if the student will resubmit the completed task or receive an estimate.
- If the student cannot produce the signed receipt, then it is assumed that the student did not submit the task and will receive a ZERO (0) mark and an N Determination Warning letter.

### 3.7 N Determinations

- Students who do not satisfactorily complete the required classwork, homework, assignments or assessment tasks will be nominated for N Determination.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete the outstanding work.
- Completion of the work does not negate the N Determination Warning letter.
- Students who have **TWO (2) or more** N Determination Warning letters of outstanding work in a subject will be considered for an N Determination.
- Students will only receive **ONE (1)** N Determination Warning letter for each task. No reminder letters will automatically be sent. It is the student's responsibility to complete that task promptly.
- The decision to nominate a student for N Determination is made by the Head Teacher of the faculty concerned.
- Students are given the opportunity to appeal an N Determination via the NESAs N Determination appeals process. This is provided to the student at the point of N Determination.
- Final decisions on N Determination are made by the Principal.

### **3.7.1 What is an N Determination?**

An N Determination is a Non-Determination which is applicable for the Record of Student Achievement (RoSA in Year 10), Preliminary HSC or HSC. It is an unsatisfactory determination in a particular course and may affect the awarding of the RoSA, Preliminary HSC Course or the HSC for a student.

### **3.7.2 What is the N Determination Warning Letter?**

This is an official letter warning students regarding unsatisfactory progress in a particular subject. It is addressed to the parent/guardian. A student will receive an N Determination Warning letter if they do not satisfy one or more of the following criteria:

- a) Followed the course developed or endorsed by the NESAs; 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

### **3.7.3 What happens when I receive an N Determination Warning Letter?**

- The official N Determination Warning letter will stipulate the task or issue for which you have been warned and the date the task was due. The letter will also stipulate a new due date and advice on how to satisfactorily complete the task.
- Submitting a task after an official warning letter has been sent does not nullify the initial warning. This warning remains on your file/record.
- It is important to be aware that N Determination Warning letters are not task specific, they are subject specific. Therefore, ALL warning letters for that subject accumulate and are numbered as such i.e. N Determination Warning 1, Warning 2, etc.

### **3.7.4 What happens when I receive two or more N Determination Warning letters in one subject?**

When you receive two or more N Determination Warning letters for one subject, an N Determination nomination may be made by the Head Teacher of that subject. The Principal will then make the final decision on issuing the N Determination. This is usually done towards the end of the course on a date specified by NESAs.

### **3.7.5 What happens when I receive two or more N Determination Warning letters in more than one subject?**

- At Hoxton Park High School, we will attempt to assist students to redeem themselves if they are at risk of being N Determined.
- Students who have been issued with 2 or more N Determination Warning letters will be interviewed by the Deputy Principal or Principal as part of the school review process. Support and advice will be provided specific to that student.

### 3.7.6 What happens when I receive an N Determination?

- For Stage 5 mandatory courses, An N Determination will result in that subject appearing on your Record of Student Achievement (RoSA) as *'Not Completed'*. For elective courses, this will result in that subject not appearing on your RoSA.
- For the Preliminary HSC, an N Determination will result in that subject not appearing on your Record of School Achievement (RoSA). Remember, if you do not successfully complete 12 Preliminary Units, you will not be awarded with a RoSA. This is a pre-requisite for the HSC Record of Achievement. To move on to the HSC, you may need to pick up a new Preliminary Course and this may mean taking longer to complete your HSC. If you are N Determined in English, you will not be eligible to continue on to Year 12 to complete the HSC Course.
- For the HSC, an N Determination will result in that subject not appearing on your HSC. Remember, if you do not successfully complete 10 HSC Units, you will not be awarded with the HSC. If you are N Determined in English, you will not be eligible for the HSC.

### 3.7.7 Deputy Principal Student Interview

The Deputy Principal has the following purposes:

- Students will be interviewed 'to show cause' when they have not fulfilled assessment requirements or are performing at an unacceptable level. Post-compulsory students (over 17 years old) must demonstrate active participation in the learning process.

When a student is interviewed by the Deputy Principal, the following may occur:

- Discuss the options available and consequences.
- Discuss and establish a student contract (if necessary).
- Inform parents of the situation in writing.
- Organise and conduct a parent interview (if needed with the appropriate school personnel).

### 3.7.8 Deputy Principal's Review Panel

The Deputy Principal's Review Panel enables students to be interviewed when they fail to meet Assessment requirements, or when an error may have been made in accumulated marks or ranking. The panel acts as an appeal mechanism within the school if a mark or ranking is challenged.

### 3.7.9 Appeals against Assessment Decisions in Assessment Tasks

The teacher's professional judgement will not be open to question, in line with the NES policy on assessment appeals.

*Where a student is awarded a ZERO (0) on an assessment task or they believe the assessment task process is unfair, they have the right of appeal:*

- All formal student appeals must be in writing on the Hoxton Park High School *Illness/Misadventure Form*.
- Students may discuss an assessment mark or decision with their course teacher or Head Teacher to seek clarification or to point out an error. The teacher or Head Teacher may adjust the assessment mark if there has been an error (e.g. an examination question marked incorrectly).
- If the student wishes to appeal an assessment mark or decision (such as a ZERO (0) mark or the fairness of the assessment task or procedure) they must put their appeal in writing and hand it in

**person** to the Deputy Principal responsible for their year group. Students must use the *Hoxton Park High School Illness/Misadventure form*.

- If the student is incapacitated (illness, injury) a person or guardian may lodge the appeal.
- The appeal must give full details: name, roll class, the nature of the task, any relevant documentation (e.g. doctor's certificate), and the specific reason for the appeal.
- The appeal cannot question teacher's assessment judgements, that is, they cannot question the mark given. Appeals can **only be based** on the school's failure to follow our assessment policy and processes, fairly and professionally.
- The student must lodge the appeal within a reasonable time frame, usually **within ten school days** from the time they receive the assessment mark for the task.
- The Deputy Principal will, usually within five school days, convene an Appeal Panel. The panel will comprise the Deputy Principal, the Year Adviser or nominee and a nominated student representative. The panel will meet to consider the appeal. The panel may seek clarifications from the student and the teaching staff. The panel will only examine the assessment process, not the professional assessment judgement made by a teacher. The panel will communicate its decision in writing to the student and the faculty Head Teacher within a reasonable timeframe. This would normally be within five school days from the time the panel is convened. A record of the appeal and decision will be kept on file.

The panel may decide:

- To reject the appeal.
- To uphold the appeal and advise the Head Teacher to follow procedures that restore equity and validity to the assessment task, this could include setting an alternative task, giving an estimate, restoring marks, re-marking the task or sections of it, deleting the task from the weightings or reducing the weighting of the task.
- If a student wishes to appeal the Panel's decision, they must put their appeal in writing to the Principal within five school days from the time they received the Panel's written decision. The Principal's decision is final.
- Appeals to NESAs are handled directly by the Principal.

### 3.7.10 Appealing an N Determination decision

The Principal will notify the NESA of any student who has not met NESA requirements. They may be given an N Determination for a course or may not be awarded a NSW Record of School Achievement (RoSA) on the grounds of unsatisfactory attendance or application.

The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to be given to the student / parent. Final dates for submission will be notified at that time. A student may be N Determined in Year 10 due to work not completed in Years 7, 8 and 9.

## 4 Vocational Education and Training (VET) Assessment

### 4.1 VET Specific Information for Courses

Current VET courses offered include Construction, Hospitality (Stage 5), Hospitality – Food and Beverage, Information and Digital Technology (IDT), Retail Services and Primary Industries. Certificate I & II can be awarded through a variety of frameworks.

### 4.2 Assessment Policy – HSC VET – Industry Curriculum Framework Courses

VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for the HSC VET courses within Industry Curriculum Frameworks has two purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- Assessment for the Australian Tertiary Admissions Rank (ATAR)

Assessment for VET Courses is competency based and a holistic integration of competencies is recommended. Students are given the opportunity to develop skills over time and are allowed a number of attempts to satisfy the performance criteria. VET Assessment schedules do not require a percentage (%) weighting of each assessment activity but reflect the holistic competencies based nature of assessment.

Assessment of competence is criteria – referenced, this means the individual student's performance is judged against a prescribed standard, not against the performance of other students. Students will be judged as **'competent'** or **'not yet competent'**. This judgement will be arrived at on the basis of evidence, which may be in a variety of forms.

Students are given feedback concerning their progress through access to Competency Records and via verbal and written feedback from the teacher in relation to learning activities.

Some forms of assessment will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks such as projects and assignments, written and practical tests and role plays and simulations. The student's classroom teacher and/or workplace supervisor will conduct assessment if they are a qualified assessor.

Work Placement is a key component of successfully completing a VET course. Students are mandated to complete 35 hours work placement in the preliminary course and 35 hours work placement in the HSC course.

The rules and processes applying to an N Determination apply to a student undertaking a VET course.

### **4.3 VET HSC Optional Examination**

The HSC examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of VET courses and intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

**Only 1 VET course (2 units) may be included in the students 10 units for ATAR.**

Students wishing to withdraw from the HSC Examination must do so prior to the HSC Examination by completing the "Student Request to Withdraw from the HSC Examination" form.

### **4.4 Estimate Mark**

The school will provide an estimate mark to the NESA for all students undertaking a VET course. The Estimate Mark will consist of an aggregate mark:

Preliminary Course Yearly Examination      30%                      HSC Trial Examination      70%

### **4.5 Appeals for Unsatisfactory Course Completion – Student Appeals**

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered a misadventure at the time of the assessment. This must be supported a medical certificate.

Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appeals must be lodged within five (5) school days from the date of assessment.

Where there are grounds for appeal, a teacher/qualified assessor, other than the classroom teacher/assessor used to moderate course assessment, will then assess the student's competence. This assessor may be a teacher from another school or TAFE.

## 4.6 Work Placement

### 4.6.1 Work Placement is a mandatory requirement for each VET course

Failure to complete a Work Placement will render the student ineligible for the award of a HSC credential. Students **MUST** complete their work placement at times given to them by the school or they will be N determined and they will need to organise their own replacement work placement.

A minimum of 70 hours of work placement in the Preliminary and HSC Course for each VET course is a mandatory NESA requirement. The first 35 hour work placement is to be completed in the Preliminary year with the second 35 hour work placement completed in the HSC year.

### 4.6.2 Student Responsibilities for Assessment Tasks Due During Work Placement:

- You may submit the assessment task on the day before you go to work placement or make arrangements for the task to be submitted on your behalf on the due date.
- No extensions will be granted for work placement.
- Work Placement is not a reason for the non-completion of assessment tasks.

### 4.6.3 Non-Attendance at the Workplace

- If you are absent from the workplace you must inform your employer before the workplace starting time, and also inform school, on any day you cannot attend work placement.
- Days missed must be made up, so that you successfully complete the minimum hours. You must submit assessment tasks on the day before you go to work placement if your work placement is only one day per week.

# HOXTON PARK HIGH SCHOOL

## ASSESSMENT TASK COVER SHEET

All assessment tasks must be submitted with this completed and attached *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.

Students must:

- submit all assessment tasks **on or before the due date**.
- **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school to work on a task and then submit the task before the end of the day.
- **retain a signed receipt** ('Part B' of this form) **as proof of submission**.

**Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.**

All applications for an extension of time should be in writing prior to the due date of submission of the assessment task as per the Hoxton Park High School Assessment Policy.

---

### ASSESSMENT TASK COVER SHEET – PART A *(To be securely attached to the Assessment Task)*

STUDENT'S NAME: .....

SUBJECT: ..... CLASS: .....

CLASS TEACHER: .....

ASSESSMENT TITLE: .....

DUE DATE: ...../...../..... DATE SUBMITTED: ...../...../.....

**Statement of Originality:**

The work contained in this assessment, other than that specifically referenced to another source, is my own work. I declare that it contains no material that has been previously published or written by another person.

Student

Signature: .....

MEMBER OF STAFF: ..... SIGNED: .....



### ASSESSMENT TASK COVER SHEET – PART B

*(Once a staff member has received & signed for the Assessment Task, the student retains this as a receipt)*

STUDENT'S NAME: .....

SUBJECT: ..... CLASS: .....

CLASS TEACHER: .....

ASSESSMENT TITLE: .....

DUE DATE: ...../...../..... DATE SUBMITTED: ...../...../.....

MEMBER OF STAFF: ..... SIGNED: .....



# HOXTON PARK HIGH SCHOOL

## Illness / Misadventure Form

Students who become ill or suffer a misadventure (eg. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal. The Illness Misadventure Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Name: ..... Class: .....

Subject: ..... Teacher: .....

Assessment Task No: ..... Due Date: ...../...../.....

Assessment Task Title: .....

Reason for request for consideration: .....

.....

.....

Student Signature: ..... Date: ...../...../.....

**Supporting Documentation: Yes / No** e.g. Doctor's Certificate

How has the reason provided affected the completion of the task: .....

.....

.....

**NB. Part A or B (overleaf) will also need to be completed**

Parents Name: ..... Phone No.: .....

Parents Signature: ..... Date: ...../...../.....

Teacher Comment: .....

.....

Teacher Signature: ..... Date: ...../...../.....

<b>Approval – Completed by the Head Teacher</b>	<b>Application Approval: Yes / No</b>
Explanation: .....	
.....	
New Submission Date (if appropriate): ...../...../.....	
Head Teacher Signature: ..... Date: ...../...../.....	

# Illness / Misadventure Form

The person completing this form must not be related to the student

## Part A - Independent Evidence of Illness

Diagnosis of medical condition: .....

Date of onset of illness: ...../...../..... Date(s) and Times(s) of all consultations related to illness:

.....

.....

Please describe how the student's condition/symptoms could impede their performance in the relevant task.

.....

.....

Name of Doctor or Health care professional: .....

Profession: ..... Place of Work: .....

Address: .....

Contact Number: ..... Signed: ..... Date: ...../...../.....

## Part B - Independent

### Evidence of Misadventure

Date of Event causing misadventure: ...../...../..... Were you a witness to the event: Yes / No

If No, how did you obtain the information you are providing? .....

What is your relationship to the student? .....

Describe the event: .....

.....

Name: ..... Profession: .....

Contact Number: ..... Signed: ..... Date: ...../...../.....

# HOXTON PARK HIGH SCHOOL

## Special Consideration Form

Students may apply for special consideration for an *in class* assessment task/examination that falls on the day of an important religious / cultural event. To be considered you must complete the *Special Consideration Form* and attaching appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

Name: ..... Class: .....

Subject: ..... Teacher: .....

Assessment Task No: ..... Due Date: ...../...../.....

Assessment Task Title: .....

Reason for request for consideration: .....

.....

.....

Student Signature: ..... Date: ...../...../.....

Supporting Documentation: Yes / No

How has the reason provided affected the completion of the task: .....

.....

.....

Parents Name: ..... Phone No.: .....

Parents Signature: ..... Date: ...../...../.....

Teacher Comment: .....

.....

.....

Teacher Signature: ..... Date: ...../...../.....

Approval – Completed by the Head Teacher	Application Approval: Yes / No
Explanation: .....	
.....	
New Submission Date (if appropriate): ...../...../.....	
Head Teacher Signature: ..... Date: ...../...../.....	

## Student Examination Procedures

1. The examination will take place according to the timetable.
2. Examinations will be held in the Hall or room specified on the timetable.
3. Full school uniform must be worn. There must be no hats, no mobile phones, no dark glasses, no head phones/air pods, no smart watches and no programmable calculators (only NESAs approved calculators are permitted).
4. Students' bags/folders etc must be left at the front of the examination room in the place designated by the teacher in charge.
5. Students should report to the examination venue 10 minutes prior to the commencement of each examination. No extra time is given to late arrivals. Students are to **line up outside the Hall or other allocated venue**. For students accessing Special Provisions, all examinations will be held in a room specified by Head Teacher Administration.
6. Students will not be attending morning assemblies or roll call.
7. Attendance slips must be completed prior to each examination.
8. Examination attendance is compulsory and marks gained form part of the final assessment. Students must remain in the examination venue for the duration of their examination.
9. Parents should phone the school on 9607 4222 by 8.45am in the event of student absence. **Students must obtain a Medical Certificate that specifies the nature of the illness, which must be handed in immediately upon returning to school. Students must comply with the School's Assessment Policy and follow the appropriate protocols. Refer to the Assessment Policy for further details.**
10. When a student fails to sit an examination, it is not the student's automatic right to sit that examination at a later date. This is a serious matter and will be dealt with by the Head Teacher and Head Teacher Administration. Zero marks may be given unless the circumstances are accepted by the school as genuine, unavoidable and as per the Assessment Policy. Students should report to the appropriate Head Teacher on the next day they attend school with all appropriate documentation. Students must comply with the school's Assessment Policy and follow the appropriate protocols. Students must see the Head Teacher Administration for the rescheduling of examinations.
11. Misbehaviour will not be tolerated and all incidents will be recorded on Sentral. At the conclusion of the examination the faculty Head Teacher will be notified, who will issue consequences, e.g. Contact parents or refer to the relevant DP. The details will be entered on Sentral and an appropriate consequence issued. **Note:** That in extreme cases of misbehaviour the supervising teacher will remove the student from the examination room and refer to the relevant Deputy Principal. As this is a formal examination, it is likely that a zero mark and an N-Determination Course Warning Letter will be issued.
12. **Mobile phones are not to be brought into the examination room. You are to keep them at home or hand in to the Front Office prior to your examination.** If a mobile phone causes a disturbance it will be confiscated and processed as per mobile phone policy. The incident will be recorded on Sentral. If a phone rings in a bag, the bag is to be confiscated and processed at the Fees Office as per mobile phone policy. Bringing a mobile phone into an examination room is considered malpractice. A zero mark and an N Determination warning will be issued.

13. No borrowing of materials or other equipment is allowed. Ensure that you have the appropriate materials for each examination. For Mathematics you will need a NESA approved calculator, pens, ruler, etc. It is your responsibility to ensure the calculator is functioning correctly and that the battery is charged. For NESA approved calculators, visit: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

You **can** bring the following items into your exams:

- A clear pencil case
- black pens
- pencils (must be at least grading 2B), erasers and a sharpener
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the examination.

You **cannot** bring any of the following into the examination room:

- mobile phones
- programmable watches, like smart watches
- any electronic devices (except a NESA approved calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, air pods or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language examinations, if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

14. Anyone found cheating (Malpractice) in an examination will be referred to the Head Teacher of the subject and may be awarded zero marks in that examination and an N-Determination Course Warning Letter (as per the Assessment Policy).
15. **Year 11 & 12 Only:** Please be reminded that during the Examination period, students are on a flexible timetable. This means that they only attend school when they have a scheduled examination. Students will be able to leave school after their examination and study at home. This time should be used to study and prepare for their success in the HSC. Students are welcome to remain at school only if they are utilising the Senior Study Room in the Library for private study. As per normal procedure, students should follow the sign in procedures in the Library and the Front Office and sign in as a visitor.
16. Students who have TAFE commitments must see the Head Teacher Administration prior the commencement of the Examination period.

## Year 11 Assessment Calendar Term 1, 2025

Term 1	Tasks due
<b>Week 1</b> [A]	
<b>Week 2</b> [B]	
<b>Week 3</b> [A]	
<b>Week 4</b> [B]	
<b>Week 5</b> [A]	
<b>Week 6</b> [B]	Modern History Task 1: Source Based In-class task (30%)
<b>Week 7</b> [A]	CAFS Task 1: Resource Management (30%) Business Studies Task 1: Business Report (30%) Work Studies Task 1: Topic Test (30%)
<b>Week 8</b> [B]	Society & Culture Task 1: Social and Cultural Research Task (30%) Physics Task 1: First-Hand Investigation (30%)
<b>Week 9</b> [A]	SLR Task 1: Theory (50%) Ancient History Task 1: Source Based Task (30%) English Studies Task 1: Short Answer, Multiple Choice and Cover Letter (30%) Music Task 1: Musicology & Performance (35%) Visual Design Task 1: Developing Practice (30%) Drama Task 1: Mime and Pantomime Group Performance and Logbook Biology Task 1: Depth Study (30%) Chemistry Task 1: First-Hand Investigation (30%) Investigating Science Task 1: First-Hand Investigation (30%) Marine Studies Task 1: Resuscitation / First Aid Certificate (40%)
<b>Week 10</b> [B] & <b>Week 11</b> [A]	Mathematics Standard Task 1: Summary and Test (30%) Mathematics Advanced Task 1: Summary and Test (30%) Mathematics Extension 1 Task 1: Summary and Test (30%) CEC Numeracy Task 1: Practical Task (30%) English Advanced Task 1: Imaginative and Reflection (30%) English EAL/D Task 1: Writing Task (30%) English Standard Task 1: Short Answer, Imaginative and Reflection (30%) Legal Studies Task 1: Topic Test (30%) Design and Technology Task 1: Design Project 1 (30%) Visual Arts Task 1: Developing and Analysing Practice (40%)

## Year 11 Assessment Calendar Term 2, 2025

Term 2	Tasks due
<b>Week 1</b> [A]	
<b>Week 2</b> [B]	HMS Task 1: Health (30%)
<b>Week 3</b> [A]	
<b>Week 4</b> [B]	
<b>Week 5</b> [A]	VET Hospitality Task 1: Safety in the Kitchen VET Retail Services Task 2: Get Ready for Retail Marine Studies Task 2: Research Project (30%)
<b>Week 6</b> [B]	Work Studies Task 2: Research/Presentation (30%)
<b>Week 7</b> [A]	Mathematics Standard Task 2: Investigative-style task (30%) Mathematics Advanced Task 2: Investigative-style task (30%) CEC Numeracy Task 2: Topic Test (30%) Society & Culture Task 2: Research Report (30%)
<b>Week 8</b> [B]	Mathematics Extension 1 Task 2: Investigative-style task (30%) English Studies Task 2: Multi-Modal Presentation Task (30%) Legal Studies Task 2: Research/Extended Response (30%) Modern History Task 2: Historical Investigation (30%) Biology Task 2: First-Hand Investigation (30%) Investigating Science Task 2: Depth Study (30%) Physics Task 2: Depth Study (30%)
<b>Week 9</b> [A]	CAFS Task 2: Families and Communities (30%) English Advanced Task 2: Multi-Modal Task (30%) English EAL/D Task 2: Multi-Modal Task (40%) English Standard Task 2: Multi-Modal Task (30%) Ancient History Task 2: Source Based Task (30%) Business Studies Task 2: Stimulus Based Report (30%) HMS Task 2: Collaborative Research (30%) Music Task 2: Composition (25%) Chemistry Task 2: Depth Study (30%)
<b>Week 10</b> [B]	SLR Task 2: Practical (50%) Drama Task 2: Realism Monologue Performance, Logbook and Reflection (30%)

## Year 11 Assessment Calendar Term 3, 2025

Term 3	Tasks due
<b>Week 1</b> [A]	
<b>Week 2</b> [B]	Visual Design Task 2: Submitted Major Work (40%)
<b>Week 3</b> [A]	Visual Arts Task 2: Submitted Major Work (30%)
<b>Week 4</b> [B]	
<b>Week 5</b> [A]	VET Hospitality Task 2: Service Please VET Retail Services Task 2: Operation Safety Design and Technology Task 2: Design Project 2 (40%) Visual Design Task 3: Research Task (30%) Marine Studies task 3: Presentation (30%)
<b>Week 6</b> [B]	
<b>Week 7</b> [A] & <b>Week 8</b> [B]	CAFS Task 3: Final Examination (40%) Mathematics Standard Task 3: Preliminary Yearly Exam (40%) Mathematics Advanced Task 3: Preliminary Yearly Exam (40%) Mathematics Extension 1 Task 3: Preliminary Yearly Exam (40%) CEC Numeracy Task 3: Preliminary Yearly Exam (40%) English Advanced Task 3: Preliminary Yearly Examination (40%) English EAL/D Task 3: Preliminary Yearly Examination (30%) English Standard Task 3: Preliminary Yearly Examination (40%) English Studies Task 3: Folio Task (40%) Ancient History Task 3: Final Examination (40%) Business Studies Task 3: Final Examination (40%) Legal Studies Task 3: Final Examination (40%) Modern History Task 3: Final Examination (40%) Society & Culture Task 3: Final Examination (40%) Work Studies Task 3: Final Examination (40%) HMS Task 3: Final Examination (40%) Design and Technology Task 3: Final Examination (30%) Music Task 3: Final Examination (40%) Visual Arts Task 3: Final Examination (30%) Drama Task 3: Final examination (40%) Biology Task 3: Final examination (40%) Chemistry Task 3: Final examination (40%) Investigating Science Task 3: Final examination (40%) Physics Task 3: Final examination (40%)
<b>Week 9</b> [A]	
<b>Week 10</b> [B]	

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Human Society & Its Environment

Course: Ancient History

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 9	Due: Term 3 Formal Assessment Period
		Source Based Task	Historical Investigation	Final Examination
		<b>OUTCOMES</b> AH11-1, AH11-4, AH11-6, AH11-7, AH11-10	<b>OUTCOMES</b> AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	<b>OUTCOMES</b> AH11-1, AH11-2, AH11-3, AH11-9, AH11-10
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%		10%
Historical inquiry and research	<b>20%</b>		20%	
Communication of historical understanding in appropriate forms	<b>20%</b>		10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Ancient History Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule 2025

Faculty: Science

Course: Biology

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 8	Due: Term 3 Formal Assessment Period
		Depth Study	First-Hand Investigation	Final Examination
		OUTCOMES BIO11-3, BIO11-4, BIO11-8, BIO11-2, BIO11-5, BIO11-11	OUTCOMES BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-88	OUTCOMES BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	5%	5%	30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Biology Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Human Society & Its Environment

Course: Business Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 7	Due: Term 2 Week 9	Due: Term 3 Formal Assessment Period
		Business Report	Stimulus Based Report	Final Examination
		<b>OUTCOMES</b> P1, P2, P6, P8, P9	<b>OUTCOMES</b> P1, P2, P3, P4, P6, P8, P9	<b>OUTCOMES</b> P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	<b>40%</b>	10%		30%
Stimulus-based skills	<b>20%</b>	20%		
Inquiry and research	<b>20%</b>		20%	
<b>Communication of business information, ideas and issues in appropriate forms</b>	<b>20%</b>		<b>10%</b>	<b>10%</b>
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## **Business Studies Course Outcomes:**

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Personal Development Health & Physical Education

Course: Community & Family Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 7	Due: Term 2 Week 9	Due: Term 3 Formal Assessment Period
		Resource Management Task	Families and Communities Task	Final Examination
		OUTCOMES P1.2, P4.1, P5.1, P6.1	OUTCOMES P3.2, P4.1, P4.2	ALL OUTCOMES
Knowledge and understanding of course content	<b>40</b>	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	20	20
<b>Total Marks</b>	<b>100</b>	30	30	40

## Community & Family Studies Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule 2025

Faculty: Science

Course: Chemistry

COMPONENTS	WEIGHTING  %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 9	Due: Term 3 Formal Assessment Period
		First- Hand Investigation	Depth Study	Final Examination
		OUTCOMES CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	OUTCOMES CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10	OUTCOMES CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	5%	5%	30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Chemistry Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Technological and Applied Studies

Course: Design and Technology

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 3 Week 5	Due: Term 3 Week 7 - 8
		Design Project 1	Design Project 2	Final Examination
		<b>OUTCOMES</b> P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.3, P6.1	<b>OUTCOMES</b> P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, 6.2	<b>OUTCOMES</b> P1.1, P2.1, P2.2, P4.3, P5.1, P5.2, P6.1
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>60%</b>	20%	30%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## Design and Technology Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: English

Course: English Advanced

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 7 Formal Assessment Period
		Common Module Imaginative texts with Reflection Task	Multi Modal Task Narratives that shape the world.	Final Examination
		OUTCOMES EA11-1, EA11-2, EA11-3, EA11-6, EA11-9	OUTCOMES EA11-1, EA11-2, EA11-5, EA11-6, EA11-7	OUTCOMES EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8
Knowledge and understanding of course content.	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50%	10%	20%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## English Advanced Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: English

Course: English EAL/D

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 7 Formal Assessment Period
		Writing Task Language, Texts and Context	Multimodal Presentation (including listening) Close Study of Text	Final Examination
		OUTCOMES EAL11-1B, EAL11-3, EAL11-4, EAL11-7	OUTCOMES EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	OUTCOMES EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## English EAL/D Course Outcomes:

The student:

- EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6** investigates and explains the relationships between texts.
- EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaningP.10 draws upon the imagination to transform experience into text.
- EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: English

Course: English Standard

COMPONENTS	WEIGHTING  %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 7 Formal Assessment Period
		Writing Task  Reading to Write	Interactive ICT Presentation (multimodal presentation) Contemporary Possibilities	Final Examination
		OUTCOMES EN11-3, EN11-5, EN11-9	OUTCOMES EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	OUTCOMES EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## English Standard Course Outcomes:

The student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: English

Course: English Studies

COMPONENTS	WEIGHTING  %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 8	Due: Term 3 Week 7
		In-class Test Mandatory Module: Achieving Through English	Multimodal Presentation Elective Module: The Way We Were	Folio Collection All Modules
		OUTCOMES ES11-1, ES11-2, ES-5	OUTCOMES ES11-3, ES11-7, ES11-8, ES11-9	OUTCOMES ES11-4, ES11-6, ES11-7, ES11-10
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## English Studies Course Outcomes:

The Student:

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: PDHPE

Course: Health and Movement Science

COMPONENTS	WEIGHTING  %	TASK 1	TASK 2	TASK 3
		Due: Term 2 Week 1	Due: Term 2 Week 9	Due: Term 3 Formal Assessment Period
		Health Task	Collaborative Research Task	Final Examination
		<b>OUTCOMES</b> HM-11-01, HM-11-02, HM-11-07, HM-11-08, HM-11-10	<b>OUTCOMES</b> HM-11-03, HM-11-04, HM-11-05, HM-11-10	<b>OUTCOMES</b> HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-09, HM-11-10
Knowledge and understanding of course content.	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating.	60%	20%	20%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Personal Development Health & Physical Education Course Outcomes:

The Student:

- HM-11-01** interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03** analyses the systems of the body in relation to movement
- HM-11-04** investigates movement skills and psychology to improve participation and performance
- HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06** Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07** Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08** Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09** Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10** Research: analyses a range of sources to make conclusions about health and movement concepts

# Hoxton Park High School - Preliminary HSC Assessment Schedule 2025

Faculty: Science

Course: Investigating Science

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 8	Due: Term 3 Formal Assessment Period
		First- Hand Investigation	Depth Study	Final Examination
		OUTCOMES INS11-2, INS11-3, INS11- 4, INS11-5, INS11-7	OUTCOMES INS11-1, INS11- 4, INS11- 5, INS11-6, INS11-7, INS11-8, INS11-9	OUTCOMES INS11-4, INS11-5, INS11-6, INS11- 7, INS11- 8, INS11-9, INS11-10, INS11-11
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	5%	5%	30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Investigating Science Course Outcomes:

The Student:

- INS11-1** develops and evaluates questions and hypotheses for scientific investigation
- INS11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11-5** analyses and evaluates primary and secondary data and information
- INS11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** examines the use of inferences and generalisations in scientific investigations
- INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** describes and assesses how scientific explanations, laws and theories have developed

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Human Society & Its Environment

Course: Legal Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 8	Due: Term 3 Formal Assessment Period
		Topic Test	Research/Extended Response	Final Examination
		<b>OUTCOMES</b> P1, P2, P6, P9	<b>OUTCOMES</b> P4, P5, P6, P7, P8	<b>OUTCOMES</b> P1, P2, P3, P5, P6, P9, P10
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Analysis and evaluation	<b>20%</b>		10%	10%
Inquiry and research	<b>20%</b>		20%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	10%		10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Legal Studies Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule 2025

Faculty: Science

Course: Marine Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 5
		Resuscitation / First Aid Certificate	Research Project	Presentation
		OUTCOMES 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3, 5.4	OUTCOMES 1.1, 1.3, 2.1, 2.3, 3.1, 5.4	OUTCOMES 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 4.2, 5.1, 5.2, 5.3
Knowledge and understanding of course content	50%	15%	25%	10%
Skills in: <ul style="list-style-type: none"> <li>Communicating ideas in a Marine Context</li> <li>Collaboration and management</li> <li>Critical thinking, research and analysis</li> <li>Safe work practice</li> </ul>	50%	25%	5%	20%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## Marine Studies Course Outcomes:

A Student:

- MS1.1** Relates with a respectful and caring attitude to the ocean and its life forms
- MS1.2** Identifies the roles of individuals or groups involved in maritime activities
- MS1.3** Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- MS1.4** Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- MS1.5** Demonstrates an awareness of the value of the ocean as a source of historical information
- MS2.1** Appreciates the importance of effective management practice
- MS2.2** Works effectively within a group
- MS2.3** Communicates information by writing reports, giving short talks and contributing to discussions
- MS3.1** Evaluates information, situations, equipment manuals and written or manual procedures
- MS3.2** Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- MS3.3** Generates information from data by calculating, inferring, interpreting and generalising
- MS3.4** Carries out planned research activities using appropriate measurements, observations, classification and recording skills
- MS4.1** Identifies marine vocations and a range of leisure pursuits
- MS4.2** Appreciates marine environments as sources of employment and leisure
- MS5.1** Values the rules and operating principles of marine equipment and applies them
- MS5.2** Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- MS5.3** Interprets and follows instructions, with accuracy
- MS5.4** Selects, organises, assembles, dismantles, cleans, and returns equipment

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Advanced

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 7	Due: Term 3 Week 7-8
		Summary and test	Investigative-style task	Preliminary Yearly Exam
		OUTCOMES MA11-1 to MA11-9	OUTCOMES MA11-1 to MA11-9	OUTCOMES MA11-1 to MA11-9
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Advanced Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Numeracy CEC

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 7	Due: Term 3 Week 7-8
		Practical task	Topic test	Preliminary Yearly Exam
		OUTCOMES N6-1.1 to N6-3.2	OUTCOMES N6-1.1 to N6-3.2	OUTCOMES N6-1.1 to N6-3.2
Knowledge and understanding	50%	15%	15%	20%
Skills	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Numeracy CEC Outcomes:

The Student:

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Extension 1

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 11	Due: Term 2 Week 8	Due: Term 3 Week 7-8
		Summary and test	Investigative-style task	Preliminary Yearly Exam
		OUTCOMES ME11-1 to ME11-7	OUTCOMES ME11-1 to ME11-7	OUTCOMES ME11-1 to ME11-7
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Extension 1 Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Mathematics

Course: Mathematics Standard

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 7	Due: Term 3 Week 7-8
		Summary and test	Investigative-style task	Preliminary Yearly Exam
		OUTCOMES MS11-1 to MS11-10	OUTCOMES MS11-1 to MS11-10	OUTCOMES MS11-1 to MS11-10
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Standard Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Human Society & Its Environment

Course: Modern History

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 6	Due: Term 2 Week 8	Due: Term 3 Formal Assessment Period
		Source Based In-class Task	Historical Investigation	Final Examination
		OUTCOMES MH11-6, MH11-7, MH11-9, MH11-10	OUTCOMES MH11-2, MH11-5, MH11-7, MH11-8, MH11-9	OUTCOMES MH11-1, MH11-3, MH11-4, MH11-5, MH11-9
Knowledge and understanding of course content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		10%
Historical inquiry and research	20%		20%	
Communication of historical understanding in appropriate forms	20%		10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Modern History Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule 2025

Faculty: Science

Course: Physics

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 8	Due: Term 2 Week 8	Due: Term 3 Formal Assessment Period
		First- Hand Investigation	Depth Study	Final Examination
		OUTCOMES PH11-1, PH11-3, PH11- 4, PH11- 5, PH11-6, PH11-7, PH11-8	OUTCOMES PH11-1, PH11-2, PH11-3, PH11-6, PH11-7, PH11-9	OUTCOMES PH11-1, PH11-2, PH11- 4, PH11- 5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
Skills in Working Scientifically	60%	25%	25%	10%
Knowledge and Understanding	40%	5%	5%	30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Physics Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: PDHPE

Course: Sport, Lifestyle and Recreation Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2
		Due: Term 1 Week 9	Due: Term 2 Week 10
		Theory Task	Practical Task
		<b>OUTCOMES</b> 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	<b>OUTCOMES</b> 1.1, 1.3, 2.3, 3.6, 4.1, 4.2, 4.4
<b>Knowledge and understanding</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>
<b>Skills</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>
<b>Total Marks</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## **Sport, Lifestyle and Recreation Studies Course Outcomes:**

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

# Hoxton Park High School - Preliminary HSC Assessment Schedule

**Faculty: Human Society & Its Environment**

**Course: Society & Culture**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 8	Due: Term 2 Week 7	Due: Term 3 Formal Assessment Period
		Social and Cultural Research Task	Research Report	Final Examination
		<b>OUTCOMES</b> P1, P3, P6, P8, P9, P10	<b>OUTCOMES</b> P1, P2, P3, P4, P5, P7, P8	<b>OUTCOMES</b> P1, P2, P3, P4, P5, P6, P9, P10
Knowledge and understanding of course content	<b>50%</b>		20%	30%
Application and evaluation of social and cultural research methods	<b>30%</b>	20%	10%	
Communication of information, ideas and issues in appropriate forms	<b>20%</b>	10%		10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Society & Culture Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Arts

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 10	Due: Term 3 Week 3	Due: Term 3 Formal Assessment Period
		Developing and Analysing Practice	Submitted Major Work	Final Examination
		<b>OUTCOMES</b> P1, P4, P6, P7	<b>OUTCOMES</b> P2, P3, P5	<b>OUTCOMES</b> P7, P8, P9, P10
Artmaking	50%	20%	30%	
Art Criticism and Art History	50%	20%		30%
<b>Total Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## Visual Arts Course Outcomes:

The Student:

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

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Design

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1, Week 9	Due: Term 3 Week 2	Due: Term 3 Week 6
		Developing Practice	Submitted Major Work	Research Task
		OUTCOMES DM1, DM2, DM3	OUTCOMES DM4, DM5, DM6	OUTCOMES CH1, CH2, CH3, CH4
Designing and Making	70%	30%	40%	
Critical and Historical Studies	30%			30%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## Visual Design Course Outcomes:

The Student:

- DM1** generates a characteristic style that is increasingly self-reflective in their design practice
- DM2** explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3** investigates different points of view in the making of designed works
- DM4** generates images and ideas as representations/simulations
- DM5** develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6** takes into account issues of Work Health and Safety in the making of a range of works
- CH1** generates in their critical and historical practice ways to interpret and explain design
- CH2** investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3** distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

# Hoxton Park High School - Preliminary HSC Assessment Schedule

Faculty: Human Society and Its Environment

Course: Work Studies

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 7	Due: Term 2 Week 6	Due: Term 3 Week 6
		Topic Test	Research/Presentation	Final Examination
		<b>OUTCOMES</b> 1, 2, 5	<b>OUTCOMES</b> 3, 6, 7, 9	<b>OUTCOMES</b> 1, 2, 3, 4, 5, 8
Knowledge and understanding	<b>30%</b>	25%		5%
Skills	<b>70%</b>	5%	30%	35%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Work Studies Course Outcomes:

The Student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

## Stage 6 School Delivered Vocational Education and Training (VET) Courses

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC)). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Public Schools RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.





School Name: Hoxton Park High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5	Week 5
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date TBC	Date TBC
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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



School Name: Hoxton Park High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail		Task 2 Operation safety	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	5	Week	5
			Term	2	Term	3
Code	Date TBC		Date	TBC	Date	TBC
SIRXIND001	Work Effectively in a Service Environment	✓		X		
SIRXCOM002	Work Effectively in a Team	✓		X		
SIRXWHS002	Contribute to Workplace Health and Safety	✓				X
SIRRINV001	Receive and Handle Retail Stock					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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

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