

2024

PRELIMINARY  
(YEAR 11)

**ASSESSMENT POLICY  
AND PROCEDURES**



## **PRINCIPAL'S MESSAGE**

This booklet has been prepared by Head Teachers, in consultation with Preliminary (Year 11) teachers, and conforms to the rules and procedures determined by NESA as published in the *Assessment, Certification and Examination (A.C.E.) Manual*.

The information in the booklet explains the procedures that will be used to prepare the final results for your Preliminary (Year 11) Higher School Certificate result notice. Your Preliminary (Year 11) Higher School Certificate will show a list of courses studied and award for each course.

The purpose of this booklet is to set out the ways in which the assessment mark will be calculated from the scores you receive for a number of specified assessment tasks completed during Preliminary (Year 11) Higher School Certificate Courses.

It is extremely important for you to work consistently during the next three terms and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Deputy Principal.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the next three terms.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the NESA website. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

I hope that you find Year 11 a challenging and exciting year. On behalf of the staff of Smith's Hill High School, may I wish all students the very best of luck throughout their Preliminary (Year 11) Higher School Certificate Year.

Ms Nicole Kaiserfeld

**Relieving Principal**



## ***INTERNAL ASSESSMENT PROCEDURES FOR THE PRELIMINARY (YEAR 11) HIGHER SCHOOL CERTIFICATE***

The Preliminary (Year 11) Higher School Certificate Course uses a standards-referenced approach to assessing and reporting student achievement. In order to satisfy the requirements for the award of grades for a RoSA (Record of School Achievement) in Year 11, each student must achieve an assessment mark in each course based on a range of informal and formal assessment tasks set by the school.

The final mark in each course will reflect the rank order and relative difference between the achievements of students. In a standards-referenced approach this rank order and relative difference will come, not from a simple comparison of students but from student achievement as measured against specified standards of performance. These standards, that the differences are based on, are quite explicit and are incorporated in all syllabus documents.

### ***THE PURPOSE OF ASSESSMENTS***

The assessment procedures allows students to demonstrate achievements over a broad range of tasks as well as allowing for a wider range of outcomes to be assessed than may be possible in an external examination.

### ***FORMULATING ASSESSMENTS***

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark and grade allocated for the RoSA. The final assessment mark and RoSA grade will be based on several syllabus components from formal and informal assessments including classwork and coursework. The formal components are described in the specific subject information sections of this booklet. The components are weighted by NESA to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any RoSA - Preliminary (Year 11) candidate, who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for the award of a RoSA for Year 11. A candidate must satisfactorily study at least twelve (12) units to qualify for the award of a RoSA for the Preliminary (Year 11) Course.

## **REPORTING ASSESSMENTS**

Candidates will be given an assessment grade at regular intervals throughout each Preliminary (Year 11) Course. These overall grades will appear on the yearly and half-yearly school reports.

At the end of each Preliminary (Year 11) Course, the final assessment grade will be sent to the NESAs.

### **RoSA**

The Record of School Achievement (RoSA), is a credential for students when they leave school before the HSC. Students can access a transcript electronically from NESAs but this is not an official document. Students will be provided with opportunities in class to demonstrate their learning through a variety of informal and formal assessment activities as part of an ongoing process. RoSA grades will be awarded based on what students have learned and achieved throughout the whole course. A professional on-balanced judgement will be made to determine the achievement standard demonstrated by the student.

## **ILLNESS AND MISADVENTURE**

Illness and misadventure applications may be made on the appropriate form with relevant supporting documentation when a student's performance has been significantly impacted by illness and/or misadventure. If possible, marks will be based on substitute tasks, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity.

*"The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks."*

- ACE Manual 8072

*In general, administering a substitute task is preferable to providing an estimate mark.*

### **RULES CONCERNING ILLNESS/MISADVENTURE:**

- a) Students will be informed prior to sitting a task that if they are ill or are affected by misadventure they should not be doing the task. They should have it rescheduled when they are well, see a doctor that day and submit an Illness/Misadventure form. (Students will sign an attendance slip indicating that are not affected by illness/misadventure at that time).
- b) Students who are ill or affected by misadventure leading up to a task should apply for an extension at least two days prior to the task and complete the task when they are well with adequate preparation. Therefore, students should not be submitting Illness/Misadventure forms for affected preparation.
- c) Students ill or affected by misadventure within the two days leading up to the task should not be completing the task if it is an unseen paper. If it is a task that is to be submitted, the student should have had adequate preparation leading into submission time. If students have not had adequate time, they should seek an extension with an Illness/Misadventure Appeal form and submit what they have completed attached to that form.

***All forms are to be submitted on the day of return to school with supporting documentation.***

## ***STANDARDS-REFERENCED ASSESSMENT***

Teaching and learning is based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers. Assessment provides a link between the two. Both syllabus and performance standards must be considered during the programming of the course. The link between syllabus and performance standards is made through school assessment. Students undertake Preliminary (Year 11) Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings.

## ***CONCLUSION***

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or your Deputy Principal. Parents who have any queries regarding Preliminary (Year 11) Higher School Certificate assessments may make an appointment to speak to a member of the school's Executive by telephoning the school on (02) 4229 4266.



## **PRELIMINARY (YEAR 11) HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY**

### **INTRODUCTION**

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Students should maintain a calendar of assessment tasks for each Preliminary (Year 11) Course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.

A student having difficulty completing any assessment task before the due date should discuss his/her concerns with the appropriate Head Teacher and/or the Deputy Principal. They will be required to submit an Illness/Misadventure form.

Students will be given at least two weeks notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

Grades which are submitted to the NESA are formulated by formal and informal assessment.

### **1.0 LATE SUBMISSION OF AN ASSESSMENT TASK**

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.1 Students are required to submit each assessment task on or before the due date, in the format listed in the notification sheet. Failure to submit in this required format will mean the student will be awarded a mark of zero. If there is a "reasonable" explanation, students will need to submit a Misadventure/Illness form as an appeal against the awarded mark of zero. Computer/printer malfunctions or delays will not be accepted as a reasonable excuse for late submission.
- 1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by the **specified time on the notification**. If a student fails to meet this deadline, students will be awarded a mark of zero. If there is a "reasonable" explanation, they will need to submit an Illness/Misadventure form as an appeal against the awarded mark of zero.
  - 1.2.1 If the task is to be done in class, the student must be present from the beginning of the day. Students who fail to attend all classes will be awarded a mark of zero.
- 1.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
  - 1.3.1 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student satisfactorily meets course requirements.
- 1.4 In exceptional circumstances, a student may be granted an extension of time without

incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the Deputy Principal. An application for an extension of time must be made in writing and countersigned by a parent.

The Deputy Principal will only grant an extension of time if:

- The student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- The extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.5 Students are not to assume the extension of time will be granted. If the Deputy Principal has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- The reason offered is deemed unacceptable.
- No reason is offered.
- The student did not lodge a written application for an extension of time with the appropriate Deputy Principal prior to the due date.

## **2.0 MISSED ASSESSMENT TASKS**

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1 If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course and Deputy Principal immediately when the fact is known.
- 2.2 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Deputy Principal of this matter prior to the published date.
- 2.3 If unforeseen circumstances, such as a serious illness, injury or emotional trauma, prevents a student from submitting a task by the due date, the student or a parent/carer is to notify the Deputy Principal as soon as possible.
- 2.3.1 As soon as the student is fit to return to school, written evidence such as a medical certificate must be provided to the Deputy Principal. The Deputy Principal, in consultation with the Head Teacher and the class teacher, will determine if the reason is acceptable. The Deputy Principal has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 2.3.1a) The application process does not cover:
- attendance at a sporting or cultural event, or family holiday
  - alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, eg major works stolen or destroyed by vandals)
  - disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic

student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

- 2.4 If the Deputy Principal deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.
- 2.5 Each Head Teacher or classroom teacher will notify a student's parent, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters. Copies of all such letters will be retained as part of faculty records.

### **3.0 CHEATING AND PLAGIARISING**

In general, students will be expected to produce individual and original work as an assessment task. The Deputy Principal in consultation with the Head Teacher responsible for the course will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task. If the plagiarism is deemed significant a student may incur a 100% penalty.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher and Deputy Principal, the original penalty will stand.
- 3.5 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.

### **4.0 ASSESSING STUDENTS WHO ENROL DURING A PRELIMINARY (YEAR 11) COURSE**

Any student who has not been enrolled at Smith's Hill High School for all of a Preliminary (Year 11) Higher School Certificate Course may have missed assessment tasks. In such cases, the following procedures will be used to establish his/her assessment record.

- The student's performance will be ranked according to scores obtained for the first assessment period report after enrolment at Smith's Hill High School. It may be necessary for Head Teachers to determine estimates for assessment tasks that the student missed in this assessment period, prior to enrolment.
- This ranking will then be applied to scores obtained by the rest of the class in previous assessment periods.
- The student will receive an estimated assessment for each of the previous periods based on this ranking.





# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Ancient History**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

		<b>Weighting</b>
1.	Knowledge and understanding of course content	40%
2.	Source-based skills	20%
3.	Historical inquiry and research	20%
4.	Communication of historical understanding in appropriate forms	20%

Task	Outcomes	Topic	Task Type	Total Weight	Component Weighting %				Date
					1	2	3	4	
1	Knowledge and understanding AH11-3, AH11-4, AH11-5 Skills - AH11-9, AH11-10	Investigating Ancient History	Historical Issues Podcast & Typed Transcript	<b>30%</b>	10	5	10	5	Term 1, 2024 Week 10
2	Knowledge and understanding AH 11-2, AH11-3, AH11-4, AH11-5 Skills – AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	Historical Investigation	Individual Research Project and Extended Response	<b>30%</b>	10	5	10	5	Term 2, 2024 Week 9
3	Knowledge and understanding AH 11-1, AH11-2, AH11-3, AH11-4, AH11-5 Skills - AH11-6, AH11-7, AH11-9	Features of Ancient Societies: Case Study A – Troy Case Study B - Teotihuacan	Examination	<b>40%</b>	20	10		10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	40	20	20	20	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Biology**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

- |   |     |
|---|-----|
| 1. Skills in working scientifically               | 60% |
| 2. Knowledge and understanding of course content. | 40% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	BIO11-2, 4, 5, 6, 8	Module 1-2	Practical Test	30%	25	5	Term 1, 2024 Week 7
2	BIO11-1, 2, 5, 7, 10, 11	Module 3-4	Depth Study - Ecosystem Research and Documentary Task	30%	25	5	Term 3, 2024 Week 3
3	BIO11-8, 9, 10, 11	All modules	Examination	40%	10	30	Term 3, 2024 Weeks 8-9
				100%	60	40	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Business Studies**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

**Weighting**

- |                                |     |
|--------------------------------|-----|
| 1. Knowledge and Understanding | 40% |
| 2. Stimulus Based Research     | 20% |
| 3. Inquiry and Research        | 20% |
| 4. Communication               | 20% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	P2, P7, P9	Local SME	Primary Research - Podcast	30%	10		10	10	Term 1, 2024 Week 10
2	P4, P5	Business Management	In class extended response – Business Scenario	30%	10	15	5		Term 2, 2024 Week 6
3	P1, P2, P3, P4, P5, P6, P8, P9	All topics	Examination	40%	20	5	5	10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Chemistry**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

1. Skills in working scientifically
2. Knowledge and understanding of course content

### Weighting

- 60%  
40%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	CH11-3, 4, 5, 6, 8	Module 1	Practical Test	30%	25	5	Term 1, 2024 Week 6
2	CH11-1, 2, 5, 7, 9	Module 2 & 3	Depth Study - Experimental Design and Evaluation	30%	25	5	Term 3, 2024 Week 1
3	CH11-5, 6, 8, 9, 10, 11	All modules	Examination	40%	10	30	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Design and Technology**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

- |  |     |
|--|-----|
| 1. Knowledge and understanding of course content   | 40% |
| 2. Knowledge and skills in designing, managing, producing and evaluating design projects | 60% |

**Weighting**

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P1.1, P2.1, P2.2, P6.1	Designer Case Study	Report	<b>20%</b>	20		Term 1, 2024 Week 9
2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Minor Design	Project 1	<b>40%</b>	10	30	Term 2, 2024 Week 5
3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Minor Design	Project 2	<b>40%</b>	10	30	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>60</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Drama**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

1. Making
2. Performing
3. Critically studying

**Weighting**

- 40%
- 30%
- 30%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %			Date
					1	2	3	
1	1.2, 1.7, 2.3, 2.4	Performance: Improvisation, Playbuilding & Acting	Devised group performance	40%	20	20		Term 1, 2024 Week 10
2	1.5, 2.6, 3.2, 3.3	Individual Project: Theatrical Traditions and Performance Styles	Individual project	30%	20		10	Term 2, 2024 Week 9
3	2.2, 3.1, 3.2, 3.3	Elements of Production in Performance	Examination: Responding	30%		10	20	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>30</b>	<b>30</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Earth and Environmental Science**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

- 1. Skills in working scientifically 60%
- 2. Knowledge and understanding of course content 40%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P11-3, 5, 6, 8	Module 1	Data/Stimulus Analysis Test	<b>30%</b>	20%	10%	Term 1 Week 10
2	P11-1, 2, 4, 5, 7, 8, 9, 10	Module 1, 2 OR 3	Depth Study - Scientific Model Research and Evaluation	<b>30%</b>	25%	5%	Term 2 Week 7
3	P11-4, 6, 8, 9, 10, 11	All modules	Examination	<b>40%</b>	15%	25%	Term 3 Week 8-9
				<b>100</b>	<b>60%</b>	<b>40%</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Economics**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

- |  |      |
|--|------|
| 1. Knowledge and understanding of course content                               | 40 % |
| 2. Stimulus based skills   | 20 % |
| 3. Inquiry and research  | 20 % |
| 4. Communication of economic information ideas and issues in appropriate forms | 20 % |

Task	Outcomes	Topic	Task Type	Total Weight	Component Weighting %				Date
					1	2	3	4	
1	P1, P2, P4, P5, P7, P9, P10, P12	Introduction to Economics	Research Report Task - Australia & one economy in Asia.	30%	10	5	10	5	Term 1, 2024 Week 9
2	P1, P2, P3, P5, P6, P7, P8, P10	Government and the Economy	Federal Budget Presentation Task (Powerpoint with voice over)	30%	10	5	10	5	Term 2, 2024 Week 9
3	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	All topics	Examination	40%	20	10		10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	40	20	20	20	





# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Engineering Studies**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

1. Knowledge and understanding of course content
2. Knowledge and skills in research, problem solving and communication related to engineering practice

**Weighting**

- 60%  
40%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P1.2, P2.1, P3.1, P3.3, P5.2, P6.1, P6.2	Engineering Fundamentals	Analysis Report	<b>30%</b>	20	10	Term 1, 2024 Week 11
2	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	Braking Systems	Engineering Report	<b>30%</b>	10	20	Term 2, 2024 Week 10
3	P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	Engineering Fundamentals, Engineered Products, Braking Systems and Biomedical Engineering	Examination	<b>40%</b>	30	10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>60</b>	<b>40</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: English Advanced**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

1. Knowledge and understanding of course content
2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

**Weighting**

- 50 %  
50 %

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	EA11.1, EA11.3, EA11.4, EA11.9	Transition to Senior English – Reading to Write	Writing task and reflection submission	25%	15	10	Term 1, 2024 Week 10
2	EA11.2, EA11.3, EA11.5, EA11.6	Narratives that Shape Our World	Multimodal presentations - podcast	35%	15	20	Term 2, 2024 Week 9
3	EA11.1, EA11.5, EA11.7, EA11.8	Critical Study of Literature	Examination: Responding	40%	20	20	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: English Extension 1**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

1. Knowledge and understanding of complex texts and of how and why they are valued
2. Skills in complex analysis, sustained composition and independent investigation

**Weighting**

- 50 %  
50 %

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	EE11.1, EE11.2, EE11.5	Texts, Culture and Value: Speculative Fiction	Imaginative composition and reflection	30%	15	15	Term 2, 2024 Week 2
2	EE11.1, EE11.4, EE11.6	Texts, Culture and Value	Independent Related Project – multimodal presentation	30%	15	15	Term 3, 2024 Week 3
3	EE11.1, EE11.3, EE11.5	Texts, Culture and Value: Speculative Fiction	Examination: Responding and Composing	40%	20	20	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: English Standard**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

- 1. Knowledge and understanding of course content 50 %
- 2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50 %

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	EA11.2, EA11.4, EA11.9	Transition to Senior English – Reading to Write	Writing task and reflection submission	30%	15	15	Term 1, 2024 Week 10
2	EA11.2, EA11.5, EA11.6, EA11.7	Contemporary Possibilities	Podcast	40%	20	20	Term 2, 2024 Week 9
3	EA11.1, EA11.3, EA11.8, EA11.9	Close Study of Literature	Examination: Responding	30%	15	15	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: French Continuers**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

1.	Speaking	20	%
2.	Listening	30	%
3.	Reading	30	%
4.	Writing	20	%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Writing and Reading	Written examination with unseen passages Reading & responding in English Writing	<b>30 %</b>			20	10	Term 1, 2024 Week 9
2	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Speaking and Listening	Speaking interview with visual stimuli Listening examination with unheard passages Listening & responding in English	<b>30 %</b>	10	20			Term 2, 2024 Week 9
3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	All topics	Examination	<b>40 %</b>	10	10	10	10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: German Continuers**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

- |              |     |
|--------------|-----|
| 1. Speaking  | 20% |
| 2. Listening | 30% |
| 3. Reading   | 30% |
| 4. Writing   | 20% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Writing and Reading	Written examination with unseen passages Reading and responding in English Writing	30%			20	10	Term 1, 2024 Week 10
2	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	Speaking and Listening	Speaking interview with visual stimuli Listening examination with unheard passages Listening and responding in English	30%	10	20			Term 2, 2024 Week 9
3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	All topics	Examination	40%	10	10	10	10	Term 3, 2024 Weeks 8-9
					<b>100%</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Japanese Continuers**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

**Weighting**

- 1. Listening 30 %
- 2. Reading 30 %
- 3. Writing 20 %
- 4. Speaking 20 %

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	Listening and Writing	Listening and Responding in English Writing	30%	20		10		Term 1, 2024 Week 10
2	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 3.6	Speaking and Reading	Speaking interview with visual stimuli Reading and responding in English	30%		20		10	Term 2 2024 Week 9
3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	All topics	Examination	40%	10	10	10	10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	30	30	20	20	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Legal Studies**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

Knowledge and Understanding

Analysis and evaluation

Inquiry and research

Communication of legal information, ideas and issues in appropriate forms

**Weighting**

40%

20%

20%

20%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	P1, P4, P5, P8, P9	The Legal System – Law Reform in Action	Podcast	30%	10	5	10	5	Term 2, 2024 Week 4
2	P1, P4, P6, P7, P9	The Individual and The Law – The individual and technology	In class essay	30%	10	5	10	5	Term 3, 2024 Week 4
3	P1, P2, P3, P5, P9, P10	All topics	Examination	40%	20	10		10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	





# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Mathematics Advanced**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

**Weighting**

- 1. Understanding, Fluency and Communicating 50%
- 2. Problem Solving, Reasoning and Justification 50%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	MA11-1, MA11-2 MA11-8, MA11-9	Functions	Prepared Notes Task – In Class Test	30%	15	15	Term 1, 2024 Week 8
2	MA11-1, MA11-3 MA11-5, MA11-8, MA11-9	Calculus, Trigonometry	Project	30%	15	15	Term 2, 2024 Week 8
3	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7 MA11-8 MA11-9	All topics	Examination	40%	20	20	Term 3, 2024 Weeks 8-9
				100%	50	50	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Mathematics Extension 1**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

- |    |  |     |
|----|--|-----|
| 1. | Understanding, Fluency and Communicating     | 50% |
| 2. | Problem Solving, Reasoning and Justification | 50% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	ME11-1 ME11-2 ME11-6 ME11-7	Inequalities, Combinatorics	Project	<b>30%</b>	15	15	Term 1, 2024 Week 7
2	ME11-1 ME11-2 ME11-6 ME11-7	Polynomials, Graphical Relationships	Prepared Notes Task- In Class Test	<b>30%</b>	15	15	Term 2, 2024 Week 7
3	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	All topics	Examination	<b>40%</b>	20	20	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>50</b>	<b>50</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Mathematics Standard**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

1. Understanding, Fluency and Communicating 50%
2. Problem Solving, Reasoning and Justification 50%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Earning and Managing Money, Formulae and Equations	Project	30%	15	15	Term 1, 2024 Week 7
2	MS11-2, MS11-7, MS11-8, MS11-9, MS11-10	Relative Frequency and Probability; Perimeter, Area and Volume; Classifying and Representing Data	Prepared Notes Task - In Class Test	30%	15	15	Term 2, 2024 Week 7
3	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	All topics	Examination	40%	20	20	Term 3, 2024 Weeks 8-9
				100%	50	50	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Modern History**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components:**

**Weighting**

- |  |     |
|--|-----|
| 1. Knowledge and understanding of course content                                   | 40% |
| 2. Historical skills in the analysis and evaluation of sources and interpretations | 20% |
| 3. Historical inquiry and research   | 20% |
| 4. Communication of historical understanding in appropriate forms                  | 20% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	MH11-5, MH11-6, MH11-7, MH11-9	The Contestability of the Past and Decline and Fall of Romanov Dynasty	Source Analysis Take Home Task	30%	20	5		5	Term 1, 2024 Week 8
2	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	Historical Investigation	Hand in essay (Major Work)	30%		5	20	5	Term 2, 2024 Week 9
3	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9	All topics	Examination	40%	20	10		10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Music 2**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

- |                     |     |
|---------------------|-----|
| 1. Performance core | 25% |
| 2. Composition core | 25% |
| 3. Musicology core  | 25% |
| 4. Aural core       | 25% |

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	P2, P3, P4, P5, P6, P8, P9, P11, P12	Mandatory Topic – Music 1600-1900	Composition and development of composition portfolio including background research, critical analysis of works and development of ideas and drafts.	25%		25			Term 1, 2024 Week 10
2	P1, P6, P7, P8, P10, P11, P12	Mandatory Topic – Music 1600-1900 AND Additional Topic	Aural test with analysis of related repertoire Musicology open book extended response. <i>Aural/Musicology</i>	35%			10	25	Term 2, 2024 Week 9
3	P2, P7, P8, P11	Mandatory Topic – Music 1600-1900 AND Additional Topic	Solo and/or ensemble performance of two pieces, one from the Mandatory Topic and one from the Additional Topic. Stylistic research and analysis of performance repertoire <i>Performance/Musicology</i>	40%	25		15		Term 3, 2024 Week 3
				<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Personal Development, Health & Physical Education    Course: Preliminary (Year 11)    Year: 2024**

### Components

### Weighting

1. Knowledge and Understanding 40%
2. Skills in critical thinking, analysis and communication 60%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P2, P3, P4, P5, P6	Core 1: Better Health for Individuals	Hand in case study: Case study analysis, evaluating the health of two individuals.	30%	10	20	Term 2, 2024 Week 1
2	P8, P9, P10, P11	Core 2: The Body in Motion	Hand in research task: Analysing the relationship between fitness testing and sport performance.	30%	10	20	Term 3, 2024 Week 2
3	P1-P17	Core 1, Core 2, Option: First Aid Option: Fitness Choices	Examination	40%	20	20	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>60</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Physics**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

1. Skills in working scientifically
2. Knowledge and understanding of course content

### Weighting

- 60%  
40%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P11-1, 2, 4, 6, 7, 8, 9	Module 1-2	Depth Study - Film Scene Analysis	30%	25	5	Term 2, 2024 Week 4
2	P11-3, 5, 11	Module 3-4	Practical Test	30%	25	5	Term 3, 2024 Week 4
3	P11-8, 9, 10, 11	All modules	Examination	40%	10	30	Term 3, 2024 Weeks 8-9
				100%	60	40	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Society and Culture**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components:

### Weighting

- |                                |     |
|--------------------------------|-----|
| 1. Knowledge and Understanding | 50% |
| 2. Research Method             | 30% |
| 3. Communication               | 20% |

Task	Outcomes	Topic	Task Type	Total Weight	Component Weighting %			Date
					1	2	3	
1	P1, P3, P6, P7, P9, P10	Social and Cultural World	Research & Multimedia Presentation Task	30%	10	15	5	Term 1, 2024 Week 9
2	P1, P2, P3, P5, P8, P10	Personal and Social Identity	Comparative Study	30%	10	15	5	Term 2, 2024 Week 8
3	P1, P2, P4, P6, P10	All topics	Examination	40%	30		10	Term 3, 2024 Weeks 8-9
				<b>100%</b>	50	30	20	





# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Software Engineering**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

**Weighting**

- 1. Knowledge and understanding of course content 50%
- 2. Knowledge and skills in the design and development of software solutions 50%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	SE-11-01, SE-11-02, SE-11-06, SE-11-07	Programming Fundamentals	Software Report	30%	15	15	Term 1, 2024 Week 10
2	SE-11-04, SE-11-06, SE-11-08, SE-11-09	Programming Mechatronics	Software Report	30%	15	15	Term 2, 2024 Week 8
3	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Programming Fundamentals, Programming Mechatronics The Object-Oriented Paradigm	Examination	40%	20	20	Term 3, 2024 Weeks 8-9
				100%	50	50	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Studies of Religion**

**Course: Preliminary (Year 11)**

**Year: 2024**

### Components

### Weighting

1. Knowledge and Understanding
2. Source Based
3. Investigation and Research
4. Communication

- 40%
- 20%
- 20%
- 20%

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %				Date
					1	2	3	4	
1	P1, P2, P6, P8	Nature of Religion and Beliefs	Source based short answer task	30%	10	10		10	Term 2, 2024 Week 2
2	P2, P3, P4, P5, P6, P7, P8, P9	Buddhism	Research Essay	30%	10		10	10	Term 2, 2024 Week 7
3	P1, P2, P3, P4, P5, P6, P8, P9	All topics	Examination	40%	20	10	10		Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	



# Smith's Hill High School

## HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

**Subject: Visual Arts**

**Course: Preliminary (Year 11)**

**Year: 2024**

**Components**

**Weighting**

- 1. Art Making 50 %
- 2. Art Criticism & Art History 50 %

Task	Outcomes	Topic	Task Type	Total weight	Component Weighting %		Date
					1	2	
1	P1, P2, P3, P4 P7, P8, P9	Artist Case Studies	Extended written response using artist case studies and related artwork with analysis (submission of research theory and artwork).	30%	10	20	Term 2, 2024 Week 7
2	P2, P3, P5, P6	Collection of Works	Portfolio of experimental works Submission of four exploratory artworks accompanying VAPD, including evidence of material and conceptual experimentation with explanation of related artist's practice through the frames.	40%	40		Term 3, 2024 Week 5
3	P7, P8, P9, P10	All topics	Examination	30%		30	Term 3, 2024 Weeks 8-9
				<b>100%</b>	<b>50</b>	<b>50</b>	