



**MOAMA  
ANGLICAN  
GRAMMAR**

COMPASSION | RESPECT | INTEGRITY

**Preliminary (Year 11) ASSESSMENT GUIDE  
Term 1 to Term 3**

**2026**

## Weekly Overview of Assessments 2026

Week	Term 1 10 Weeks	Term 2 9 Weeks	Term 3 10 Weeks	Term 4 10 Weeks
1	No Tasks Due			Year 11 course work
2	No Tasks Due	Economics - Markets Task	Chemistry - Depth Study Visual Arts - Disaster Zones	Year 11 course work
3	No Tasks Due	CAFS- Individuals and Groups <b>Mathematics Standard</b> - AT2 Equations and Linear Relations <b>Agriculture</b> - Farm Case Study Report	<b>Agriculture</b> - Practical Report	Year 11 course work
4	No Tasks Due		CAFS- Families and Communities <b>Food Technology</b> - Design Process <b>Economics</b> - Research Task	Year 12 course work commences
5	Chemistry – Model		<b>Italian</b> - Conversation <b>Business Studies</b> - Business Plan <b>Legal Studies</b> - Law in Practice Essay <b>Society &amp; Culture</b> - Intercultural Communication - In class essay <b>Mathematics Standard</b> - AT4 Measurement	
6	Physics – Data Analysis	<b>Society and Culture</b> – Mini PIP	<b>Design &amp; Technology</b> - Design Folio 2 <b>IT Timber</b> - Product Design <b>IT Multimedia</b> - Product Design	
7	<b>Music 1</b> - Viva Voce & Aural <b>Modern History</b> - Analysis <b>Mathematics Standard</b> - AT1 Earning and Managing Money	<b>Biology</b> - Data Analysis (In class) <b>Physics</b> - Depth Study <b>Design &amp; Technology</b> Design Folio 1		
8	<b>IT Multimedia</b> - Industry Study <b>IT Timber</b> - Industry Study	<b>Investigating Science</b> - Depth Study <b>Agriculture</b> - Farm Report <b>Music 1</b> - Composition <b>English Adv</b> - Narratives that Shape Our World <b>English Std</b> - Contemporary Possibilities <b>Mathematics Standard</b> - AT3 Statistics		
9	<b>Investigating Science</b> - Data Analysis <b>Food Technology</b> - Report <b>Maths Std</b> –Investigation <b>Business Studies</b> Business Report	<b>Modern History</b> - Investigation <b>HMS</b> - Collaborative Assessment <b>Maths Adv</b> - Test	<b>Year 11 Examinations</b> (all courses)	
10	<b>HMS</b> – Depth Study <b>Legal Studies</b> - Law Test <b>Biology</b> - Depth Study <b>Visual Arts</b> - Exploring Representation: Who Am I? <b>Maths Adv</b> - Test <b>English Adv</b> - Reading to Write <b>English Std</b> - Reading to Write		<b>Year 11 Examinations</b> (all courses)	

## Purpose

The purpose of the Preliminary Assessment Handbook is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Moama Anglican Grammar. It seeks to provide contextual clarification of the rules and processes specified by the New South Wales Education Standards Authority (hereby referred to as NESA) as outlined in the Assessment, Certification and Examination (ACE) Manual.

As a school, we ensure that we follow the guidelines and requirements as set by NESA. These are in line with the ACE rules. A full detailed explanation of these rules, regulations and procedures can be found here <https://ace.nesa.nsw.edu.au>

This handbook also contains the assessment schedule for all Preliminary courses at Moama Anglican Grammar, located on [page 2](#), with further detail of each task outlined in the [Appendix](#).

## Eligibility Requirements for the HSC

The Higher Schools Certificate (HSC) is the highest educational qualification in New South Wales (NSW) Schools. It is awarded to NSW students who have satisfactorily completed Year 11 and 12. To be eligible, students must:

- have completed All My Own Work (completed prior to engaging in Year 11 courses)
- demonstrate a minimum standard of literacy and numeracy of at least level 3 by sitting for the online tests
- have gained the Record of School Achievement (ROSA) or NESA approved equivalent
- meet both Year 11 and HSC course requirements
- sit the HSC examinations.

### *Satisfactory Completion of the Preliminary (Year 11) and HSC (Year 12)*

To complete the Preliminary year, students must satisfactorily complete a minimum of twelve units of Preliminary courses.

To complete the HSC year, students must satisfactorily complete a minimum of ten units of HSC courses.

To satisfactorily complete a Stage 6 course, as per the NESA ACE Manual, a student will need to provide sufficient evidence that they have:

- **followed** the course developed or endorsed by NESA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- **achieved** some or all the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination may not be eligible for the award of the Higher School Certificate.

## Assessment of the Preliminary and Higher School Certificate Courses

The Preliminary Course spans Terms 1, 2 and 3 in Year 11 and the Higher School Certificate Course includes Term 4 of Year 11 and Terms 1, 2 and 3 of Year 12. School based assessment is a requirement of both courses.

Assessment for Stage 6 courses is based on each student's attainment of Syllabus outcomes. Student outcomes are assessed through a number of assessment tasks set throughout each course.

### Formative / Diagnostic Tasks

Some tasks will be formative or diagnostic in nature and are designed to assist student learning by highlighting strengths and identifying areas that need special attention in preparation for either future assessment tasks or examinations.

## Summative Assessment Tasks

Other tasks will count directly toward the school's internal assessment program and will contribute to the formal assessment of student achievement of the outcomes of the HSC Course. The difference in achievement of these outcomes as demonstrated by the quality of each assessment task will be the basis for determining the relative difference between students.

The outcomes of each course will be assessed more than once during the course. An outcome can be the focus of more than one task. It is expected that students will know and understand the outcomes that are to be assessed in each task. To assist students in understanding how well they have achieved these outcomes, teachers will provide feedback based on marking schemes, which are linked to each outcome being assessed.

## Notification of assessments

Assessment schedules are provided for each subject and can be found in the Appendix of this document. The schedule provides an outline of the following:

- the number of assessment tasks
- the general nature of the task
- the term and week within which the task is due
- the syllabus outcomes that the task will assess
- the percentage weighting attached to each task
- the ways that mandatory assessment components will be assessed across the course

Assessment task notifications provide specific information about individual assessment tasks and are issued at least two weeks prior to the due date via SEQTA.

This information includes:

- the precise nature of the task
- the due date
- the percentage weighting and might include the raw mark value
- the conditions for submission and/ or completion
- assessment criteria
- drafting protocols

It is a student's responsibility to ensure that work is submitted on time and that they are present for an assessment task. It is also the student's responsibility to access assessment task notifications via SEQTA.

There is a clear expectation that the student must make a genuine attempt at assessment tasks. Failure to do so in any course will mean that neither a moderated assessment mark nor an examination mark will be awarded for that course.

The 'Weekly Overview of Assessments' provides an outline about the assessment tasks for all Preliminary subjects. *The specific Due Date for each task can be found on the Task Notification and in SEQTA in the 'Overview of Assessments' section for each subject.*

The purpose of this schedule is to assist students to plan their work so that they can avoid placing themselves under significant pressure.

This outline is subject to change. Whilst the weeks in the schedule are accurate at the time of printing, the source of truth about the due date of an assessment task is always the assessment task notification/ criteria sheet that is uploaded to SEQTA two weeks prior to an assessment due date.

## General Assessment Procedures

*As a student enrolled in the Preliminary and HSC year you need to be aware of the following:*

- Each course will ordinarily have three or four formal assessment tasks.
- Other diagnostic tasks will be set throughout the course. All diagnostic tasks must be completed to

a satisfactory standard to complete overall course requirements.

- Your teacher will give you notice (normally a minimum of two weeks) of the timing of assessment tasks. Your teacher will give you additional information indicating the course outcomes that will be assessed in each task. This is published in SEQTA within the “Overview of Assessment” for each course.
- Your teacher will mark each task and provide you with feedback on your performance in each assessment task. This might take the form of a grade, mark or a percentage together with written comments and/or other information based on the outcomes being assessed. The marking scheme for each assessment task is linked to these course outcomes.
- According to the HSC standards referencing techniques, school assessment tasks will be accompanied by marking scales and other information, including relevant course outcomes. These outcomes will be explained in class and can also be found on the NESA website.
- Your teacher will keep a cumulative mark book of all your assessments.
- At the end of the assessment period (which usually corresponds with the completion of the Preliminary) the marks for every assessment task within each course will be added together (or aggregated) according to the weightings described in this booklet.

## **Assessment Policy and Procedures**

To ensure that assessment tasks are conducted in a fair and equitable manner, you need to be aware of the following. These are identical to the policies and procedures applied to HSC assessments, but vary in some detail from Record of School Achievement (RoSA) assessment procedures. To avoid any confusion, please ensure that you are familiar with each item listed below. Failure to read these procedures will not be considered a reasonable excuse for late or unsatisfactory work.

All hand in assessments must be uploaded onto SEQTA (or as outlined on the Task Notification) on the morning they are due, except for practical tasks.

### **Late Submission of assessments**

Assessment tasks are due at the start of the school day (9:00am) unless stated otherwise on the Task Notification. Teachers will advise students of the procedures and arrangements for submitting their work, in accordance with school assessment protocols.

### **Unexpected non submission; request for consideration**

If a student is unable to submit their assessment by 9:00am, and has a valid reason for not doing so, an *Illness/Misadventure/Special Consideration eForm*, available through the Quick Links section of the SEQTA Parent Portal, must be submitted within 24 hours. If this application is upheld, alternative arrangements for task submission will be recommended by the Stage Coordinator, Head of Faculty and the subject teacher.

### **Non-Submission - No valid reason provided**

Late submission of work will be accepted and corrected, as part of the completion of course requirements however the following penalties will apply:

- If a hand in assessment task is submitted after 9.00am but before 3.30pm on the day it is due, the student will lose 20% of the final mark/grade they attain for the task.
- If a student does not complete a task by the due date, in this case after 3:30pm on the due date, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

Computer failure will not be accepted as a valid excuse for lateness; this includes emails that fail to send and uploads of incorrect documents. It also includes technical issues with computers. Drafts should be

saved and printed; back-up copies should be made.

Students are strongly encouraged to double check the documents they have submitted.

Students are expected to submit all tasks even if penalties have been applied.

Failure to submit a task may endanger the student from obtaining their HSC.

The School will notify parents, using the NESAs "N" warning letter, whenever a task is not submitted or when a reasonable attempt is not evident. Students who receive two such letters are at risk of a course 'N' determination. Students who have 'N' Determination status for a course cannot obtain their HSC. (see below).

## **Illness/Misadventure**

### **Absence from an in-class assessment task and/or examination**

If a student is absent from an in-class assessment task and/or examination because of illness, permissible leave, a genuine family crisis or misadventure, **the school should be notified as soon as possible.**

This information will be directed to the Stage 6 Coordinator in the first instance.

### ***Absence due to Illness***

Parents/Guardians/Caregivers are required to complete an *Illness/Misadventure/Special Consideration* eForm. This form is available through the Quick Links section of the SEQTA Parent Portal and should be submitted within 5 days of the absence.

Appropriate documentation (for example, a medical certificate) should be provided to substantiate an application. This should be timely and dated by the appropriate professional on, or very soon after, the date of the missed in class assessment and/or examination.

Please note that medical certificates must specify the ailment preventing the student from attending school. "Unfit for work/school business" is not considered as valid evidence.

Decisions regarding the resolution of an application will be made by the Director of Teaching and Learning K-12 in consultation with the Stage 6 Coordinator and the subject teacher.

Once the Illness Consideration has been approved, the most appropriate and timely course of action will be scheduled and communicated to students and parents/caregivers.

### ***Absence due to Misadventure/Special Consideration***

Students will be required to complete an *Illness/Misadventure/Special Consideration* eForm. This form is available through the Quick Links section of the SEQTA Parent Portal.

Appropriate documentation should be provided to substantiate an application such as:

- details of the misadventure,
- Details of the Special Consideration e.g. specialist appointment, the date(s) and time(s) of the occurrence(s).

The Illness/Misadventure/Special consideration application does not cover:

- attendance at a non-school representative sporting or cultural event, or family holiday
- alleged inadequacies of teaching
- long-term matters relating to loss of preparation time
- loss of study time or facilities
- matters avoidable by the student.
- disabilities for which NESAs has already granted disability provisions, unless:
  - an unforeseen episode occurs during the exam
  - further difficulties with the approved provision(s) occur during the exam

Once the Misadventure/Special Consideration has been approved, the most appropriate and timely course of action will be scheduled and communicated to students and parents/caregivers.

**Failure to complete assessment tasks on re-scheduled dates will result in a zero mark for the task if unsubstantiated by further appropriate documentation.**

Students will be penalised if they are absent unless they can satisfy the requirements for special consideration. **Family holidays/celebrations do not meet those requirements.**

If a student does not attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

If students are absent for an extended period or suffering an ailment which would prevent them adequately completing the task, consultation with the Stage 6 Coordinator and the Director of Teaching and Learning K-12 is required.

### **Official Warning Letters (N Warning)**

If a student makes a non-genuine attempt or does not have a valid reason for not completing a formal assessment task, zero marks are required to be awarded as per NESA guidelines.

Students also risk being awarded an N-determination for their course.

A non-genuine attempt includes, but is not limited to:

- Not having a valid reason for not completing a task
- Handing in the task late without prior approval
- There is evidence of serious malpractice

In the event of a student making a non-genuine attempt or not having a valid reason for not completing an assessment task, a meeting will be held where the student will be issued with an N Warning letter. This letter will outline the nature of any outstanding course work or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course. An N Determination will mean that the student may not be eligible for the award of the HSC.

### **What is an 'N' Award Warning?**

An 'N' Award Warning Letter is issued when a student is at risk of not meeting the requirements of a course. It is not a disciplinary action, it is a formal notification that a student may not be completing the necessary work or demonstrating consistent effort.

### **Why Might a Student Receive an 'N' Warning?**

A student may receive a warning if they:

- Do not submit an assessment task or are absent without a valid reason.
- Show a lack of effort or engagement in class over a sustained period.
- Submit work that is not a serious attempt or engage in malpractice (e.g. plagiarism or copying).
- Fail to meet course outcomes due to incomplete classwork or homework.

## **What Happens When a Warning is Issued?**

A letter is sent home outlining the concern and what needs to be done.

A deadline is provided for the student to redeem the missed work or demonstrate improvement.

Redeeming the task shows the student has met the course requirements but does not change the original mark (which may remain zero).

## **Important Notes for Families**

Two warnings in a subject may lead to an 'N' determination, meaning the student does not receive credit for that course.

Students must complete English in Year 10 to progress to an English course at HSC level to be eligible for the HSC.

Extensions for assessment tasks may be granted for genuine illness or misadventure, but students must complete the appropriate form and have it approved.

Malpractice is recorded and reported to NESAs.

Students may appeal an 'N' warning if they believe the process was not followed correctly

## **Our Commitment**

Teachers aim to support every student to meet course requirements. Warning letters are issued to give students the opportunity to correct issues before an 'N' determination is made. This process ensures that all students across NSW are held to the same standards, maintaining the value and integrity of the RoSA and HSC credentials.

## **Honesty in HSC Assessment – the Standard ACE 9022**

This standard sets out NESAs' requirements for students submitting their own work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs' subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

These requirements should be read in conjunction with NESAs' syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures Guide
- HSC: All My Own Work Program

## **Honesty in HSC assessment: what constitutes malpractice ACE 9023**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- 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 their own
- submitting work to which another person, such as a 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
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found guilty of malpractice in an assessment task will lose between 20% and 100% of the mark depending on the nature of the malpractice.

In the event that malpractice affects more than 50% of a submitted task, this may be considered severe malpractice and will result in a zero mark being awarded. The penalty will be determined by the Director of Teaching and Learning K-12, the Stage Coordinator and Head of Faculty of the subject involved.

To support students with reducing the likelihood of a malpractice event, drafts are required to be submitted prior to the due date of the summative task.

### **Use of Artificial Intelligence by students**

Advances in Artificial Intelligence (AI) technology have significant implications for the future of education in NSW and globally.

Like any technology, AI can be used to augment teaching and learning, curriculum, and pedagogy. AI will never replace strong curriculum, effective assessment and good teaching practices.

NESA has developed a policy on the use of AI in schools. This policy falls under NESA's existing rules governing academic honesty and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools. Schools and teachers will decide how best to use AI to support teaching and learning, in accordance with sector policies.

AI has implications for academic honesty (see ACE 9022). Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately (see ACE 9023).

All students must complete All My Own Work (AMOW), or its equivalent, to be eligible for entry into a Preliminary and/or HSC course and for the award of the HSC. NESA advises that schools should incorporate instruction on how to acknowledge all materials appropriately, including AI, in alignment with NESA's published rules and guidelines. NESA also provides resources to support the teaching of correct source referencing.

**Advice for students**

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI (see ACE 9024). All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work. AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

**Invalid Tasks***Tasks That Fail to Discriminate or are Invalid for Other Reasons*

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark). Sometimes a task might become invalid due to problems associated with its administration (such as noise or other disruptions). In such instances, a range of options will be considered. These include the staging of an alternative assessment task. Sufficient notice in writing will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly. Alternatively, the assessment program might be limited to the remaining tasks with the ratio of assessment weightings preserved.

**DISABILITY PROVISIONS**

Disability provisions, similar to those given for the HSC, will only be provided to students for major examinations. They may be given when completing other tasks at the discretion of the Director of Teaching and Learning K-12 in consultation with the Stage Coordinator and Student Diversity Coordinator.

# Appendix

## Learning Area - English

### English Standard

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Creative Response and Reflection	Essay	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 8	Term 3 Week 9/10	
Outcomes Assessed	EST-11-01 EST-11-02 EST-11-03 EST-11-04 EST-11-05 EST-11-06	EST-11-01 EST-11-02 EST-11-03 EST-11-04 EST-11-05 EST-11-06	EST-11-01 EST-11-02 EST-11-03 EST-11-04 EST-11-05 EST-11-06	
Syllabus Component				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	30	30	40	100

### English- Advanced

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Reading to Write: Transition to English Advanced	Narratives That Shape Our World	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 8	Term 3 Week 9/10	
Outcomes Assessed	EAV-11-01 EAV-11-02 EAV-11-03 EAV-11-04 EAV-11-05 EAV-11-06	EAV-11-01 EAV-11-02 EAV-11-03 EAV-11-04 EAV-11-05 EAV-11-06	EAV-11-01 EAV-11-02 EAV-11-03 EAV-11-04 EAV-11-05 EAV-11-06	
Syllabus Component				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	30	30	40	100

## Learning Area - Mathematics

### Mathematics Standard

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	4	5	
Name of Task	AT1	AT2	AT3	AT4	Examination	
When the Task is due	Term 1, Week 7	Term 2, Week 3	Term 2, Week 8	Term 3, Week 5	Term 3 Week 9/10	
Outcomes Assessed	MS11-1, MS11-2, MS11-3,	MS11-4, MS11-6, MS11-10	MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-6,	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Syllabus Component						
Understanding, Fluency and Communicating	10	10	10	10	10	50
Problem Solving, Reasoning and Justification	10	10	10	10	10	50
Total	20	20	20	20	20	100

### Mathematics Advanced

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Written Test	Investigative Assignment	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 9	Term 3 Week 9/10	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9,	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Syllabus Component				
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	20	15	15	50
Total	35	30	35	100

## Learning Area - Science

### Biology

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Depth Study	Data Analysis	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 7	Term 3 Week 9/10	
Outcomes Assessed	Outcomes assessed BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8	Outcomes assessed BIO 11-1 BIO 11-2 BIO 11-7 BIO11-10	Outcomes assessed BIO 11-1 BIO 11-2 BIO 11-3 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Syllabus Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total	30	30	40	100

### Chemistry

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Model	Depth Study	Examination	
When the Task is due	Term 1, Week 5	Term 3, Week 2	Term 3 Week 9/10	
Outcomes Assessed	Outcomes assessed CH11-2 CH11-3 CH11-4 CH11-7 CH11-8	Outcomes assessed CH11-1 CH 11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-10 CH11-11	Outcomes assessed CH11-1 CH 11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH 11-9 CH11-10 CH11-11	
Syllabus Component				Weighting
Skills in Working Scientifically	10	30	20	60
Knowledge and understanding	15	15	20	40
Total	25	35	40	100

# Investigating Science

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Data Analysis	Depth Study	Examination	
When the Task is due	Term 1, Week 9	Term 2, Week 8	Term 3 Week 9/10	
Outcomes Assessed	INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9	INS 11-1 INS 11-2 INS11-3 INS 11-7 INS 11-8 INS 11-9 INS 11-10 INS 11-11	INS11-1 INS11-2 INS11-3 INS 11-4 INS 11-5 INS 11-6 INS 11-7 INS 11-8 INS 11-9 INS 11-10 INS 11-11	
Syllabus Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	10	40
Total	30	40	30	100

# Physics

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Data Analysis	Depth Study	Examination	
When the Task is due	Term 1, Week 6	Term 2, Week 7	Term 3 Week 9/10	
Outcomes Assessed	PH11-2 PH11-4 PH11-5 PH11-6 PH11-8	Outcomes assessed PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH11-10	Outcomes assessed PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH 11-8 PH 11-9 PH11-10 PH 11-11	
Syllabus Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total	30	30	40	100

## Learning Area – Technical and Applied Science

### Agriculture

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	Weighting
Name of Task	Farm Case Study Report	Practical Report	Examination	
When the Task is due	Term 2, Week 8	Term 3, Week 3	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Syllabus Component				
Knowledge and understanding of Course Content	5	10	25	40
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation and communication	5	15	0	20
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Design and Technology || Graphics

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	Weighting
Name of Task	Design Folio 1	Design Folio 2	Examination	
Type of Task	Design Folio	Design Folio	Examination	
When the Task is due	Term 2, Week 7	Term 3, Week 6	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P5.2, P5.3, P6.1, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Syllabus Component				
Knowledge and understanding of course content	15	15	10	40
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	60
<b>Total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

# Food Technology

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Food availability and Selection Research Report	Food Quality, Food Preparation and Design Process	Examination	
When the Task is due	Term 1, Week 9	Term 3, Week 4	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2	P2.2, P3.3, P4.1, P4.4	P2.2, P3.2, P4.1, P4.3, P4.4, P5.1	
Syllabus Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	-	20	10	30
Total	20	40	40	100

# Industrial Technology || Multimedia

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Industry Study	Product Design	Examination	
Type of Task	Written Project	Design Folio	Examination	
When the Task is due	Term 1, Week 8	Term 3, Week 6	Term 3 Week 9 & 10	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Syllabus Component				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	20	40	40	100

# Industrial Technology || Timber

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Industry Study	Product Design	Examination	
Type of Task	Written Project	Design Folio	Examination	
When the Task is due	Term 1, Week 8	Term 3, Week 6	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Syllabus Component				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	20	40	40	100

## Learning Area – HSIE

### Business Studies

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Business Report	Business Plan	Examination	
When the Task is due	Term 1, Week 9	Term 3, Week 5	Term 3, Week 9/10	
Outcomes Assessed	P1 P2 P8 P9	P4 P6 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6 P8 P9 P10	
Syllabus Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	15	-	5	20
Inquiry and Research	-	20	-	20
Communication	5	5	10	20
Total	30	35	35	100

# Economics

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	Weighting
Name of Task	Markets Test	Financial Market: Research Task	Examination	
When the Task is due	Term 2, Week 2	Term 3, Week 4	Term 3 Week 9/10	
Outcomes Assessed	P1, P2, P3, P5, P8, P10, P11	P1, P2, P3, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	
Syllabus Component				
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total	25	35	40	100

# Legal Studies

## Schedule of Formal Assessment Tasks

Task Number	1	2	3	Weighting
Name of Task	Law System Test	Law in Practice Essay	Examination	
When the Task is due	Term 1, Week 10	Term 3, Week 5	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P3, P6, P9	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Syllabus Component				
Knowledge and understanding of course content	10	5	25	40
Analysis and evaluation	10	5	5	20
Inquiry and research		15	5	20
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20
Total	25	35	40	100

## Modern History

### Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Source Analysis	Historical Investigation	Examination	
When the Task is due	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9/10	
Outcomes Assessed	MH11-1, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-3, MH11-4, H11-5, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	
Syllabus Component				<b>Weighting</b>
Knowledge and understanding of content	15	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	10	5	20
Communication of historical understanding in appropriate forms	5	5	10	20
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Society and Culture

### Schedule of Formal Assessment Tasks

Task Number	1	2	3	
Name of Task	Mini PIP	Intercultural Communication - In class essay	Examination	
When the Task is due	Term 2, Week 6	Term 3, Week 5	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P5, P8, P10	P3, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Syllabus Component				<b>Weighting</b>
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Total</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Learning Area – Creative Arts

### Music 1

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Viva Voce & Performance	Composition & Portfolio	Examination	
When the Task is due	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P4, P5, P6, P10, P11, P12	P3, P5, P7, P8 P11, P12	P1, P2, P4, P5, P6, P9, P10, P11, P12	
Syllabus Component				
Performance	15	-	10	25
Composition	-	25	-	25
Musicology	15	-	10	25
Aural	5	-	20	25
Total	35	25	40	100

### Visual Arts

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Exploring Representation - Who Am I?	Disaster Zones	Preliminary Examination	
Task Type	Body of Work & Written Response	Body of Work & VAPD	Art Criticism and Art History Examination	
When the Task is due	Term 1, Week 10	Term 3, Week 2	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P3, P8, P7, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Syllabus Component				
Artmaking	20	30	-	50
Art Criticism and Art History	20	-	30	50
Total	40	30	30	100

## Learning Area – PDHPE

### Community and Family Studies

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Individuals and Groups	Families and Communities	Examination	
When the Task is due	Term 2, Week 3	Term 3, Week 4	Term 3, Week 9/10	
Outcomes Assessed	P2.1, P2.3, P4.1, P4.2	P2.2, P2.4, P3.1, P3.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Syllabus Component				Weighting
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	25	10	25	60
Total	40	20	40	100

### Health and Movement Science

#### *Schedule of Formal Assessment Tasks*

Task Number	1	2	3	
Name of Task	Depth Study	Collaborative Assessment	Examination	
When the Task is due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
Outcomes Assessed	HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10	HM11-01, HM11-02, HM11-03, HM11-04, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM 11-10	HM11-01, HM11-02, HM11-03, HM11-04, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM 11-10	
Syllabus Component				Weighting
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating	15	15	20	60
Total	25	30	35	100

# HSC VET (Vocational Education & Training)

## *Course Information*

This is a 2 year course. The units within the HSC VET curriculum framework are competency-based. This means that a student's assessment is based on their knowledge, skills, application and attitude. Students must be able to demonstrate that they are competent in performing the task successfully based on set criteria. The assessment does not compare students against each other. Students will be judged as either competent or not yet competent according to set criteria that students are given beforehand. If students are judged as not yet competent, their teacher will let students know how they can improve and negotiate another opportunity for them to demonstrate their competence. Students will be given a maximum of three opportunities to demonstrate competencies not yet achieved.

Students will be informed where an assessment is critical to a competency determination and must ensure that they make every effort to meet the requirements of that assessment. If an assessment is to be handed in, the same rules apply as to all other Assessment Tasks.

A Certificate of Achievement is awarded to students who meet all competencies by the end of the two year course. Students who gain competency in only some of the required competencies will receive a Statement of Attainment. Although assessment requirements of this course are competency based, examinations are used to inform school reporting and to determine estimated examination marks for students at the end of their second year.

The NSW Education Standards Authority (NESA) requires schools and RTOs to submit an estimated examination mark for all students entered for the HSC examination. 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 estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal (NESA Assessment and Reporting in VET Stage 6).

## *Work Placement*

Work Placement in VET subjects is mandatory and is part of the student's assessment program for the course. If students do not satisfactorily complete the work placement requirement, they will not have the course recognised by NESA. This might mean that students will not receive their HSC in this subject. The minimum required hours for students to complete work placement are equal to two weeks (70 hours) over the two year course. Further information for VET courses can be found in the Student VET Information Handbook.

For insurance reasons students on work placement must not be paid. Work placement will be organised by COMPACT, the work placement service provider used by the school, with guidance from VET subject teachers. Set weeks for students to complete their work placement will apply throughout the year. A copy of the school's public liability insurance which covers students and other persons against injury will be forwarded to employers by the student's teacher in the preceding weeks before work placement. A prohibited employment declaration form must be completed by all employers. The school must sight this document as stipulated in the Staff Engagement policy

## *VET courses offered at Moama Anglican Grammar*

1. Construction - Certificate II in Construction Pathways
2. Primary Industries- Certificate II in Agriculture (Not running in 2026)

## Construction - Certificate II in Construction Pathways

### *Schedule of Formal Assessment Tasks*

<b>Task number</b>	<b>Task</b>
<b>Nature of task</b>	<b>Examination</b>
<b>Timing</b>	<b>Term 3, Week 9/10</b>
<b>Syllabus Component and Competencies</b>	<b>Weighting</b>
CPCCOM1012 - Work effectively and sustainably in the construction industry CPCCOM1013 - Plan and organise work CPCCOM1015 - Carry out measurements and calculations CPCCOM2001 - Read and interpret plans and specifications CPCCCM2005 - Use construction tools and equipment CPCCWHS2001 - Apply WHS requirements, policies and procedures in the construction industry	
<b>Marks</b>	<b>100</b>