



Bossley Park High School

Stage 6 Assessment Booklet

Year 11 2025



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Contents

ASSESSMENT CALENDAR.....	3
PATHWAYS AT BOSSLEY PARK HIGH SCHOOL	4
ATAR PATHWAY – UNIVERSITY FOCUSED.....	4
HSC / VET PATHWAY – SKILLS FOCUSED.....	6
SBAT PATHWAY – WORK FOCUSED	7
University Focused.....	6
HSC / VET PATHWAY	6
Skills Focused.....	6
SBAT PATHWAY	7
Work Focused.....	7
PATTERN OF STUDY.....	7
EXPECTATIONS OF A SENIOR STUDENT	8
ATTENDANCE	11
ASSESSMENT	12-13
WHAT IS ASSESSMENT?	12
ASSESSMENT PROCEDURES	12
ILLNESS / MISADVENTURE APPLICATION.....	13
DISABILITY PROVISIONS	19
THE ROSA.....	21
RoSAs FOR YEAR 11 SCHOOL LEAVERS	21
A CREDENTIAL FOR SCHOOL LEAVERS	21
RECORD OF SCHOOL ACHIEVEMENT – ONLINE TESTS	21
CONTENT OF THE ONLINE LITERACY & NUMERACY TESTS	21
EXAMINATION RULES	22
N-WARNING FLOWCHART for STUDENTS.....	23
N-WARNING FLOWCHART for STAFF.....	24
Course Assessment Schedules	26

ASSESSMENT CALENDAR

Courses		Term 1, 2025											Term 2, 2025										Term 3, 2025																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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PATHWAYS AT BOSSLEY PARK HIGH SCHOOL

ATAR PATHWAY – UNIVERSITY FOCUSED

An ATAR focused pathway is designed for students who are aiming to go to university after they graduate.



HSC / VET PATHWAY – SKILLS FOCUSED

HSC / VET Pathway allows students to get their HSC while also gaining practical skills for their future career.



SBAT PATHWAY – WORK FOCUSED

A SBAT pathway combines paid work, training, and school. Students can get credit towards their HSC and a nationally recognised Vocational Education and Training (VET) credential while doing paid work experience.



ATAR PATHWAY

University Focused

Preliminary Course (Year 11)

To progress to Year 12, students must successfully complete:

- A minimum 12 units of study
- A minimum of 2 units of English

HSC Course (Year 12)

To qualify for an ATAR, students must successfully complete:

- A minimum 10 units of study (the school strongly recommends students 12 units).
- 2 units of English
- A minimum of 10 units of Board-Developed Courses

HSC / VET PATHWAY

Skills Focused

Preliminary Course (Year 11)

To progress to Year 12, students must successfully complete:

A minimum 12 units of study, from subjects including:

- Approved TAFE courses
- A minimum of 2 units of English
- A minimum of 6 units of Board-Developed Courses

HSC Course (Year 12)

To qualify for the award of the HSC, students must successfully complete:

A minimum 10 units of study from:

- Approved TAFE courses
- A minimum of 2 units of English
- A minimum of 6 units of Board-Developed Courses

TVET

Vocational Education and Training (VET) and TVET (delivered through TAFE) courses are practical subjects that can be studied alongside traditional subjects. All VET and TVET courses count towards the HSC and can lead to a nationally recognised qualification from TAFE NSW or the Board of Studies. Some VET and TVET courses developed by the Board of Studies also contribute toward an ATAR. VET courses are:

- Designed to meet industry training needs
- Supported by industry, who help with curriculum design and course delivery
- Based on the national training curriculum
- Designed to meet national training standards
- Assessed on competency
- Designed to provide clearly defined pathways through to the workplace
- Accredited by both the Board of Studies and ASQA (dual accreditation).

SBAT PATHWAY

Work Focused

A School Based Apprenticeship or Traineeship combines paid work with TAFE training and school. The SBAT option is equivalent to the first year of a full-time apprenticeship, whilst an SBT will provide a certificate of proficiency in the traineeship area- a great start for your post-school career options.

School-based apprentices and trainees are enrolled in the relevant course and must complete the required formal training component by the end of Term 3 in the HSC year. This ensures the student receives appropriate credit for the HSC and has time to prepare for and sit the optional HSC exam.

The formal training undertaken by a school-based apprentice or trainee generally contributes a minimum of 4 units towards the HSC. Additional HSC unit credit may be applicable for both school-based apprenticeship and traineeship courses, depending on the qualification.

School-based apprentices and trainees may also elect to undertake the Industry-Based Learning that can contribute up to 4 additional units of HSC credit. Assessment of these units is based on evidence of industry-based skills built up through paid employment as an apprentice or trainee during the HSC years.

PATTERN OF STUDY

INFORMATION ABOUT THE RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades. It provides a student's comprehensive record of academic achievement, which includes:

- An A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.
- Grades are based on student achievement in their assessment work submitted to the school by the end of Term 3 Year 11.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. Students who have not met the [HSC minimum standard](#) to receive their HSC, can receive a RoSA.

Requirements for the Award of the RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

Students who are Ineligible for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

INFORMATION ABOUT THE HSC

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers a full range of study areas matching individual abilities, interests and goals.

More than 75,000 students complete the HSC each year.

Requirements for the Award of the HSC

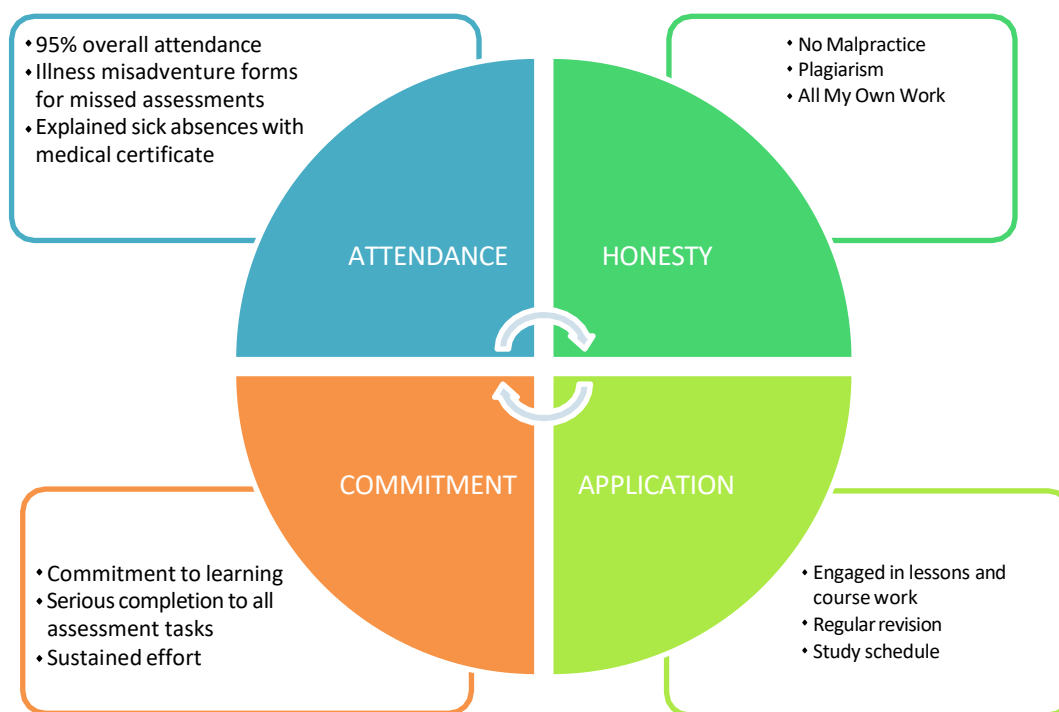
If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by NSW Educational Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course.

- Complete *HSC: All My Own Work*
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.
- You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Bossley expectation is that students will keep 12 Units into Yr12.
- You must study:
 - At least 6 units from Board Developed Courses including at least 2 units of English or English Studies.
 - At least three courses of 2 units value or greater (either Board Developed or Board Endorsed Courses).
 - At least four subjects.
 - No more than 6 units of Science in Year 11 and 7 units in Year 12

You will need to meet a minimum standard of literacy and numeracy through online testing. This test can be undertaken up to 5 years post your HSC year.

EXPECTATIONS OF A SENIOR STUDENT



NESA and the school expect students to have completed all assessment tasks. Furthermore, students must:

- Make a serious attempt at assessment tasks, and avoid any behaviour which disrupts class colleagues during an assessment task
- Approach each assessment task honestly and avoid any assessment malpractices such as cheating or copying
- Submit work for assessment directly to the relevant teacher and ensure that receipt is noted
- Inform their teachers in advance if they know they are going to be absent for an assessment task
- Ask their teachers about any assessment tasks which may have been notified during an absence from school
- Lodge an Illness/Misadventure Appeal Application within one school day of their return to school, where a task has been missed because of absence; and
- Provide proof that they had a valid reason for the non-attempt or non-submission of a task.

Satisfactory Progress

Satisfactory progress for the award of the RoSA is based on Course Completion Criteria:

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that student has:

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

What happens if students do NOT make 'Satisfactory Progress'?

Where a student is NOT making satisfactory progress in a Year 11 course the relevant Head Teacher will inform the parent or caregiver using a Causing Concern letter or Non-Determination Warning Letters One and Two. Work placement is mandatory in VET Courses and students failing to complete the mandatory hours will not satisfy the requirements of the course.

What if students have not met all the course outcomes in a subject?

Students will receive a report based on their achievement of course outcomes and the examinations. Students who have not achieved some or all of the course outcomes in a particular course will receive a letter from the Principal. Students not proceeding from a Year 11 to the HSC Course due to unsatisfactory progress may have to repeat subjects and negotiate a pattern of study with the Deputy Principal.

ATTENDANCE

Attendance Requirements

- All students to have 95% overall attendance
- Attendance during assessment task & class is compulsory
- Illness Misadventure Forms to be complete for missed assessments
- Frequent lates and truanting will be monitored and reported

Absences

- Attendance rates are monitored regularly – Bossley Park High School is known for its high expectations towards attendance. Students with poor attendance rates- i.e. **below 90% will be interviewed by DP/ HT Admin/Year Adviser and/or the Home School Liaison Officer (HSLO).** These students will be put on an attendance card and improvements must be made. Failure to improve will result in an attendance plan monitored by the HT Admin.
- Leave must be approved by the principal. A minimum of 2 weeks' notice is required.
- **Extended leave will not be granted for students in Years 11 and 12.** All extended leave/travel is advised to be undertaken during school holiday periods. If your leave is scheduled during examination periods and leave is not granted zero marks will be awarded for that assessment.

Senior Privileges

- All Year 11 and 12 students start at 10am on Mondays and finish at 1:15 on Thursdays.
- Students who have free periods at the start and/or end of the day must sign in and/or out at the front office using their student ID card – students who fail to sign in will lose their flexible leave.
- Students who have outstanding N-Determinations will lose their senior privilege of leaving early on Thursdays and will remain in the library to complete their outstanding work.
- Students who have poor attendance, frequent lateness and truanting will lose their flexible leave all together.

Study Periods

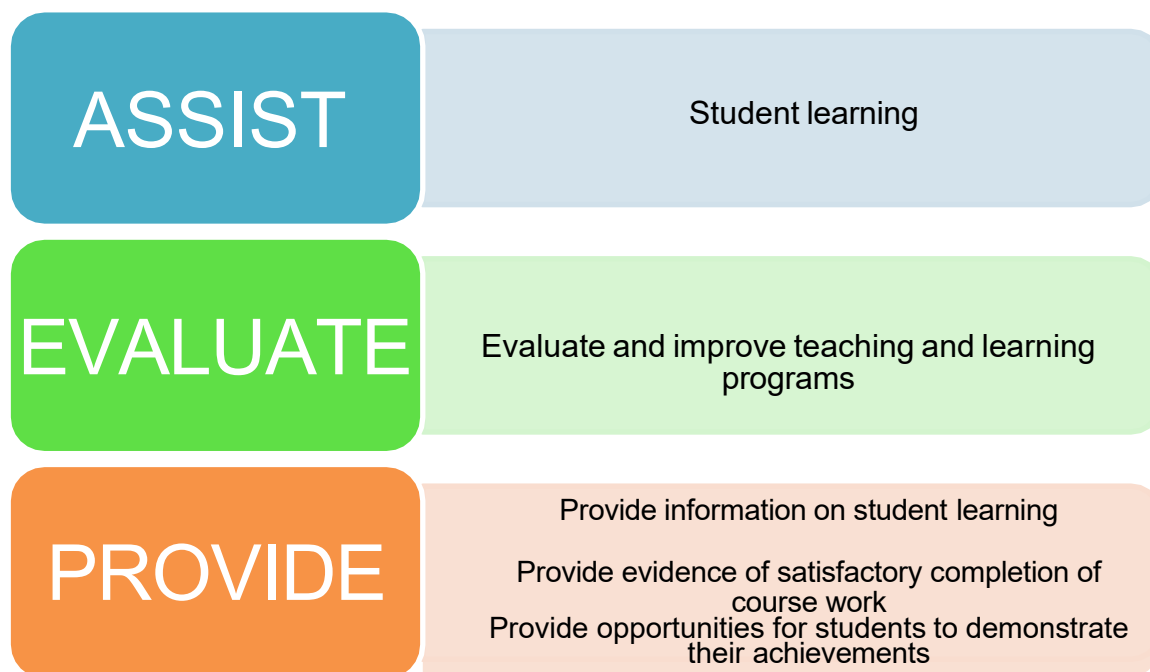
Senior students who attend TAFE or other training courses or completing under 12 units may have study periods on their timetable. During these times they should get their name marked off and remain to be supervised in the library. They will have access to all Library facilities for their private study.

Partial Absences

When an in-class task is scheduled, all students are required to attend normal scheduled classes (including assemblies) for the entire school day. A partial absence may create an assessment irregularity, which would be subject to normal irregularity procedures. This includes resulting in receiving a zero-award mark for the task. Staying home to study and then arriving late to school on the day of an assessment task is malpractice.

ASSESSMENT

The purpose of school assessment is to:



WHAT IS ASSESSMENT?

Assessment is a compulsory feature of Stage 6 Courses. The purpose of assessment is to evaluate student achievement of course outcomes which cannot easily be tested in formal examination situations, as well as of those skills tested by examinations. On the RoSA Result Notices students receive an assessment grade for each of their courses. These marks are based on the quality of student performances in specified course assessment tasks, undertaken whilst completing the relevant Year 11 course. NESA has identified components that must be included in the assessment program of each course and the proportion of marks to be allocated to each component. These vary from subject to subject, relating to the learning outcomes of each course. Assessment tasks are developed by the school to measure student performance in the course components and outcomes. Some of the outcomes can be tested by a formal exam, so a certain proportion of the assessment is derived from major exams.

In the administration and management of assessment tasks students will be given:

- Sufficient warning for each assessment task a minimum of two weeks notification.
- Clear guidelines on assessment tasks when they are set – about what is required, when it is due, and how it will be marked (ie marking criteria);
- Clear and meaningful feedback about their performance on specific tasks.
- Their rank for each assessment task completed.
- Progressive feedback about how they are performing in each course relative to other students in the course (recorded as the Assessment Ranking on two formal school reports)
- Information/warnings of school concerns, where they are in danger of not meeting Board or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher interviews, up to two formal N-Warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem).
- Appropriate consideration/support arrangements when they have raised genuine problems in advance, or when they have provided proof in the Appeals process of valid reasons for the non-attempt or non-submission of a task.

ASSESSMENT PROCEDURES

Throughout your courses you will be given a number of 'Assessment Tasks' to complete. The purpose of these tasks is for your teachers to determine whether you are achieving the course outcomes. Failure to meet some, or all, of the course outcomes for a course may mean that you do not satisfy course requirements. Assessment tasks also provide you with the opportunity to demonstrate what you know and can do.

Development of Assessment Tasks	Course Assessment programs have been developed using individual guidelines in NESA Teaching and Educational Standard Course Syllabus documents.
Notification of Assessment Tasks	<p>At the commencement of a course students will receive a schedule of assessment tasks and requirements for that course. You will be given at least two weeks written notice of an assessment task.</p> <p>The written notification will include:</p> <ul style="list-style-type: none"> • The name of the faculty and course of study; • The number and title of the task; • The unit/content area of the course to which the task relates; • The mark weighting of the task as a percentage of the overall assessment schedule; • The exact date and timing/time allocation for the task; • Information specifying components of assessment used in the task and the weighting of these components within the task; • The syllabus outcomes in words upon which the assessment task is based; • Depending on the type of task you will receive information about the marking criteria against which your performance in this task is to be assessed, and you will be asked to acknowledge you have received the task notification through the Google Classroom or sign an assessment sign on sheet or attendance slip when you submit or complete the task.
Workload	You could receive up to a maximum of 4 assessment tasks for each 2-unit course in Year 11. It is possible to have more than one assessment due the same day, but if you think your workload is excessive speak to your teacher as soon as you are informed of an assessment task. All course classes will do common assessment tasks.

<p>Drafting Policy</p>	<p>Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.</p> <p>The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the student's work. Drafting is a consultation process, not a marking process. Consideration of student drafts assists students with making necessary improvements without advantaging/ disadvantaging others.</p> <p>Students will be notified formally via an Assessment Task Notification, when drafts will be considered by class teachers within an assessment task process.</p> <p>Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. Teachers will not award a notional result (grade/mark) or level of achievement for work in a draft form.</p>
<p>What is a draft?</p>	<p>A draft is a body of evidence that students provide to their class teacher only, in response to assessment requirements. This should be a response that is nearly good enough to submit for assessment. Before submitting a draft, students may be required to:</p> <ul style="list-style-type: none"> • submit a written outline about their approach • discuss their approach with their teacher
<p>What sort of feedback will be provided?</p>	<p>In providing feedback, teachers will indicate aspects of the response that need to be improved or developed in order to more comprehensively meet the assessment criteria. Students may be advised to:</p> <ul style="list-style-type: none"> • consider other aspects of the text • work on their role as writer/speaker and show more awareness of the audience • give priority to the most important points by rearranging the sequence and structure of ideas • conduct further research or substantiate points made with references. <p>Teachers may:</p> <ul style="list-style-type: none"> • indicate some textual errors and indicate that the draft requires more careful editing • provide some written feedback on drafts submitted by the due date • provide a summary of their feedback and advice to the whole class <p>In Years 11 and 12, teachers will indicate that there are some genre and task-specific errors and that more careful editing is required but will not correct all such errors. Students are expected to self-edit to a high degree.</p>
<p>Number of drafts permitted</p>	<p>Maximum one (1) draft is permitted for all written and spoken tasks.</p>
<p>Please note</p>	<ul style="list-style-type: none"> • Timelines for the submission and teacher review of drafts is to the discretion of individual faculties. This will be documented on the task Assessment Notification. • Teachers will not correct or edit all the textual errors in a draft.

Submission of Assessments

Out of class tasks must be submitted through the appropriate medium to the course teacher prior to Period 1 on the due date. When you submit an assessment task, make sure that if the task is not submitted through the Google Classroom that you sign the *Course Assessment Task Sign On Sheet*. For each out of class task, you must provide a Year 11 Course Assessment Task Coversheet.

Assessment Sign On										
Year: 11/12 Course: 2U Ancient History		Teacher: JAKOVljevic, T. Ms Class: 12AH.03								
Family	Given	Date: Assessment Schedule	Date: Notification	Date: Submission	Date: Notification	Date: Submission	Date: Notification	Date: Submission	Date: Notification	Date: Submission
ARAGNOSTOS	Cody									
ANG	Nathan									
AVATI	Daniel									
CARDE VILA	Nicolas									
GIFTOPOULOS	Carla									
GULABOSKI	Aleksandar									
LATSOMBATH	Jordan									
LE	Tommy									
NGUYEN	Cindy									
NGUYEN-PHUO	Rose									
PRSE VSKI	Stefen									
SCOTTE	Lorenzo									
TOLLEFSEN	Olivia									

Assessment Task Sign On Form.

Performance in Assessments

You will be informed of your performance in all course assessment tasks, through the allocation of a mark and you will be informed of your ranking within the course for each assessment task.

For HSC courses you will also be provided with progressive assessment ranks for each course. You will be provided with meaningful feedback from your teachers that will correct misunderstandings, provide information on how you can improve and reinforce what you have done well.

There is no pass or fail. There are different levels of achievement. Your teacher will give you advice on what they expect in a high-quality piece of work. For example, what makes an excellent essay or piece of research?

In VET courses you will be assessed as **“Competent”** OR **“Not Yet Competent”** for the module(s) assessed.

You may receive a mark of zero if:

- You are absent from an assessment task **without a valid reason**,
- An assessment task is submitted after the due time/date without a valid reason,
- You are involved in malpractice (cheating),
- You do not have a valid reason for not completing a task,
- In your teacher's judgement, your work is worth only zero.
- You fail to follow the Illness and Misadventure process effectively.

<p>Absence from Assessment</p> <p>Illness Misadventure Appeals</p>	<p>If you are absent from school, it is your responsibility to check with your teachers to see if any assessment tasks have been issued in any of your courses and to seek further information.</p> <p>If you are absent from school on the day an assessment task is due, you must contact the school to inform the teacher and Head Teacher.</p> <p>Within (7) seven days of the task due date complete an online Illness and Misadventure Form which is available on the school website. The absence must be supported by satisfactory documentation such as a Medical Certificate stating you were unfit for school or a letter explaining extenuating circumstances. It is essential that a medical certificate is obtained on the day of the task. Medical certificates must cover the entire period of absence from school and the date of the assessment task.</p> <p>This evidence can be uploaded to the online application form when completed.</p> <p>Students should retain a copy of these documents.</p> <p>If the task missed is a formal examination (Year 11 Examination), you must contact the Head Teacher Administration (in charge of exams) to reschedule the missed exam on the next school day not covered by the certificate, whether you have a scheduled exam on that day or not.</p> <p>Do not wait until later in the exam period. If the reasons for your absence are determined to be valid, you may be given an estimate or an alternative task. If you arrange for another person to submit an assessment task on your behalf, it must still reach your teacher by the due date/time.</p> <p>Students may lodge an online Illness/Misadventure appeal iif they believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond their control, diminished their assessment performance.</p> <p>The provisions of the appeals process do NOT cover:</p> <ul style="list-style-type: none"> • matters relating to long-term loss of preparation time; • matters that could have been avoided by the student; • going overseas or family holidays
<p>Non-Completion of Assessment</p>	<p>If you do not complete an assessment task in any course without a valid reason you will receive a zero letter and an “N” Determination Warning Letter.</p> <p><i>N Determination Warning letter</i></p> <p>An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work. An N Determination Warning Letter will also be issued to students who fail to demonstrate diligence and sustained effort to the set tasks and experiences provided in the course by the school, have failed to achieve some or all of the course outcomes and fail to follow the course developed or endorsed by NESA.</p>

Malpractice

Cheating, or malpractice, is dishonest behaviour by a student which gives that student an unfair advantage over others. It includes:

- Copying someone else's work in part or in whole.
- Using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Breaching school examination rules;
- Using non-approved aides during an assessment task;
- Failure to attend scheduled lessons and school activities in order to prepare for an assessment task;
- Contriving false explanations to explain work not handed in on the due date;
- Assisting another student to engage in malpractice.

Consequences of Malpractice:

Aligned with NESA Teaching and Educational Standards, Bossley Park High School treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC assessments tasks. Suspected malpractice will be investigated by the Head Teacher of the faculty who will make a decision. If the student disagrees with the outcome they may appeal within 48 hours of the Head Teachers decision. Appeals will be considered by a malpractice panel consisting of two Head Teachers from other faculties and a Deputy Principal. Students will be required to provide evidence to demonstrate that malpractice has not occurred (such as drafts, document versions, notes and sources). Detected malpractice will impact on a student's marks and jeopardise their Year 12 courses.

One or more of the following will apply:

- reduced marks for all or part of the assessment task.
- zero award for part or all of the assessment task.

Why does honesty matter in Stage 6 (Year 11)?

For many NSW students, the RoSA provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating.

Cheating in Year 11 is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to internal assessment marks.

	<p>What strategies can I use to avoid malpractice behaviour?</p> <ul style="list-style-type: none"> • Ensure that you understand malpractice and its consequences. You must have completed the HSC: All My Own Work program. This program helps you follow good principles and practices in assessments and exams. • Ensure that you have read and understood the Board's Rules and Procedures for Higher School Certificate Candidates booklet. 'Honesty in Assessment – the Standard'. • Be aware of due dates, keep an up-to-date diary of all their assessments, activities and commitments, and allocate their time effectively. • Start tasks early so that you can seek clarification if needed. • Break tasks into a series of smaller steps and set deadlines for the completion of each step. • Save all drafts and support materials. Note sources as they are used so the bibliography does not become a major task at the end. (See the Referencing Policy Page)
<p>Appeals</p>	<p>If you feel that there has been an error made in the computation of a mark awarded for a particular assessment task you should first discuss the problem with your teacher. If necessary, the matter may go to the Head Teacher of the course concerned for a review. This must be done within two days of receipt of the marked assessment task. Where you do not agree with the determination of competency in a VET course the same procedure applies.</p> <p>If a student finds reasons to dispute their rank in a particular subject, they can do so through the Head Teacher of that course and then their Deputy Principal if not satisfied with the Head Teacher's decision.</p>

ILLNESS / MISADVENTURE APPLICATION

[Access the online Illness / Misadventure application here.](#)

Please Note:

- Applications can only be submitted (7) days prior or following the task due date.
- Applications submitted past the (7) seven days will be declined.
- Bulk course applications are not permitted.
- Individual course applications are required. ie online application per course

Process:

1. Only students can complete the online Illness Misadventure form
2. Students are required to enter their parent's correct email address
3. Students are required to enter their current year, course name and correct faculty.
4. Students are required to provide a description of the issue and affect made
5. Supporting evidence supporting the appeal must be uploaded. eg. Medical Certificate
6. The Illness Misadventure panel receive the submission to discuss
7. Decision is made and outcome of appeal emailed back to student and parent within (7) seven days.



Appeals:

If the student chooses to appeal the decision of the panel, regarding the request for consideration, then it is the student's responsibility to write to the Principal within (7) seven days of the initial outcome emailed to the student and parent.

The Principal will then conduct a review of the application and provide a final decision.

DISABILITY PROVISIONS

Special Arrangements for Students with Disabilities

Any special arrangements for students with disabilities will be determined on an individual basis by the Head Teacher Special Education, Head Teacher Learning Support and the Principal prior to the commencement of the HSC Assessment period.

Disability Provisions

Disability provisions provide students who have special needs with practical support. Students' special examination needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Applying for Disability Provisions for School-based Assessment Tasks

Students who wish to apply for disability provisions should see the Deputy Principal or Head Teacher Learning Support and complete the application form for Disability Provisions. The form should clearly indicate the following:

1. The type of provisions you are applying for.
2. Supply evidence of the student's disability.
3. Signed by the Student and their parent or guardian.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

Please Note:

- Mental Health issues fall under disability provisions.

THE ROSA

Record of School Achievement (RoSA) is a relatively new credential for all students in Years 10, 11 and 12. It commenced with Year 10 in 2012 and its aim is to recognise school achievement for students leaving school before receiving their Higher School Certificate (HSC). It is a cumulative credential – recognising all of a student's academic achievements. Instead of just showing what the student's results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will be awarded to all eligible students when they leave school.

To receive a RoSA the student will need to meet the school's attendance requirements.

RoSAs FOR YEAR 11 SCHOOL LEAVERS

Students who leave school after completing Year 10 but prior to completing the HSC receive a RoSA if they have met NESA requirements, or a Transcript of Study. Note that schools are responsible for determining that students meet the requirements to leave school.

A CREDENTIAL FOR SCHOOL LEAVERS

While formal RoSA credentials are only for school leavers, Year 11 students will be able to access their results electronically and print a transcript of their results.

RECORD OF SCHOOL ACHIEVEMENT – ONLINE TESTS

The Record of School Achievement (RoSA) will give students leaving school prior to receiving their HSC the option of taking online literacy and numeracy tests. These tests are not compulsory and are not designed for the whole cohort, but rather are tailored to meet the needs of those students leaving school to seek work or other training and education opportunities.

The concepts of literacy and numeracy to be tested have an emphasis on work readiness and have been drawn from the Australian Core Skills Framework (ACSF), developed by the Department of Education, Employment and Workplace Relations (DEEWR). The literacy and numeracy tests will be mapped to Levels 1, 2 and 3 of the ACSF skills in Reading, Writing and Numeracy. Only Year 11 students who advise their school that they intend to leave and wish to sit the tests will be eligible to participate.

CONTENT OF THE ONLINE LITERACY & NUMERACY TESTS

- The tests focus on the literacy and numeracy skills required by school leavers for employment and further education.
- There will be one test for literacy and one test for numeracy, with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- Each test consists of 60 questions and is 60 minutes long.
- The test results are reported separately from the RoSA and are not a requirement for award of the credential.

EXAMINATION RULES

- You must wear **full school uniform** when attending examinations.
 - **Check that your calculator is compliant** by checking the Approved Calculator for Assessment Tasks and Examinations.
 - Year 12 must complete attendance forms at the start of each examination. Supervising teachers will distribute and collect.
 - You will be supplied with **all** writing paper. **You must not remove any page(s) from the booklets, or use any other paper or remove any paper from the examination desk.**
 - Label all answer booklets carefully and accurately with your name/number and the question/section number. **Do not leave the examiners guessing. You must hand in every piece of paper**, including the examination paper at the end of the examination.
 - If you do not have an examination, you are not to be at school. Use this time wisely to study and revise.
-

ATTENDANCE AT EXAMINATIONS

- When arriving at school before an examination, you must enter the school grounds immediately and wait at the Exam venue. You must not wait outside the school grounds at any time before an examination. At the completion of your last examination for that day, you must leave the school grounds.
 - It is your responsibility to know when each of your examinations is scheduled. Be prompt to all examinations. You must be outside the MPC or your allocated venue **30 minutes before** the published starting time.
 - In the case of Practical Examinations, you must assemble outside of the designated exam area stated on your timetable. You should arrive no less than **15 minutes before** the start time and wait for teacher direction. You must leave immediately afterwards unless you have another examination that day.
 - If you are late for the examination, extra time for time missed will not be provided
 - If you arrive more than one hour after the commencement of the examination, you will be admitted to the examination room. A serious attempt must be made otherwise a zero will be applied.
 - If you miss an examination, you must contact the Deputy Principal immediately. Illness / Misadventure appeals will need to be submitted within seven days of the exam. Misreading the timetable will result in a zero award being applied.
 - You will NOT be allowed to leave during an examination. If your examination is shorter in length and finishes before other examinations, you must show consideration by remaining in your seat and wait for instructions. The supervising teachers will instruct you when you can leave the venue.
 - **Examinations are compulsory requirements for the completion of a course.**
 - **If you know you will be absent from school** during an examination eg on an Excursion, you must see the relevant Head Teachers and the HT Admin beforehand to make arrangements in relation to the examination you will miss and to arrange an alternate day and time.
 - **If you are too ill to attend an examination, your parent must**
1. Phone the school (98231033) prior to the commencement time of the first examination of the day.
 2. Provide a Doctors Certificate explaining your absence and present to the Deputy Principal immediately upon your return. An Illness/Misadventure appeal may also be lodged with the Deputy Principal if you believe that circumstances occurring immediately prior to an assessment task or examination and which were beyond your control diminished your performance. Negotiate with the HT Admin to reschedule the missed exam. Where possible, arrangements will be made for you to sit for the examination during the examination period. You must be prepared to sit for the examination whichever day is designated, including this first day.
-

CONDUCT DURING EXAMINATIONS

- Cease speaking or communicating in any way as you enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- **Follow** the Presiding Officer and supervisors' **instructions** at all times.
- Behave in a polite and courteous manner towards the Presiding Officer, supervisors and other students.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Not take food into the examination room.
- Only take permitted equipment to the examination. **Books, notes, paper and electronic equipment of any kind are not to be taken to the examination.**

All such items must be placed in your bag. **All mobile phones must be switched off and handed to a teacher when you enter the examination room.**

- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor.
- **Behave ethically.** No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

EQUIPMENT FOR EXAMINATIONS

You may only take equipment listed below into the examination room:

- black pens (blue is also acceptable, but black is easier for markers to read)
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens.

No other equipment is allowed, except as detailed below. It is your responsibility

- When in the examination room you must remove watches and place them in clear view on the examination table.
- Additional equipment that may be required for some examinations includes a Board of Studies Teaching and Educational Standards approved calculator, Maths Aid template, a pair of compasses, a protractor and a set square.
- You are not permitted to borrow equipment during examinations.
- Presiding officers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic device.

N-WARNING FLOWCHART for STUDENTS

Non-Serious Attempt

Incomplete classwork / homework
Not in class to complete course work
Fails to submit task on the set day / time
Plagiarism, using AI to complete task
Examination - Most parts not attempted

Incomplete Workplacement



N-Warning Letter Issued

Student loses early leave Thursdays &
attends Senior Support Program in Library



Student Fails to Attend Support Program

DP issues Formal Caution of Suspension



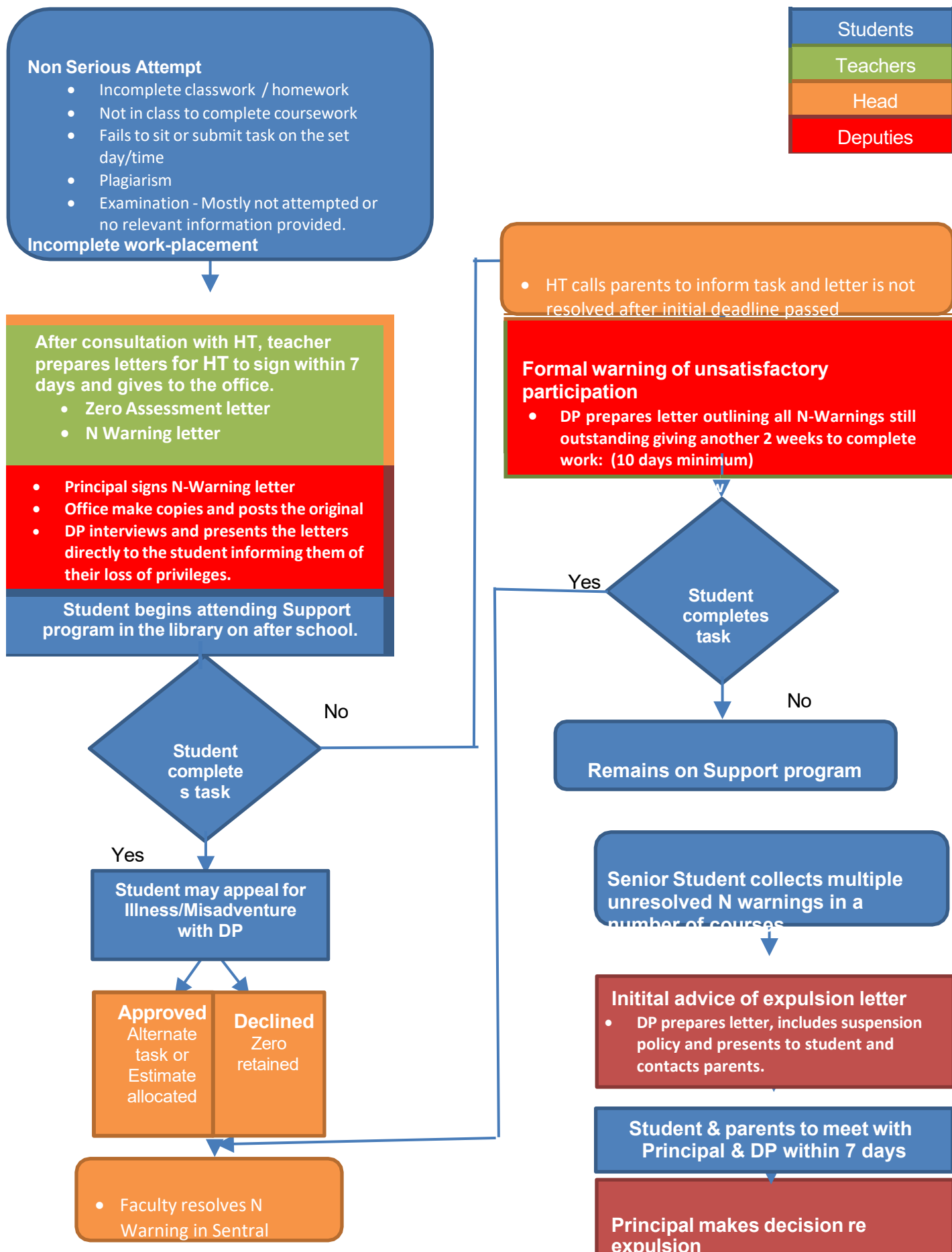
Student Fails to Resolve Outstanding Work

Principal issues N-Determination

N-WARNING FLOWCHART for STAFF

Version 8.0
Oct 2024

- Only ONE letter per outstanding (task or collection of course work) required.
- In subsequent additional letters, list any unresolved requirements.



Course Assessment Schedules



English Standard Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Creative Writing Task with an Analytical Component Common Module: Reading to Write	Analytical Response In-Class Module A: Contemporary Possibilities	Yearly Examination Section 1: Reading to Write (Unseen stimulus) Section 2: Module A (Analytical Response) Section 3: Module B (Analytical Response) All Modules (Module A, Module B and Module C)	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Components				Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	15	20	15	50
Total Weighting	30	40	30	100



English Advanced Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-class Creative Writing and Analytical Response Common Module: Reading to Write	Writing Task Module A: Narratives that Shape our World	Yearly Examination All Modules	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9–10	
Syllabus Outcomes Assessed	EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components				Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total Weighting	30	40	30	100



English Extension 1 Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response	Multimodal Task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
Syllabus Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Components				Weighting
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total Weighting	30	40	30	100



English Studies Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Mandatory Module: Achieving through English Written Report on Employment	Elective Module: Mod L: Who Do I Think I Am? Multimodal Presentation	Mandatory Module: Achieving Through English Mod L: Who Do I Think I Am? Mod D: Digital Worlds Portfolio of Work	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Syllabus Outcomes Assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-1, ES11-3, ES11-4, ES11- 5, ES11-7, ES11-9, ES11-10	ES11-2, ES11-6, ES11-7, ES11-8	
Components				Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	20	15	50
Total Weighting	30	40	30	100



EAL/D English Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Writing Task Module A: Language, Texts & Contexts	Multimodal Presentation Module B: Close Study of Text	Yearly examination (Including a listening component) Module C: Texts in Society	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components				Weighting
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
Total Weighting	30	30	40	100



Studies of Religion I

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	ICT Presentation Nature of Religion & Beliefs	Half-Yearly Examination	Yearly Examination All Components	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	P1, P3, P7, P9	P4, P5, P7, P8	P1, P3, P4, P5, P7, P8, P9	
Components				Weighting
Knowledge and understanding	5	20	15	40
Source-based skills		10	10	20
Investigation and research	10		10	20
Communication of information, ideas and issues in appropriate forms	15		5	20
Total Weighting	30	30	40	100



Studies of Religion II

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Essay Religions of Ancient Origin	Religious Tradition 1 Religious Tradition I: Islam	Yearly Examination All Components	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	P1, P3, P7, P9	P4, P5, P7, P8	P1, P3, P4, P5, P7, P8, P9	
Components				Weighting
Knowledge and understanding	10	10	20	40
Source-based skills		5	15	20
Investigation and research	15	5		20
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total Weighting	30	30	40	100



Modern History Year 11 Course 2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis & Extended Response <i>Investigating Modern History: The Construction of Modern Histories</i>	Multimodal Presentation & Essay <i>Historical Investigation Project</i>	Yearly Examination <i>Case Studies Shaping of the Modern World</i>	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	MH11-4, MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-3, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, 1MH-3, MH11-4, MH11-5, MH11-9	
Components				Weighting
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 & research	5	10	5	20
Communication of historical understanding in appropriate forms	10	5	5	20
Total Weighting	30	30	40	100



Ancient History Year 11 Course 2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-Class Topic Test Investigating Ancient History and Human Remains	Research Presentation and Report Historical Investigation	Yearly Examination All Components	
Timing	Term 1, Week 7	Term 2, Week 7+8	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Components				Weighting
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 & research	5	10	5	20
Communication of historical understanding in appropriate forms	10	5	5	20
Total Weighting	30	30	40	100



CookeryRTO - NSW Department of Education, RTO 90333

Qualification: SIT20421 Certificate II in Cookery

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

School Name: Bossley Park High School

Assessment Schedule Year 11 - 2025

<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.</p> <p>Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p> <p>Assessment Tasks for SIT20421 Certificate II in Cookery</p> <p>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</p>			Task 1 Safety in the Kitchen	Task 2 Service Please	FINAL EXAM 40%
			Week Term Date	Week Term Date	Week 10 Term 3 Date
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X		X
SITXFSA006	Participate in safe food handling procedures	X	X		X
SITHCCC025	Prepare and present sandwiches		X		
SITXCOM007	Show social and cultural sensitivity	X		X	X
SITXCCS011	Interact with customers	X		X	X

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



CookeryRTO - NSW Department of Education, RTO 90333

Qualification: SIT20421 Certificate II in Cookery

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

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



Design and Technology

Year 11 Course

2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Design Portfolio Student Locker	Design Project Illumination	Year 11 Examination	
Timing	Term 1, Week 11	Term 3, Week 7	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	P2.1, P2.2, P3.1, P4.2, P4.3 P6.2	P1.1, P3.1, 4.1, 4.2, 4.3, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2	
Components				Weighting
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	40		60
Total Weighting	30	40	30	100



Engineering Studies Year 11 Course 2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Engineering Fundamentals	Engineering Report: Braking Systems	Year 11 Examination	
Timing	Term 1, Week 11	Term 3, Week 2	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	P1.1, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	
Components				Weighting
Knowledge and understanding of course content	20	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	20	10	40
Total weighting	30	30	40	100



Industrial Technology – Timber Products & Furniture Technologies

Year 11 Course

2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Serving Tray Project	Table Project	Year 11 Examination	
Timing	Term 1, Week 11	Term 3, Week 8	Term 3, Weeks 9-10	
Syllabus Outcomes Assessed	P2.1, P3.1, P3.3, P5.1, P5.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P5.1, P6.2, P6.1, P7.1, P7.2	
Components				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total weighting	20	40	40	100



Software Engineering

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 – Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Programming Fundamentals	Object Oriented Programming	Year 11 Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	
Syllabus Outcomes Assessed	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	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	
Component				Weighting
Knowledge and understanding of course content.	15	15	25	55
Knowledge and skills in the practical application of the content.	15	20	10	45
Total Weighting	30	35	35	100



Education

ConstructionRTO - NSW Department of Education, RTO 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120

Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Bossley Park High School

Tiling

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. <i>*Task 2 completion may be carried over to HSC year</i>			Task 1 White Card	Task 2 Tools and Equipment	Task 3 Work Safe	Task 4 Working it Out	EXAM (Optional)
			Week 11 Term 1	Week 11 Term 1	Week 10 Term 2	Week 10 Term 3	Week 9-10 Term 3
Code	Unit of Competency	HSC Examinable	Date 10/04/25	Date 10/04/25	Date 03/07/25	Date 25/09/25	Date 15-26/9
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	P		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	P			X		
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	P				X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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



Education

ConstructionRTO - NSW Department of Education, RTO 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package



Mathematics Standard Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Task1- in class test	Task 2- in class test with self-developed reference	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9 &10	
Syllabus Outcomes Assessed	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7 MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weighting
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100



Mathematics Advanced Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-class Test	In-Class Test with Self-developed Reference Sheet	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9 &10	
Syllabus Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weighting
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100



Mathematics Extension 1

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In-class Test	In-class Test with Self-developed Reference Sheet	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9&10	
Syllabus Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11--1, ME11--2, ME11-4-, ME11-5, ME11--6, ME11--7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weighting	30	30	40	100



Health and Movement Science

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Collaborative Investigation Focus Area 1	Depth Study Focus Area 2	Yearly Examination	
Timing	Term 2, Week 1	Term 2, Week 8	Term 3, Week 9 &10	
Syllabus Outcomes Assessed	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-03, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-09	
Components				Weighting
Knowledge and understanding of course content	10	10	20	40
Skills in influencing personal & community health and taking action to improve participation & performance in physical activity	20	20	20	60
Total Weighting	30	30	40	100



Community & Family Studies

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Podcast	Stimulus Response	Yearly Examination	
Timing	Term 2, Week 1	Term 2, Week 8	Term 3, Week 9 &10	
Syllabus Outcomes Assessed	1.1, 1.2, 4.2	2.1, 2.3, 3.2	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4	
Components				Weighting
Knowledge and understanding	10	10	20	40
Skills	20	20	20	60
Total Weighting	30	30	40	100



Sport, Lifestyle Recreation/ Talented Football Program

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Sports Coaching (coaching peers)	Healthy Lifestyles Application Task	Fitness Session	
Timing	Term 1, Week 6-10	Term 2, Week 6-10	Term 3, Week 5-8	
Syllabus Outcomes Assessed	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.5, 2.3, 3.5, 4.3	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	
Components				Weighting
Knowledge and understanding	20	15	15	50
Skills	20	15	15	50
Total Weighting	40	30	30	100



Exploring Early Childhood Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task Pregnancy & Childbirth	Design Task Children's Literature / Child Growth & Development	Yearly Examination All components	
Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 9-10	
Syllabus Outcomes Assessed	1.1, 5.1, 6.1	1.2, 2.2, 4.1,	1.3, 1.4, 2.4, 3.1, 6.2	
Components				Weighting
Knowledge and understanding	15	10	25	50
Skills	15	25	10	50
Total Weighting	30	35	35	100



Music

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance and Aural Extended Response <i>Technology and its Influence on Music</i>	Composition and Aural Extended Response <i>Methods of Notating Music</i>	Performance and Viva Voce <i>Popular Music</i>	
Timing	Performance: Term 1, Week 8 Exam Question: Term 1, Week 10	Composition: Term 2, Week 8 Exam Question: Term 2, Week 9	Performance: Term 3, Week 8 Viva Voce: Term 3, Weeks 9-10 During Exam Period.	
Syllabus Outcomes Assessed	P1, P2, P4	P3, P4, P6, P7, P8	P1, P2, P5, P6, P8	
Components				Weighting
Performance	15		10	25
Composition		25		25
Musicology			25	25
Aural	15	10		25
Total Weighting	30	35	35	100



Drama Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Improvisation and Playbuilding Group Performance and Written Response	Elements of Production Individual Project and Rationale	Theatrical Traditions Yearly Examination - Performance Essay and Written Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Performance Essay: Term 3, Week 6 Written Examination: Term 3, Weeks 9 - 10	
Syllabus Outcomes Assessed	P1.2, P1.3, P1.5, P2.4	P1.4, P1.5, P2.2	P1.1, P1.3, P1.6, P2.1, P2.3, P2.4, P3.1 P3.3	
Components				Weighting
Making	10	20	10	40
Performing	10	10	10	30
Critically Studying	10		20	30
Total Weighting	30	30	40	100



Dance Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Presentation of Dance Solo Performance Demonstrating dance technique, safe dance practice and performance quality followed by an interview and hand in process diary. Appreciation: Hand in Essay	Presentation of Solo Composition Performance of their solo composition demonstrating how they generated movement-organised movement and organised the dance derived from a stimulus also including elaboration of their rationale and hand in process diary. Appreciation: Two extended responses in class.	Yearly Examination Presentation of Dance Performance & Composition Written Core Appreciation Examination Two extended responses written analysis, writing and criticism to the in-depth study of a prescribed choreographer and their work.	
Timing	Performance Term 1, Week 10 Appreciation: Term 1, Week 8	Composition: Term 2, Week 10 Appreciation: Term 2, Week 9	Appreciation Term 3, Weeks 9-10 Performance: Term 3, Week 7	
Syllabus Outcomes Assessed	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P1.2, P1.1, P4.2 & P4.4	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6 & P3.7	P2.1, P2.2, P2.3, P2.4, P2.5 & P2.6, P4.1, P4.2, P4.3, P4.4, P4.5, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6 & P3.7	
Components				Weighting
Core Performance	20		20	40
Core Composition		20	10	30
Core Appreciation	10	10	10	30
Total Weighting	30	30	40	100



Biology

Year 11 Course

2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Enzyme Skills Task	Depth Study	Final Examination	
Timing	Term 1 2025 27/03 Week 9	Term 2 2025 26/06 Week 9	Term 3 2025 Weeks 9 and 10	
Syllabus Outcomes Assessed	BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				Weighting
Skills in working scientifically	20	30	10	60
Knowledge and understanding	5	5	30	40
Total Weighting	25	35	40	100



Chemistry Year 11 Course 2025

Assessment Schedule: Term 1 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Exam	Depth Study	Final Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
Syllabus Outcomes Assessed	CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10	CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting
Skills in working scientifically	25	25	10	60
Knowledge and understanding	5	5	30	40
Total Weighting	30	30	40	100



Physics Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Exam - Kinematics/Dynamics	Depth Study - Waves and Thermodynamics	Final Examination	
Timing	Term 1, Week 9 28/3	Term 2, Week 6 6/6	Term 3, Week 9 and 10	
Syllabus Outcomes Assessed	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting
Skills in working scientifically	25	25	10	60
Knowledge and understanding	5	5	30	40
Total Weighting	30	30	40	100



Society & Culture Year 11 Course 2025

Assessment Schedule: Term 1 - Term 3

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Methodologies Task	Personal and Social Identity Research Task	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Period	
Syllabus Outcomes Assessed	P1, P6, P7, P9, P10	P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10	10	30	50
Application & evaluation of social & cultural research methods	10	20		30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total Weighting	25	40	35	100



Business Studies Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Business Report	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Period	
Syllabus Outcomes Assessed	P1, P2, P6	P7, P8, P9	P1, P2, P3, P4, P5, P6, P9, P10	
Components				Weighting
Knowledge and understanding of course content	15	10	15	40
Stimulus based skills	5	5	10	20
Inquiry and research		15	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total Weighting	25	35	40	100



Economics Year 11 Course 2025

Assessment Schedule: Term 1, 2025 - Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test- Multiple Choice and Short Answer	Research and In-class Essay	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Period	
Syllabus Outcomes Assessed	P1, P2, P3, P5, P7, P8, P9, P10, P11, P12	P1, P2, P4, P5, P7, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Components				Weighting
Knowledge and understanding of course content	5	10	25	40
Stimulus based skills	10		10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
Total Weighting	30	30	40	100



Legal Studies Year 11 Course 2025

Assessment Schedule: Term 1 2025 - Term 3 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test The Legal System	Extended Response Individual & the Law	Final Examination The Legal System Individual & the Law Law in Practice	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Period	
Syllabus Outcomes Assessed	P1, P2, P4, P8, P9	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	20	15	25	60
Inquiry and Research	5	10	5	20
Communication of legal information and issues	5	5	10	20
Total Weighting	30	30	40	100

School Name: Bossley Park High School

Assessment Schedule Year 11 - 2025



Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2025 - 2026

Training Package BSB Business Services Training Package

RTO - NSW Department of Education - 90333

School Name: Bossley Park High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Let's Get Tech Savvy	Task 2 Organising Business Safety	Task 3 Working in industry	Final Examination 40%
			Term 1	Term 2	Term 3	Term 3 Exam Period
Code	Unit of Competency	HSC Examinable				
BSBTEC201	Use business software applications	Yes	X			X
BSBTEC202	Use digital technologies to communicate in the work environment	No	X			X
BSBWHS311	Assist with maintaining workplace safety	Yes		X		X
BSBINS302	Organise workplace information	No		X		X
BSBXCM301	Engage in workplace communication	Yes			X	X
BSBOPS201	Work effectively in business environments	No			X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

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



Visual Arts Year 11 Course 2025

Assessment Schedule: Term 1, 2025 – Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	VAPD Submission Art Criticism/Art History Artmaking Students will document all class work completed on the various artist case studies. Students will develop painting skills through the experimentation of various techniques and materials and document their findings. Students will demonstrate an understanding of artist practice in relation to the conceptual framework and frames.	Social Issues Artworks Artmaking Development of a collection of works demonstrating an understanding of a chosen social issue using 3 different expressive forms. Students will experiment in the area of painting and 2 additional expressive forms to create a cohesive collection of work. All designs must be verified by the teacher and all work must be documented in VAPD as evidence.	Preliminary Examination Art Criticism/Art History Artmaking Short and long response questions analysing artworks through frames, conceptual framework and artist practice.	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
Syllabus Outcomes Assessed	P1, P2, P3, P4, P7, P8, P9, P10	P1, P2, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting
Art Making	20	30		50
Art Criticism and Art History	20		30	50
Total Weighting	40	30	30	100



Photography, Video and Digital Imaging

Year 11 Course

2025

Assessment Schedule: Term 1 2025 – Term 3, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio 1 <i>Art Making</i> Students will submit a photographic portfolio demonstrating their understanding of the darkroom processes and cameraless methods. Photographs are submitted as an online portfolio on their Wix website, with attention to layout and presentation.	Portfolio 2 <i>Art Making</i> Students will submit a photographic portfolio of black and white images taken using a 35mm film camera. They will be assessed on their ability to produce a high quality photographic image, through careful consideration of exposure, composition and darkroom processes and procedures. Photographs are submitted as a portfolio, with attention to layout and presentation.	Yearly Examination <i>Art Criticism & Art History</i> Students will be assessed on their understanding of the topics and concepts covered in the preliminary course. The exam is structured to include short and long responses, which may involve the frames and artist practice.	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
Syllabus Outcomes Assessed	M1, M2, M3, M5, M6	M1, M2, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	
Components				Weighting
Art Making	30	40		70
Art Criticism and Art History			30	30
Total Weighting	30	40	30	100

