



GyMEA Technology
High School
INSPIRE. LEARN. SUCCEED.

Year 11 Assessment Guide

2026

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Summary of Assessment Policy

The HSC years of Year 11 and 12 - Assessment Overview

You must satisfactorily complete Year 11 before you can progress onto Year 12. The Principal needs to confirm you have met all course requirements which include:

- Follow the coursework
- apply yourself with diligence and sustained effort
- achieve course outcomes, and
- maintain strong attendance at school and in classes

School Assessment Tasks

- School Assessments are contained in all courses and each have assessment components and weightings that contribute to your overall assessment.
- You must make a strong effort across your assessments and use the assessment schedules, task notification and calendar to help you plan for your best in all assessments.
- You can see your assessment progress in your weekly progress summaries.

What are year 11 grades?

You are being assessed on your performances within the course group at Gymea Technology High School and a grade is awarded based on your demonstration of performance.

Grades describe extensive knowledge, understanding and skills as below:

- A Extensive
- B Thorough
- C Basic
- D Sound
- E Elementary

University

If you want to go to university, you will need to qualify for an ATAR sitting HSC examinations for five 2-unit courses that include English.

Vocational courses

- Hospitality is a VET course.
- In addition to the expectations of course completion as in all courses, in hospitality you also need to complete two mandatory works placements.
- The coursework is competency based and is delivered as clusters. These need to be completed

satisfactorily to meet course requirements and to gain VET qualifications.

When you are sick or something impacts your ability to complete an assessment.

- Students will attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task, otherwise you risk a zero for the task.
- If you are sick on the day of an assessment task, you need to fill in the illness / misadventure form found on your Google classroom and attach or provide the office with a doctor's certificate.
- Your teacher will make arrangements to complete the task.
- Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.
- If you miss or could not complete an assessment task on time due to a legitimate misadventure, let your teacher know and fill out the illness / misadventure form found on Google classroom.
- Your teacher will make arrangements to complete the task.

What happens if Hand-in tasks are not completed by the due date and time?

- Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.
- Only approved illness / misadventure applications that are submitted on Google classroom will enable an extension to avoid a zero for the task.

What if I am found engaging in malpractice?

- Teachers must report all issues of malpractice to their head teacher who will notify the Deputy Principal.
- All matters of malpractice are serious, but every task and every situation is different and the Deputy Principal will make a professional judgement on how each matter is to be managed.
- Parents will be notified of all issues of malpractice.
- Students will have the opportunity to provide further information for the Deputy to consider.
- The deputy will inform the student of the outcome of the reported malpractice and the penalty that is awarded in line with NESA's Assessment and Examination and Certification guidelines.
- If a student is found to have engaged in malpractice, they risk a zero for that component of their assessment or the entire task.
- The student will have the opportunity to appeal the decision.

The Higher School Certificate–Some Key Words

NESA has published a glossary of words that will make the demands of questions explicit.

Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

The following glossary provides the meaning of these words as they generally apply across subject areas.			
Word	Definition	Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Distinguish	Recognise or note/indicate or distinct or different from; to note differences between
Analyse	Identify components and the relationship between them; draw out and relate implications	Evaluate	Make a judgement based on criteria; determine the value of
Apply	Use, Utilise, employ in a particular situation	Examine	Inquire into
Appreciate	Make a judgement about the value of	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Assess	Make a judgement of value, quality, outcomes, results or size	Extract	Choose relevant and/or appropriate details
Calculate	Ascertain/determine from given facts, figures or information	Extrapolate	Infer from what is known
Clarify	Make clear or plain	Identify	Recognise and name
Classify	Arrange or include in classes/categories	Interpret	Draw meaning from
Compare	Show how things are similar or different	Investigate	Plan, inquire into and draw conclusions about
Construct	Make; build; put together items or arguments	Justify	Support an argument or conclusion
Contrast	Show how things are different or opposite	Outline	Sketch in general terms; indicate the main features of
Critically analyse/evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and qualify to (analyse/evaluation)	Predict	Suggest what may happen based on available information
Deduce	Draw conclusions	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Define	State meaning and identify essential qualities	Recall	Present remembered ideas, facts or experiences
Demonstrate	Show by example	Recommend	Provide reasons in favour
Describe	Provide characteristics and features	Recount	Retell a series of events
Discuss	Identify issues and provide points for and/or against	Summarise	Express concisely the relevant details
		Synthesise	Putting together various elements to make a whole

ANCIENT HISTORY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Ancient History Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Historical Investigation	Task 2 Half Yearly Exam	Task 3 Yearly Exam	Weighting
Outcomes	AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-9	
Knowledge and understanding of course content	10%	10%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	10%	10%		20%
Communication of historical understanding	5%	5%	10%	20%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

BIOLOGY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Biology Outcomes

A student:

- BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigations.
- BIO11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11/12-5 Analyses and evaluates primary and secondary data and information.
- BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
- BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
- BIO11-10 Describes biological diversity by explaining the relationship 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.

Assessment Schedule:

Component	Task 1 Depth Study	Task 2 Half Yearly Exam	Task 3 Skills Task	Task 4 Yearly Exam	Weighting
Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	BIO11/12-2, BIO11/12-3 BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Skills in Working Scientifically	20%	10%	10%	20%	60%
Knowledge and understanding of course content	10%	10%	10%	10%	40%
YEAR 11 ASSESSMENT MARKS	30%	20%	20%	30%	100%
SCHOOL REPORT MARK		100%		100%	

BUSINESS STUDIES

ASSESSMENT PROGRAM – YEAR 11 COURSE

Business Studies Outcomes

A student:

- P1 Discusses the nature of business, its role in society and types of business structure.
- P2 Explains the internal and external influences on businesses.
- P3 Describes the factors contributing to the success or failure of small to medium enterprises.
- P4 Assess 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.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Extended Response	Task 3 Yearly Exam	Weighting
Outcomes	P2, P3, P4, P5, P8, P9, P10	P1, P3, P6, P7, P8, P9	P3, P4, P5, P8, P9, P10	
Knowledge and understanding of course content	10%	5%	25%	40%
Stimulus based skills	15%		5%	20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%	20%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

CHEMISTRY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Chemistry Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Skills Task	Task 2 Half Yearly Exam	Task 3 Depth Study	Task 4 Yearly Exam	Weighting
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Skills in working Scientifically	10%	10%	20%	20%	60%
Knowledge and understanding of course content	10%	10%	10%	10%	40%
YEAR 11 ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

COMMUNITY AND FAMILY STUDIES

ASSESSMENT PROGRAM – YEAR 11 COURSE

Community and Family Studies Outcomes

A student:

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

Assessment Schedule:

Component	Task 2 Half Yearly Exam	Task 3 Families and Communities Task	Task 4 Yearly Exam	Weighting
Outcomes	P1.1, P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.4, P3.1, P4.2, P6.1	P1.2, P2.2, P2.4, P3.1, P5.1, P6.2	
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	25%	15%	60%
YEAR 11 ASSESSMENT MARKS	30%	35%	35%	100%
SCHOOL REPORT MARK	100%		100%	

DESIGN AND TECHNOLOGY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Design and Technology Outcomes

A student:

- P1.1 Examines design theory and practice and considers the factors affecting designing and producing in design projects.
- P2.1 Identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2 Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1 Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1 Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2 Uses resources effectively and safely in the development and production of design solutions.
- P4.3 Evaluates the processes and outcomes of designing and production.
- 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.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Outcomes	Innovation Case Study	Half Yearly Exam	Design Project & Folio	Yearly Exam	
	P1.1, 2.1, 2.2, 3.1, 4.3,	P1.1, 2.1, 2.2, 3.1, 4.3, 5.1	P1.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1	P1.1, 2.2, 4.3, 5.3, 6.2	
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Knowledge and skills in designing, managing, producing, and evaluating design projects.	15%	5%	20%	20%	60%
YR 11 ASSESSMENT MARKS	25%	15%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

DRAMA

ASSESSMENT PROGRAM – YEAR 11 COURSE

Drama Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Group Performance & Written	Task 2 Half Yearly Exam	Task 3 Performance & Design Folio	Task 4 Yearly Performance & Written Exam	Weighting
Outcomes	P1.1, P1.3, P1.5, P2.1, P2.5, P3.1, P3.2	P1.2, P2.1, P2.6, P3.1, P3.2, P3.3	P1.4, P1.6, P2.1, P2.2, P2.3, P2.5, P2.6, P3.1, P3.2, P3.3	P1.2, P2.1, P2.6, P3.1, P3.2, P3.3	
Making	20%		20%		40%
Performing	10%		10%	10%	30%
Critically Studying	10%	10%		10%	30%
YEAR 11 ASSESSMENT MARKS	40%	10%	30%	20%	100%
SCHOOL REPORT MARK		100%		100%	

ECONOMICS

ASSESSMENT PROGRAM – YEAR 11 COURSE

Economics Outcomes

A student:

- P1 Demonstrates understanding of economic terms, concepts and relationships.
- P2 Explains the economic role of individuals, firms and government in an economy.
- P3 Describes, explains and evaluates the role and operation of markets.
- P4 Compares and contrasts aspects of different economies.
- P5 Analyses the relationship between individuals, firms, institutions and government in the Australian economy.
- P6 Explains the role of government in the Australian economy.
- P7 Identifies the nature and causes of economic problems and issues for individuals, firms and governments.
- P8 Applies appropriate terminology, concepts and theories in economic contexts.
- P9 Selects and organises information from a variety of sources for relevance and reliability.
- P10 Communicates economic information, ideas and issues in appropriate forms.
- P11 Applies mathematical concepts in economic contexts.
- P12 Works independently and in groups to achieve appropriate goals in set timelines.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Research Task and In-Class Response	Task 3 Yearly Exam	Weighting
Outcomes	P1, P2, P3, P4 P5, P6, P7, P10 P11	P8, P9, P10, P11, P12	P3, P4 P5, P6, P7, P10, P11	
Knowledge and understanding of course content	15%	5%	20%	40%
Stimulus-based skills	5%	5%	10%	20%
Inquiry and research		20%		20%
Communication of economic information, ideas and issues in appropriate forms	10%		10%	20%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

ENGLISH – STANDARD

ASSESSMENT PROGRAM – YEAR 11 COURSE

English Standard Outcomes

A student:

- EST-11-01 Analyses the ways an author’s choice of language, form and structure shape meaning in texts of different modes and mediums.
- EST-11-02 Explains the relationships between texts through context, form and language.
- EST-11-03 Explains the ways context and values influence composition and audience response.
- EST-11-04 Composes texts, using language forms and features in new and different contexts.
- EST-11-05 Composes critical and creative texts for a range of audiences and purposes.
- EST-11-06 Explains own compositional processes and the ways choices of language, form and structure can shape meaning.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Multimodal Task	Task 3 Yearly Exam	Weighting
Outcomes	EST-11-01, EST-11-04, EST-11-05, EST-11-06	EST-11-01, EST-11-03, EST-11-05	EST-11-01, EST-11-02, EST-11-03, EST-11-05	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15%	15%	20%	50%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

ENGLISH - ADVANCED

ASSESSMENT PROGRAM – YEAR 11 COURSE

English Advanced Outcomes

A student:

- EAV-11-01 Analyses the ways an author’s choice of language, form and structure shapes meaning in texts of different modes and mediums.
- EAV-11-02 Analyses the relationships between texts through context, form and language.
- EAV-11-03 Analyses the ways context and values influence composition and audience response.
- EAV-11-04 Composes texts using language forms and features in new and different contexts.
- EAV-11-05 Composes critical and creative texts for a range of audiences and purposes.
- EAV-11-06 Evaluates own compositional processes and the ways choice of language, form and structure can shape meaning.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Multimodal Task	Task 3 Yearly Exam	Weighting
Outcomes	EAV-11-01, EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-02, EAV-11-03, EAV-11-06, EAV-11-05	EAV-11-01, EAV-11-03, EAV-11-05, EAV-11-06	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

ENGLISH – EXTENSION

ASSESSMENT PROGRAM – YEAR 11 COURSE

English Extension Outcomes

A student:

- EE1-11-01 Analyses the relationship between author, purpose, form, language, audience and context.
- EE1-11-02 Analyses the ways meaning is made through an author’s choice of textual form and language features.
- EE1-11-03 Analyses how texts are valued in a range of contexts and cultures for different purposes and audiences.
- EE1-11-04 Uses independent inquiry skills to analyse key texts and compose texts.
- EE1-11-05 Crafts extended texts that experiment with textual form and language features for a range of purposes and audiences.
- EE1-11-06 Analyses choices in textual form and language, and their influence on the crafting of texts.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 IRP - Multimodal Presentation	Task 3 Yearly Exam	Weighting
Outcomes	EE1-11-01, EE-1-11-02, EE1-11-05	EE1-11-01 EE1-11-02 EE1-11-04, EE1-11-06	EE1-11-01, EE1-11-02 EE1-11-03	
Knowledge and understanding of texts and why they are valued	15%	15%	20%	50%
Skills in complex analysis composition and investigation	10%	20%	20%	50%
YEAR 11 ASSESSMENT MARKS	25%	35%	40%	100%
SCHOOL REPORT MARK	100%		100%	

ENTERPRISE COMPUTING

ASSESSMENT PROGRAM – YEAR 11 COURSE

Enterprise Computing Outcomes

A student:

- EC-11-01 Describes how systems are used in a range of enterprises.
- EC-11-02 Describes the function of data and information within enterprise computing systems.
- EC-11-03 Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems.
- EC-11-04 Describes how data is used in enterprise computing system.
- EC-11-05 Applies tools and resources to analyse datasets.
- EC-11-06 Explains how innovative technologies have influenced enterprise computing systems.
- EC-11-07 Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment.
- EC-11-08 Selects and uses tools and resources to design and develop an enterprise computing system.
- EC-11-09 Documents the management and evaluates the development of an enterprise solution.
- EC-11-10 Investigates the effectiveness of an enterprise computing system.
- EC-11-11 Communicates an enterprise computing solution to an intended audience.

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Interactive Media and UX Project and Documentation	Half Yearly Exam	Networking Systems and Social Computing Project and Documentation	Yearly Exam	
Outcomes	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-8, EC11-9, EC11-10, EC11-11	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-6, EC11-7, EC11-8, EC11-9, EC11-10, EC11-11	EC11-1, EC11-3, EC11-4, EC11-6, EC11-7, EC11-9	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-6, EC11-7, EC11-8, EC11-9, EC11-10, EC11-11	
Knowledge and understanding of course content		20%		30%	50%
Knowledge and skills in the practical application of the content	20%		30%		50%
YEAR 11 ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

GEOGRAPHY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Geography Outcomes

A student:

- GE-11-01 Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time.
- GE-11-02 Explains geographical processes and influences, at a range of scales, that form and transform places and environments.
- GE-11-03 Explains geographical opportunities and challenges, and varying perspectives and responses.
- GE-11-04 Assesses responses and management strategies, at a range of scales, for sustainability.
- GE-11-05 Analyses and synthesises relevant geographical information from a variety of sources.
- GE-11-06 Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world.
- GE-11-07 Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.
- GE-11-08 Applies mathematical ideas and techniques to analyse geographical data.
- GE-11-09 Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Geographical Investigation	Task 3 Yearly Exam	Weighting
Outcomes	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-05, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
Knowledge and understanding of course content	15%		25%	40%
Geographical skills and tools	10%		10%	20%
Geographical inquiry and research, including fieldwork		20%		20%
Communication of geographical information, ideas and issues in appropriate forms	5%	10%	5%	20%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

HEALTH AND MOVEMENT SCIENCE

ASSESSMENT PROGRAM – YEAR 11 COURSE

Health and Movement Science Outcomes

A 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 to audiences and contexts, using a variety of modes.
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.

Assessment Schedule:

Component	Task 1		Task 2	Task 3	Task 4	Weighting
	Depth Study Task- Health for Individuals		Half Yearly Exam	Collaborative Investigation	Yearly Exam	
Outcomes	HM-11-02, HM-11-07, HM-11-09, HM-11-10	HM-11-02 HM-11-07 HM-11-09 HM-11-10		HM-11-05 HM-11-07 HM-11-08 HM-11-XX* * outcome based around content being covered.	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-08 HM-11-09	
Knowledge and understanding of course content	10%	10%	10%	10%	10%	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15%	15%	15%	10%	20%	60%
YEAR 11 ASSESSMENT MARKS	25%	25%	25%	20%	30%	100%
SCHOOL REPORT MARK		100%			100%	

HOSPITALITY: COOKERY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Cookery Outcomes

School Name: Gymea Technology High School Assessment Schedule Year 11 - 2026

Assessment Tasks for SIT20421 Certificate II in Cookery			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	10	Week	8
			Term	1	Term	2
Code	Unit of Competency	HSC Examinable	Date	3/4/2026	Date	12/6/2026
SITXWHS005	Participate in safe work practices	√				
SITXFSA005	Use hygienic practices for food safety	√				
SITXFSA006	Participate in safe food handling procedures	√				
SITHCCC025	Prepare and present sandwiches					
SITXCOM007	Show social and cultural sensitivity					
SITXCCS011	Interact with customers	√				

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

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

The assessment components of 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”.

INDUSTRIAL TECHNOLOGY MULTIMEDIA

ASSESSMENT PROGRAM – YEAR 11 COURSE

Industrial Technology – Multimedia Technologies Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Industry Case Study	Task 2 Half Yearly Exam	Task 3 Video Project Folio and Production	Task 4 Yearly Exam	Weighting
Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1,	P1.1, P1.2, P2.1, P7.1, P7.2	P2.1, P2.2, P3.1, P3.3, P4.1, P5.1, P5.2, P6.1, P6.2, P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Knowledge and skills in the management, communication and production of projects	10%	10%	20%	20%	60%
YEAR 11 ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARKS		100%		100%	

MATHEMATICS STANDARD

ASSESSMENT PROGRAM - YEAR 11 COURSE

Mathematics Standard Outcomes

A student:

- MST-11-01 Selects and applies algebraic techniques to solve problems involving equations and formulas.
- MST-11-02 Models and interprets linear relationships to solve problems and make predictions in practical contexts.
- MST-11-03 Solves financial problems involving earning money and taxation.
- MST-11-04 Solves financial problems involving budgeting and purchasing.
- MST-11-05 Solves problems involving measurement in practical contexts.
- MST-11-06 Solves problems involving time and location in practical contexts.
- MST-11-07 Applies network techniques to solve network problems.
- MST-11-08 Displays and analyses datasets using summary statistics and graphical representations.
- MAO-WM-01 Working mathematically: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Investigation Task Breaking Down Questions	Task 3 Yearly Exam	Weighting
Outcomes	MST-11-01 MST-11-02 MST-11-03 MST-11-04 MAO-WM-01	MST-11-01 MST-11-02 MST-11-03 MST-11-04 MST-11-05 MST-11-06 MST-11-07 MST-11-08 MAO-WM-01	MST-11-01 MST-11-02 MST-11-03 MST-11-04 MST-11-05 MST-11-06 MST-11-07 MST-11-08 MAO-WM-01	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in Working Mathematically	15%	15%	20%	50%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

MATHEMATICS ADVANCED

ASSESSMENT PROGRAM – YEAR 11 COURSE

Mathematics Advanced Outcomes

A student:

- MAV-11-01 Applies algebraic techniques and the laws of indices and surds to manipulate expressions and solve problems.
- MAV-11-02 Uses functions and relations to model, analyse and solve problems.
- MAV-11-03 Analyses and solves algebraic and graphical problems involving transformations of functions and relations.
- MAV-11-04 Applies trigonometry to solve problems involving geometric shapes.
- MAV-11-05 Uses periodic functions to solve trigonometric equations and prove trigonometric identities.
- MAV-11-06 Interprets the meaning of the derivative and determines the derivative of functions to solve problems.
- MAV-11-07 Applies exponential and logarithmic laws to simplify expressions, solve equations and prove results.
- MAV-11-08 Analyses graphs of exponential and logarithmic functions.
- MAV-11-09 Solves problems involving probability in a variety of contexts.
- MAV-11-10 Displays and analyses datasets using summary statistics and graphical representations.
- MAO-WM-01 Working mathematically: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Assessment Schedule:

Component	Task 2 Half Yearly Exam	Task 3 Investigation Task - Breaking Down Questions	Task 4 Yearly Exam	Weighting
Outcomes	MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-10, MAO-WM-01	MAV-11-04, MAV-11-10, MAO-WM-01	MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05, MAV-11-06, MAV-11-07, MAV-11-08, MAV-11-09, MAV-11-10, MAO-WM-01	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in Working Mathematically	15%	15%	20%	50%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

MATHEMATICS EXTENSION 1

ASSESSMENT PROGRAM – YEAR 11 COURSE

Mathematics Extension Outcomes

A student:

- ME1-11-01 Solves problems involving inequalities, functions and their inverses, graphical relationships between functions, and parametric equations.
- ME1-11-02 Applies the remainder and factor theorem and sums and products of zeroes to solve problems involving polynomials.
- ME1-11-03 Solves problems in three dimensions using trigonometry and simplifies expressions, proves results and solves problems involving compound angles using trigonometric identities.
- ME1-11-04 Uses permutations and combinations to solve problems involving counting, ordering and probability.
- ME1-11-05 Uses the binomial theorem to solve problems and prove identities.
- MAO-WM-01 Working mathematically: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task 2 Investigation Task – Breaking Down Questions	Task 3 Yearly Exam	Weighting
Outcomes	ME1-11-04, ME1-11-05, MAO-WM-01	ME1-11-04, ME1-11-05, ME1-11-02, MAO-WM-01	ME1-11-01, ME1-11-02, ME1-11-03, ME1-11-04, ME1-11-05, MAO-WM-01	
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in Working Mathematically	15%	15%	20%	50%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK	100%		100%	

MODERN HISTORY

ASSESSMENT PROGRAM – YEAR 11 COURSE

Modern History Outcomes

A student:

- MH11-1 Describes the nature of continuity and change in the modern world.
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals, groups and ideas in shaping the past.
- MH11-4 Account 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.

Assessment Schedule:

Component	Task 1 Historical Investigation	Task 2 Half Yearly Exam	Task 3 Yearly Exam	Weighting
Outcomes	MH11-6, MH11-7, MH11-8, MH11-9, MH-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge & understanding of course content	10%	10%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	10%	10%	-	20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
YEAR 11 ASSESSMENT MARKS	30%	30%	40%	100%
SCHOOL REPORT MARK		100%	100%	

MUSIC 1

ASSESSMENT PROGRAM - YEAR 11 COURSE

Music 1 Outcomes

A student:

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

Assessment Schedule:

Component	Task 1 Integrated Project: Music & Technology	Task 2 Half Yearly Written & Performance Exam	Task 3 Integrated Project: Jazz	Task 4 Yearly Written & Performance Exam	Weighting
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	
Performance	5%	7%	5%	8%	25%
Composition	7%		8%	10%	25%
Musicology	7%		8%	10%	25%
Aural	5%	7%	5%	8%	25%
YEAR 11 ASSESSMENT MARKS	24%	14%	26%	36%	100%
SCHOOL REPORT MARK		100%		100%	

PHYSICS

ASSESSMENT PROGRAM – YEAR 11 COURSE

Physics Outcomes

A student:

- PH11/12-1 Develops and evaluates questions and hypotheses for scientific investigations.
- PH11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- PH11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- PH11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- PH11/12-5 Analyses and evaluates primary and secondary data and information.
- PH11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- PH11-8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and make 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.

Assessment Schedule:

Component	Task 1 Depth Study	Task 2 Half Yearly Exam	Task 3 Skills Test	Task 4 Yearly Exam	Weighting
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11	
Skills in working scientifically	10%	10%	20%	20%	60%
Knowledge and understanding of course content	10%	10%	10%	10%	40%
YEAR 11 ASSESSMENT MARKS	20%	20%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

SOCIETY AND CULTURE

ASSESSMENT PROGRAM - YEAR 11 COURSE

Society and Culture Outcomes

A student:

- P1 Identifies and applies social and cultural concepts.
- P2 Describes personal, social and cultural identity.
- P3 Identifies and describes relationships and interactions within and between social and cultural groups.
- P4 Identifies the features of social and cultural literacy and how it develops.
- P5 Explains continuity and change and their implications for societies and cultures.
- P6 Differentiates between social and cultural research methods.
- P7 Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
- P8 Plans and conducts ethical social and cultural research.
- P9 Uses appropriate course language and concepts suitable for different audiences and contexts.
- P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Assessment Schedule:

Component	Task 1 Half Yearly Exam	Task2 Research In Class Task	Task 3 Yearly Exam	Weighting
Outcomes	P2, P5, P6, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	P3, P4, P5, P6, P9, P10	
Knowledge and understanding of course content	25%	10%	15%	50%
Application and evaluation of social and cultural research methodology		20%	10%	30%
Communication of information, ideas, and issues in appropriate forms	5%	10%	5%	20%
YEAR 11 ASSESSMENT MARKS	30%	40%	30%	100%
SCHOOL REPORT MARK	100%		100%	

VISUAL ARTS

ASSESSMENT PROGRAM – YEAR 11 COURSE

Visual Arts Outcomes

A student:

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

Assessment Schedule:

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Developing a Contemporary Practice – Submitted documented forms	Half Yearly Exam	Exploring Representation – Submitted artwork(s)	Yearly Exam	
Outcomes	P1, P2, P3, P4, P7	P7, P8, P10	P4, P5, P6	P7, P8, P9, P10	
Artmaking	25%		25%		50%
Art Criticism and Art History		15%	5%	30%	50%
YEAR 11 ASSESSMENT MARKS	25%	15%	30%	30%	100%
SCHOOL REPORT MARK		100%		100%	

Assessment is focused on the key components and concepts that need to be known in the visual arts through:

- The content of practice, conceptual framework, frames
- Making artworks in at least 2 forms
- Use of a process diary
- Broad investigation of ideas in art criticism and art history

Year 11 Assessment Policy

The HSC years of Year 11 and 12 - Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 course in any individual subject satisfactorily.

Most school Year 11 courses will be completed by Term 4, and you will then begin work on your HSC coursework which will be included in your HSC examination.

Your school assessments will measure your actual performance in the whole course.

Satisfactory Completion of a Course

To qualify for completion in a subject, the Principal must state that you have satisfied requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- followed the course developed or endorsed by NESAs;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the Year 11 or Year 12 course by the school;
- achieved some or all of the course outcomes;
- have attended school sufficiently regularly so that course completion requirements can be met.

Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and Year 12 courses. You must check that your Year 11 pattern of study includes:

- at least 12 units of which six units must be from Board-developed courses
- at least two units of English
- Your HSC pattern of study must include at least 10 units, including two units of English.

Credentials

The Higher School Certificate Testamur

The HSC Testamur is awarded to students who have fulfilled all eligibility requirements.

The Higher School Certificate Record of Achievement

An HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The HSC Record of Achievement includes a students' Year 12 HSC results, their Year 11 grades and, if

applicable, their Year 10 grades. This provides formal recognition of students' senior secondary school achievements.

Assessment Requirements for Board Developed Courses and Board Endorsed Courses

School Assessment Tasks

The school-based assessment marks are devised from assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course.

Marks must be calculated on the basis of the assessment components and weightings found in the syllabus for each course.

School-based assessment tasks are focused on syllabus outcomes.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements.

Course Assessment Schedule

These course schedules identify the tasks you will undertake and the components and weightings for each. Used in conjunction with the calendar, you will be able to plan out your year to prepare yourself for each of your assessments in the courses you are studying.

University Entry

The Australian Tertiary Admission Rank (ATAR) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions:

- at least two units of English must be included
- at least three Board Developed Courses of two units value or greater must be included
- courses from at least four subjects must be included
- VET courses with an accompanying HSC examination may be included

Vocational Education and Training (VET) Courses

Please see the addendum for VET course assessment details.

Illness and Misadventure

Students need to attend school before an assessment task

Students will attend all timetabled lessons or scheduled school activities (excursions/incursions) on the day of an assessment task and the school day prior to an assessment task.

Where there is no valid reason in complying with this attendance requirement, the student may receive zero for the task.

What if students are absent from an assessment task due to sickness?

- If a student is sick and cannot attend on the day of the task or date a task is due, an illness /misadventure request in writing should be made with an uploaded doctor's certificate.
- The doctor's certificate should state: "(Student name) was not fit to attend the assessment task on..."
- Students should see the Head Teacher on the first day of returning to school.
- The Head Teacher works with the Deputy Principal to determine the outcome and may award an extension of time. A mark may be awarded based on a substitute task or on other available information.
- The authorisation of the illness / misadventure application is finalised by the Deputy Principal.
- Any concerns around a student's task and submission of work that need clarified are referred to the Deputy Principal.

What if something happens and a student cannot get to school - a misadventure?

- Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due.
- Following failure to complete an assessment task on time, the student must see the Head Teacher on the first day of return to school to negotiate alternative arrangements and provide the misadventure appeal in writing with appropriate supporting documentation to the Deputy Principal.
- An extension of time may be provided, or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an

assessment task, a zero mark will be recorded for that task.

What if a student is absent from an assessment task due to authorised school business

Students who cannot attend or submit a task due to being involved in an authorised school business activity on the due date of the task must see the Head Teacher prior to the task date to arrange an alternative time for the task to be completed or alternative arrangements for the task to be submitted.

What happens when a student who complete the assessment task suffers illness/misadventure?

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Hand-In tasks

- Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.
- A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal must be submitted in writing to the Deputy Principal with appropriate supporting documentation before the extension can be considered.
- If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task.
- Students should still submit the task to gain necessary feedback and to meet course outcomes.

Technology and assessment tasks

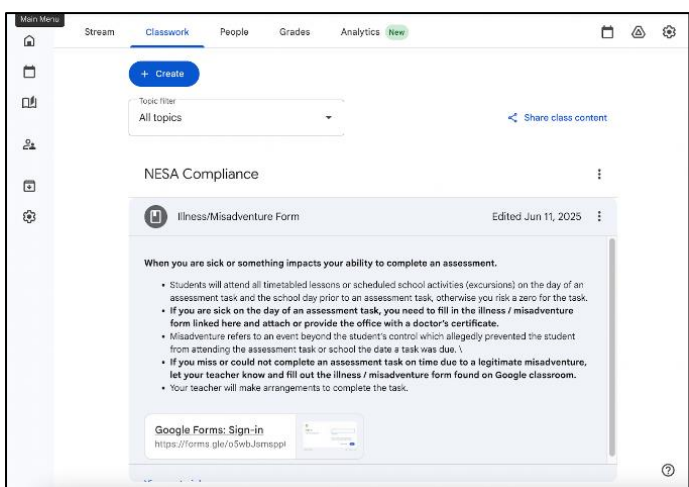
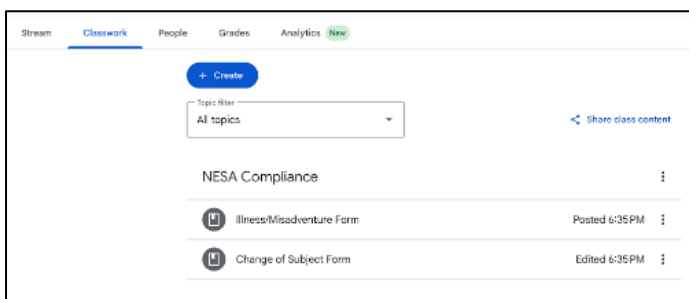
Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly if saved on your laptop or device.
- Maintain your work on Google Drive.
- Submit work through Moodle, Google Classroom or email as directed by your teacher.

How to submit an Illness/Misadventure form:

- The form can be found on your Google Classroom, under classwork, under NESAs Compliance and it is titled, "Illness/Misadventure Form"
- Ensure you upload any relevant supporting documentation with your submission



Depending on your reasons for submitting the Illness/Misadventure form, the student is responsible

for ensuring this process is completed as per the timelines below:

Reason	Timeline
<ul style="list-style-type: none"> ▪ On the day sickness ▪ On the day misadventure ▪ Sickness during or immediately prior to assessment 	<ul style="list-style-type: none"> ▪ Submit on first day of returning to school
<ul style="list-style-type: none"> ▪ Absent for authorised school business 	<ul style="list-style-type: none"> ▪ Submit two weeks prior to the task

Notifying of absence:

Students who are absent from an examination must notify the school before 8.30am on 9521-3244.

Students must then follow the Illness/Misadventure process as detailed above.

Appeals Surrounding Assessment Procedure

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his/her work is not consistent with the school's assessment policy and procedures he/she may appeal. The first appeal MUST be to the Head Teacher.

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he/she may appeal to the Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESAs requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

Academic Integrity of school-based assessment

Your honesty in completing all assessments, research projects and exams is crucial to the fairness and value of the HSC. Trying to gain an unfair advantage goes against the standards and rules of the HSC and is considered malpractice.

Malpractice in assessment tasks

What is Malpractice?

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice violates assessment integrity.

All allegations of malpractice are treated very seriously. If it's determined that you have engaged in malpractice, it could put your HSC or RoSA at risk.

Malpractice can range from unintentional mistakes in following rules, to deliberate actions aimed at gaining an unfair advantage. Assisting someone else in malpractice is also treated as being complicit.

Misconduct during any task or formal examination may be regarded as malpractice. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school behaviour expectations or causes disruption to assessment procedures.

Let's look at some types of Malpractice

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project.
- submitting falsified or altered documents.
- referencing incorrect or non-existent sources.
- contriving false explanations to explain work not handed in by the due date.
- citing sources which have not been read, or not acknowledging the 'secondary' source from which they were obtained.

Plagiarism

Plagiarism is when a student presents work from another source as their own.

When using work that has originated from another source, students must acknowledge the source material according to the requirements of their course.

Plagiarism includes but is not limited to:

- copying someone else's work, in part or in whole, and presenting it as your own.
- using material directly from a book, article, report, journal, presentation, composition, internet, another person's work, or any other source, without appropriate acknowledgement or quotation marks.
- building on the ideas or words of someone else or other sources without proper acknowledgement.
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- changing a few words and phrases while mostly keeping the original structure and ideas without acknowledgment; this includes rephrased ideas in presentations and combining quotes or paraphrases without appropriate referencing.
- resubmitting previously submitted work as new, without referencing the original, in part or whole. Also called "recycling" or "duplication," it involves reusing any part of prior work without proper acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity, to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students.
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach, tutor or subject expert.
- engaging in contract cheating by outsourcing work to a third party; including submitting work completed or substantially edited by someone else, or submitting drafts that have been heavily revised by others beyond minor edits.
- providing or showing others all or part of an assessment task prior to the submission due date and time.
- unauthorised use of artificial intelligence technologies.

Misconduct in assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not

consistent with school behaviour expectations or causes disruption to the assessment procedures.

Non-Serious Attempts

To meet the course completion requirements, students must attend and make a serious attempt in all their assessments.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions.
- responses containing objectionable material.
- abuse directed at a member of school staff, Presiding Officer or NESAs.
- obscene symbols, drawings, or comments.

NESA expects students to attempt all assessment tasks set. As a minimum, students MUST make a genuine attempt at assessment tasks accumulating more than 50% of the available marks in the course.

Further, students must demonstrate diligence and sustained effort in their course. Students and their parents (where appropriate) can expect notification, in writing from the Head Teacher responsible for a course, of the potential of an 'N determination' in the course.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should not be reported or graded against these bands.

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark.

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specify details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his/her parent a written acknowledgement of the warning.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

Being a successful learner with academic Integrity

Generative AI and Malpractice

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) used to create new content from given prompts, including audio, code, images, text, simulations, and videos. The use of generative AI applications to create work that is then submitted as part of an assessment is considered malpractice as it is not the student's original work.

Some ways students can ensure they do not engage in assessment malpractice with generative AI are:

- ensure all resources used in the preparation of the task are clearly referenced, including any generative AI applications.
- using generative AI to gain ideas only, ensuring that the work generated by the application is not the work submitted for the task.
- recognising that such generative AI outputs may be inaccurate, untruthful, and misleading at times.
- asking the teacher for assistance in breaking down the suggestions gained from generative AI resources prior to submission.

All My Own Work

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements.

The All My Own Work program is designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. Students will also be required to sign a declaration on submission of all hand-in assessment tasks that the work they are submitting is their own work in full and that all reference material has been correctly cited.

What happens when there is suspected Malpractice and/or Misconduct in assessment tasks?

Investigating Suspected Malpractice

Our school is committed to academic integrity and expects all students to submit original work. Teachers, familiar with their students' work, are well-equipped to exercise professional judgement in identifying potential malpractice concerns.

If a student is found to have engaged in malpractice they risk a zero for that component of their assessment or the entire task.

Teacher Judgement

If a teacher suspects plagiarism or any form of malpractice, they document their concerns and discuss them with the Head Teacher, who will assess and make a determination on how to proceed.

Head Teacher Escalation

If the concerns are deemed substantiated, the Head Teacher compiles all relevant materials, including: the assessment task notification, the student's work with highlighted concerns, teacher's notes, a malpractice letter and any supporting documents and consults with the Deputy Principal.

Student Meeting and Parent Notification

The Head Teacher and Deputy Principal will meet with the student to discuss the concerns raised and allow the student an opportunity to respond.

Following this meeting, a decision will be made regarding any further enquiry or the appropriate consequence, in line with the school's assessment procedures.

A malpractice letter will then be sent to the student and their parent via email.

Opportunity to Appeal

Students have the right to appeal if they disagree with the decision. In line with NESAs guidelines, students suspected of plagiarism will need to provide evidence that all unacknowledged work is their own. This may include:

- Evidence of the process used to complete the work, such as diaries, journals, notes, working plans, sketches or drafts showing idea development.
- Answering questions about the task or submitted work to demonstrate their knowledge, skills and understanding.
- The Principal or their delegate will review the appeal and makes the final decision regarding any malpractice findings.
- If a student is found to have engaged in malpractice they risk a zero for that component of their assessment or the entire task.

Addendum

Vocational Education and Training (VET) Courses

The courses in VET Industry Curriculum Frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

VET Certificate and Statement of Attainment

Students who have undertaken a Vocational Education and Training (VET) course as part of their Higher School Certificate will be issued with vocational documentation that recognises their achievement towards a nationally recognised VET qualification. Students who successfully complete all requirements of a VET qualification will receive a Certificate and an accompanying Transcript of Competencies Achieved. Students who achieve partial completion of a VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.

The following VET Courses are offered at Gymea Technology High School.

Hospitality – Cookery

Work Placement

Work Placement is a mandatory HSC requirement of each course within this framework. 2U VET Courses comprise 70 hours of work placement. (35 hours for Year 11 and 35 hours for Year 12 Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop

develop additional skills and knowledge, including the key competencies

Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your class teacher.

The Purposes of VET Assessment

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 NESAs and are based on national training packages. For VET courses, assessment is to judge a student's competence on the basis of performance criteria set out in the learning outcomes for each module. Assessment in all VET courses is competency based.

Competency Based Assessment

Competency-based assessment materials are designed to ensure students have achieved all of the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either competent or not yet competent for each unit of competency. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency-based assessment is based on the requirements of the workplace. Competence is the integration of a wide range of skills, knowledge and attitudes and incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together.

Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placement supervisors if they are qualified workplace assessors.

Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency.
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

Higher School Certificate Examination – VET Courses

The Higher School Certificate examination in VET courses is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

Teachers will submit an 'estimated mark' to NESAs. The estimated mark does not appear on the student's HSC; it is only used by NESAs in the case of a successful illness/misadventure appeal.

Appeals Surrounding Assessment Procedure for VET courses

Students have the right to lodge an appeal against the assessment of their competency completion based on the following criteria;

- the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- the student was not informed in advance of the standards and the method of assessment.
- the process was in some way discriminatory.

Students must contact the VET co-ordinator to obtain further information regarding processes to be followed.