

YEAR 11

PRELIMINARY HSC COURSE

ASSESSMENT BOOKLET

Critical information for students in **2025**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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CRONULLA HIGH SCHOOL PRELIMINARY COURSE 2025

This booklet is designed to help you plan for the school assessment part of your Preliminary Course Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

- School assessment marks are a significant indicator as to whether or not you are satisfactorily completing the Preliminary Course.
- All assessments must be completed as they fall due. Missed assessments attract a zero mark unless a genuine case of illness and/or misadventure is demonstrated.

It is also important to understand the legal umbrella covering the award of a Preliminary Course Certificate as set out below.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- (c) achieved some or all of the course outcomes.

Principals may determine that, as a result of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously as accumulated absences can lead to difficulty for students demonstrating achievement of course outcomes and demonstrating sustained effort.

Students must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal's certification and the award of an Preliminary Certificate.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors. A-E grades will be determined by a combination of formal assessment tasks and informal teacher assessment of learning.

To guide you and your parents, N determination warning letters will be issued if your progress is not adequate; your work is of a poor standard; you don't work in class or do home assignments; you don't make a serious attempt in examinations or assessment tasks; or you are absent too often. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.

The school offers students access to professional advice from teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

HSC Minimum Standard

Recognising that literacy and numeracy skills are essential for success in life after school, a minimum standard of literacy and numeracy is required to receive the HSC from 2025.

Students must show that they meet the HSC minimum standard by passing online tests of basic reading,

writing and numeracy skills needed for everyday tasks. However, since students master skills at different rates, there are multiple opportunities available to pass these online tests, from Year 10 until a few years after Year 12.

What does meeting the minimum standard mean?

This means that your child has the basic reading, writing and numeracy skills needed for everyday tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application

How will my child meet the standard?

By passing online tests of basic reading, writing and numeracy skills:

- Minimum standard reading test – 45 multiple choice questions
- Minimum standard numeracy test – 45 multiple choice questions
- Minimum standard writing test – up to a 500-word response to one question based on a visual or text prompt.

Your child's school enrolls them in the tests. They don't have to sit or pass tests all at once. After passing an online test, they don't have to sit it again.

What if my child doesn't pass the tests by Year 12?

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC results
- Receive an ATAR
- Receive a Record of School Achievement testimonial

Senior schooling, the Preliminary Course and indeed the HSC Course can be rewarding experiences. Your personal best is what we expect in all that you do. A satisfying HSC awaits you if you are prepared to give it the commitment it requires. Before that can be started however a Preliminary Course Certificate needs to be achieved. This credential is not a right. It is earned.

Tony Ibrahim
Principal

I.1 THE SCHOOL'S RESPONSIBILITIES

Cronulla High School will:

- Provide an assessment program for each course set for study.
- Set tasks that will be used to measure student performance in each component of the course.
- Specify the relative value of each of these tasks.
- Provide students with at least two weeks' notice in writing of:
 - When assessment tasks will take place
 - The mark value of each task in relation to the total number of marks for the course
 - The nature of each assessment task
 - The submission details associated with each task
 - The precise timing of each assessment task
 - Marking guidelines of each task, where appropriate
- Publish assessment task dates on the School Calendar.
- Make Assessment Notifications available on the digital platform, Moodle.
- Keep records of student performance in each task.
- Provide information on student progress.
- Notify parents, usually via NESAs Non-completion of a Preliminary HSC Course Warning Letter ('N' Warning Letter), of any missed assessment tasks and non-serious attempts, or when course performance is in question.
- Provide feedback after each assessment task and throughout the course.
- Provide an assessment free zone of two weeks before the Yearly Exams.
- Undertake practices to ensure security, confidentiality, validity, reliability, discrimination of standards and objective marking, free from unintended bias.

I.2 STUDENT RESPONSIBILITIES

All students must:

- Meet all course requirements, including completing **all** set coursework and assessment tasks.
- Have a satisfactory record of **attendance** and **application** in each course.
- Participate in learning experiences, which are integral requirements of each syllabus e.g. assignments, practical work, field work, shared experiences in group work, work placement etc.
- Make a genuine attempt at each assessment task, including examinations.
- Attend all lessons timetabled on the day of a task. Failure to do so will result in a loss of 20% of the maximum assessment mark.
- Submit all assessment tasks on time (a task is deemed late if the task is not submitted at the time specified on the assessment notification).
- Submit only your own, original work.
- Anticipate technology failure and regularly back up your work onto external discs or cloud storage such as: Google Drive, iCloud or Dropbox.
- In the case of examinations or in-class tasks, obey the Examination Room Procedures and instructions of staff and of the examination room.

2.1 EXAMINATION AND ASSESSMENT RULES AND PROCEDURES

Each assessment program is comprised of assessment tasks to be completed by the students and will give an overview of when these tasks are to occur. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year. If this is the case, students will be informed via a written assessment notification with at least two weeks' notice. Students are expected to complete every task that is a part of the assessment program for each course.

- Students will be given at least two weeks' notice of each assessment task
- It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Unless there is an approved Illness/Misadventure application form, late submission will result in a mark of zero and an 'N' Warning Letter.
- In the event a student is absent on the day an assessment notification is issued, no variation to the date will apply. It is the student's responsibility to find out if a task has been set during absence.
- If a student is unable to complete, submit or attend an assessment task or examination due to illness or misadventure, they must notify the class teacher or Head Teacher as a matter of urgency and submit an Illness/Misadventure application, with supporting evidence.
- If a student has prior knowledge of an absence that will impact an assessment task or examination (e.g. scheduled and unavoidable medical reason or approved leave), the student must, in most instances, submit an Illness/Misadventure form **one week** prior to the task due date, with supporting evidence.

2.2 APPEALS

- Any disputes over an individual task must be resolved at the time the task is returned to the student. If dissatisfied with the outcome, a student may direct a written appeal to the Head Teacher of the subject concerned within **three days** of the task being returned. The Head Teacher's judgement will be final. To maintain assessment integrity, it is unlikely that a student will be awarded additional marks after an assessment task has been returned to them.
- Students may appeal assessment results if they believe there has been a breach of process. Such appeals should be submitted within **one week** after task results have been returned. The outcome will be determined by a panel comprised of the relevant Deputy Principal and Head Teacher. If the panel deems a section of a task to be invalid or unreliable, an estimate may be calculated for that section based on the remainder of the task. If a whole task or any Stage 6 task is deemed invalid or unreliable, the HT will arrange for a substitute task.

2.3 EXAMINATIONS

In addition to the above, students must observe the following rules when attending examinations at Cronulla High School:

Examination Dates and Times

- Each student must be present 15 minutes prior to the commencement time set for that examination. Students arriving late may be admitted only at the discretion of the supervisor/teacher. No additional time will be provided.

Examination Equipment

- Students must not take any electronic device into the Examination room unless directed to do so by their teacher. This includes calculators, mobile phones, smart watches, etc.
- Students must complete their examinations in blue or black pen **ONLY**. Pencil must only be used where specifically directed.

- Students must take all necessary writing, drawing, erasing etc. materials into the Examination room.
- Students must not borrow any equipment during the examinations.

Examination Room or Hall Procedures

- Students must follow the supervisor's/teacher's instructions at all times. Students failing to do so may have their examination cancelled.
- Students must wear full school uniform to all examinations.
- Each student must sit where directed to by the supervisor/teacher.
- Students must not speak to any person other than a supervisor/teacher during the examination. To speak to a supervisor/teacher, students must raise their hand.
- Students must remain in their seat until the completion of the examination and all papers have been collected.
- Students must not begin work until instructed to do so by the supervisor/teacher.
- Students must stop writing immediately when told to do so by the supervisor/teacher.
- Students must not behave in any way, which is likely to disturb the work of any other student or upset the proper conduct of the examination.
- Students must make a serious attempt at all examinations. A non-serious attempt may result in an 'N' Warning Letter with no marks awarded. You will not write offensive or distasteful comments or drawings on any examination paper.

Leaving the Examination Room or Hall

- Students must remain for the full duration of the examination. No student may leave the examination early.
- You must not leave the examination room i.e. to go to the toilet, until one hour after the start of the examination. Students must not leave during the last 15 minutes of the examination. Students leaving the examination room must be accompanied by a supervisor/teacher.

Illness/Misadventure

- If you believe that your performance on the day of the examination was diminished because of circumstances beyond your control you can lodge an Illness/Misadventure application for consideration, with supporting documentation.

3.1 UNFAIR ADVANTAGE

It is important to be aware that the below processes apply whether the unfair advantage was intentional or unintentional.

Students engaging in the following practices on the day of an assessment task, for both in-class and submitted assessment tasks, will be deemed to be seeking an unfair advantage, and a 20% deduction of the maximum task marks will be applied to marks received:

- Missing one or more timetabled lessons, including study periods.
- Arriving late to school.
- Truancy of one or more lessons prior to an assessment task.
- Preparing for an assessment task in another class whilst at school and on the day an assessment task is being undertaken or submitted.
- Absence from school the day before an Exam Period (for example, the Yearly Exam Period) commences, if the Exam Period does not begin on a Monday. Such absences need to be substantiated with an Illness/Misadventure form with supporting evidence.
- Absence from school on the date of a hand-in submission of an assessment task:

- If the student submits the task before 8:45am then they do not require an Illness/Misadventure application as they have met the task requirements. If the student is absent and submits the task after 8:45am, they must submit an Illness/Misadventure application, with supporting documentation, for consideration as they have not been in all timetabled lessons during the day.
- If a student intends to submit an Illness/Misadventure application for a hand-in assessment task, they must contact their teacher on or before the due date to notify them of this circumstance. They may be required to submit the task at whatever stage it is up to, even if it is not considered completed.

3.2 PLAGIARISM AND MALPRACTICE

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the Preliminary HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the Preliminary HSC and constitutes malpractice.

Proven malpractice will result in a zero mark and an 'N' Warning Letter for the particular task. The following are examples of plagiarism/malpractice and can cause an unfair advantage:

- **Misrepresentation** is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:
 - making up journal entries for a project, and/or
 - submitting falsified or altered documents, and/or
 - referencing incorrect or non-existent sources, and/or
 - contriving false explanations to explain work not handed in by the due date.
- **Plagiarism** is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as their own, and/or
 - using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - building on the ideas or words of another person without appropriate acknowledgement, and/or
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement, and/or
 - the use of Artificial Intelligence software to create work which the student then submits as their own.
- **Collusion** is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:
 - sharing answers to an assessment with other students, and/or
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - contract cheating by outsourcing work to a third party, and/or
 - unauthorised use of Artificial Intelligence technologies. Your class teacher must approve all use of AI ahead of your completion of the assessment task.

- **Breach of assessment conditions** - all students undertaking an in-class assessment task or examination must comply with the examination rules set by Cronulla High School (section 2.3). Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Students will have completed NESA's *All My Own Work*, in order to gain entry into the Preliminary HSC, in which they learn in detail about the different types of malpractice and how to avoid them.

In the event that the school becomes aware of an allegation of malpractice, a panel comprised of the relevant Deputy Principal and Head Teacher will conduct a review. Students will likely be required to provide evidence that all 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 online document version histories, diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas, and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

In accordance with NESA policy, the school will refer proven cases of malpractice to the NESA Register of Malpractice.

4.1 VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET courses are offered as part of the HSC or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and Universities and will assist students to move easily between various education and training sectors and employment. Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

- While these courses have an optional HSC examination, at Cronulla High School it is expected that **all** students undertake this exam. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination if they are to be eligible for the ATAR.
- Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.
- Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations and, therefore, cannot count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.
- Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. The teacher at school or in the workplace may assess these formally or informally. Many of the competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge. A compulsory element of assessment in vocational courses is the satisfactory completion of a work placement in a relevant industry.

- Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.
- Students will receive documentation showing the competencies achieved for the VET course undertaken.
- Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

5.1 PRINCIPAL'S CERTIFICATION OF COURSE REQUIREMENTS

- To complete a course satisfactorily, students are required to fulfil all requirements of the syllabus and show due diligence in the completion of both assessable and non-assessable tasks, including formal assessments, assignments, practical work, course work and participation in class
- You will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that you have:

Followed the course developed or endorsed by NESAs; and applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.

- If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. These letters are called 'N' Warning Letters. A student who has not complied with above requirements cannot be regarded as having satisfactorily completed the course. The principal will then deem that the student has not met the requirements for that course.
- If you receive **two or more** 'N' Warning Letters in a course you will likely be deemed to have not met requirements of the course. It is imperative that you redeem yourself of these 'N' Warning Letters by completing the work requested.

If the outstanding work to be completed is an assessment task, the 'N' Warning Letter will be redeemed but the assessment mark will be zero.

- You have the right to appeal to the school and then NESAs against the Principal's determination. The Principal will advise you of this right and explain the appeal process.

Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in a minimum of 12 Preliminary Course units and 10 HSC course units, you will not be eligible for the award of a Higher School Certificate. Where any such non-completion of course determination in a Preliminary course is given to a student, they will not be able to proceed to the HSC course in that subject without repeating the entire Preliminary course in that subject.

6.1 ILLNESS/MISADVENTURE PROCEDURES

Illness/Misadventure applications can be submitted where a sudden illness or misadventure:

- occurred immediately before or during an assessment or examination
- was unexpected
- was beyond your control
- prevented you from attending OR diminished your exam performance.

If possible, you should attend every examination and submit what has been completed for hand-in assessments by the due time. If you do not complete/submit assessments and your application is unsuccessful you will receive a mark of zero. The school does not expect you to attend examinations against specific medical advice.

Illness/Misadventure applications **must** also be submitted in the case of approved leave. This is to be supported by attaching the Certificate of Exemption which will be provided by the Principal. In most instances, this must be submitted at least **one week** prior to the scheduled date of the task. If this timeframe is not observed, a student will be expected to undertake the assessment at the scheduled time, unless exceptional circumstances apply, as determined by the Head Teacher.

Students requiring assessment rescheduling due to representing Cronulla High School **must** arrange with their class teacher **before** the event. They are **not** expected to submit an Illness/Misadventure application.

If you apply for a misadventure due to approved leave or school representation, the Head Teacher can, according to their judgement, organise for you to undertake the same task or a substitute task. Depending on the circumstances, this may occur before or after the original task date.

How to Apply

- Seek relevant external evidence from a professional to validate your application. This includes a doctor's certificate, police report etc., and must relate to the day of the task.
- Submit to the relevant Head Teacher on or before the day of their return to school.

Expectations upon return to school

- Students must submit the application form and speak with their class teacher.
- Hand-in tasks are to be submitted upon immediate return.
- Students should be prepared to sit examinations and in-class tasks upon their return.
- The usual practice if the Illness/Misadventure is upheld will be a substitute task or, depending on the circumstance and validity, an extension of time. Estimate results will only be provided in exceptional cases, when all other options have been exhausted, and must be approved by the principal.

Restrictions on Applications

You cannot submit an application on the basis of:

- difficulty preparing or lost preparation time
- technological failure
- alleged deficiencies in teaching
- lost time or facilities for study
- long-term illness (e.g. glandular fever, asthma or epilepsy), unless you suffer a flare-up of the condition during an examination
- conditions for which you have been granted or should have applied for disability provisions, unless you have further unexpected difficulties
- courses where you are a self-tuition student
- other commitments such as participation in entertainment, work or family holiday (except where the principal has granted leave).
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

In exceptional circumstances, variations to the above will only be approved by a panel convened by the principal.

Processing of Applications

- All completed applications are to be submitted to the relevant Head Teacher **on or before the day of their return to school**. If absence is long-term, students should make contact with their classroom teacher, Head Teacher or Deputy Principal so the school is aware.
- The relevant Head Teacher will notify applicants the outcome of their application. These applications can be appealed, in writing, no later than **three days** after receiving the decision. The appeal will be considered by the Principal and/or Deputy Principal.

Group Performance Illness/Misadventure

- When a group performance cannot go ahead on a scheduled date, the students affected must notify the relevant Head Teacher immediately
- The students affected must complete an Illness/Misadventure application as a group, which should be returned to the relevant Head Teacher within **two days** of the original task date.
- The student responsible for the group Illness/Misadventure application must submit an individual Illness/Misadventure form outlining the nature of their circumstances, with supporting evidence, on or before the day of their return to school. Please note, this application will be considered separately to the group's application.

ILLNESS OR MISADVENTURE CLAIM FORM



**CRONULLA HIGH SCHOOL
ILLNESS OR MISADVENTURE CLAIM FORM**

Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task: / /

Subject:..... Class Teacher's name:.....

Type of claim Illness Misadventure Approved leave

Describe your reasons for submitting this claim:
(Any supporting evidence, such as a doctor's certificate, a letter from a parent or Certificate of Exemption, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent or Guardian's Signature:..... Date: / /

INSTRUCTIONS:

- This claim form, along with any supporting evidence, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only – to be completed by Head Teacher

Day & Date claim received by Head Teacher: Mo Tu We Th Fr / /

Head Teacher's name: Signature:.....

Accepted Not accepted

If not accepted, please provide an explanation and return a photocopy to the student:

.....



CRONULLA HIGH SCHOOL ASSESSMENT REVIEW PANEL MEETING FORM

Student's Name:..... Year: Roll Class:.....

Panel Members:

Exam or Assessment task affected:..... Meeting date: / /

Subject:..... Class Teacher's name:.....

Key points of discussion:

.....
.....
.....
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.....
.....

Decision of Assessment Review Panel:

.....
.....
.....
.....
.....

Panel Convener Signature:.....

Student Signature:

Students have the right of appeal to the Principal. This must be made in writing within 48 hours of receiving notification of the Assessment Review Panel's decision.

PRINCIPAL'S CERTIFICATION OF COURSE REQUIREMENTS

- To complete a course satisfactorily you must fulfil all requirements of the syllabus, eg assignments, practical work, participation in class.
- Students are also required to show due diligence in completion of both assessable and non-assessable tasks, which form the assessment for their particular course. This may include assignments, practical work and participation in class.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:

Followed the course developed or endorsed by the NESAs; and applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.

- If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements, these letters are called 'N' determination warning letters. A student who has not complied with above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.
- If you receive **three** 'N' determination warning letters in a course you will be deemed to have not met requirements of the course unless the tasks are redeemed. It is imperative that you redeem yourself of these 'N' determination letters by completing the work requested.

If the outstanding work to be completed is an assessment task, the N determination will be redeemed but the assessment mark will be zero.

- You have the right to appeal to the school and then NESAs against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in a minimum of 12 Preliminary Course units and 10 HSC course units you will not be eligible for the award of a Higher School Certificate. Where any such non-completion of course determination in a Preliminary course is given to a student they will not be able to proceed to the HSC course in that subject without repeating the entire preliminary course in that subject.

A to E reporting grades commenced in the Preliminary Course in 2013. These grades will be based upon student achievement measured against course performance descriptors.

ANCIENT HISTORY 2025

Course Structure		Weight
Part 1	Introduction (a) Investigating the Past (b) Case Studies	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Part 2	Ancient Societies, Sites & Sources	
Part 3	Historical Investigation	

Components	Task 1	Task 2	Task 3	Task 4	Weight
	The Nature of Ancient History	Half Yearly Examination	Historical Investigation	Yearly Examination	
	Term 1 Week 7	Term 2 Exam Period	Term 3 Week 1	Term 3 Exam Period	
	AH11-3, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	AH11-8, AH11-10	AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	
Knowledge & understanding of course content		20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms	5	5		10	20
Total	15	30	20	35	100

Course Structure and Requirements		Weight
Module 1	Cells as the Basis of Life	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Organisation of Living Things	
Module 3	Biological Diversity	
Module 4	Ecosystem Dynamics	

Components	Task 1	Task 2	Task 3	Weight
	Practical Investigation	Half Yearly Assessment	Yearly Examination	
	Term 1 Week 9-10	Term 2 Week 6-7	Term 3 Exam Period	
	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in working Scientifically	15	30	15	60
Knowledge and understanding	5	10	25	40
Total	20	40	40	100

Course Structure		Weight
Topic 1	Nature of Business	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication.
Topic 2	Business Management	
Topic 3	Business Planning	

Components	Task 1	Task 2	Task 3	Weight
	Topic Test: Nature of Business	Half-Yearly Examination	Yearly Examination	
	Term 1 Week 8	Term 2 Exam Period	Term 3 Exam Period	
	P1, P2, P6, P7, P8	P1, P2, P4, P5, P6 P7, P, P9	P1, P2, P4, P5, P6, P7, P8, P9, P10	
Knowledge & understanding of course content	10	10	20	40
Stimulus Based Skills	5	5	10	20
Inquiry & Research Skills	10	10		20
Communication of business information, ideas & issues in appropriate forms		10	10	20
Total	25	35	40	100

Modules		Weight
Module 1	Properties and Structure of Matter	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Introduction to Quantitative Chemistry	
Module 3	Reactive Chemistry	
Module 4	Drivers of Reactions	

Components	Task 1	Task 2	Task 3	Weight
	Depth Study	Practical Test	Yearly Examination	
	Term 1 Week 8	Term 2 Week 6-7	Term 3 Exam Period	
	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	10	5	25	40
Total	30	30	40	100

COMMUNITY & FAMILY STUDIES 2025

Course Structure		Weight
Core 1	Resource Management	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis
Core 2	Individual and Groups	
Core 3	Families and Communities	

Components	Task 1	Task 2	Task 3	Weight
	Resource Management	Individuals and Groups	Yearly Exam	
	Term 1 Week 8	Term 2 Week 7	Term 3 Exam Period	
	P1.1,P1.2,P4.1, P4.2, P5.1, P6.2	P2.1, P2.3, P3.1, P4.1 P4.2, P6.1	P1.1,P1.2, 2.1,P2.2, P2.4, P3.1,P3.2,P4.2	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communication	20	20	20	60
Total	30	35	35	100



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Cronulla High School

Assessment Schedule Year 12 - 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.			Task 5 Assemble Components/ Manufacture and assemble joinery	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 1-15 Term 4-1	Week 6-30 Term 1-3	Week 16-40 Term 1-3	Term 3
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials					
CPCCBL2002	Use bricklaying and blocklaying tools and equipment					
CPCCWF2002	Use wall and floor tiling tools and					
CPCCCM2013	Undertake basic installation of wall tiles					
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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 will be calculated using the HSC Trial Exam result. HSC Examinable units are specified in the above table.

DANCE 2025

Component		Weight
C1	Performance	40
C2	Composition	30
C3	Appreciation	30

Components	Task 1	Task 2	Task 3	Weight
	Presentation of Dance Performance Core Performance and Interview and Giselle Appreciation essay (hand in)	Presentation of Composition Core Composition, Rationale and elaboration	Yearly Examination Major Study Performance and Bennelong Appreciation essay (exam period)	
	Term 1 Weeks 7/8	Term 2 Weeks 8/9	Term 3 Assessment Period	
	PI.3, P2.1, P2.2, P2.3, P2.4, P3.5, P3.7	PI.2, P3.1, P3.2, P3.3, P3.4, P3.6, P4.3	PI.3, PI.4, P2.3, P2.4, P2.5, P2.6, P4.1, P4.2, P4.4, P4.5	
Performance	20		20	40
Composition		30		30
Appreciation	10		20	30
Total	30	30	40	100

DESIGN AND TECHNOLOGY 2025

Task number	Task 1	Task 2	Task 3	
Nature of Task	Designer & Design Case Study	Preliminary Minor Project	Yearly Examination	
Timing	Term 1 Week 7	Term3 Week 4	Term 3 Exam Period	
Outcomes	P1.1, P2.1, P2.2, P3.1, P4.3, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P6.1, P56.2	

Components				Weight
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total	30	40	30	100

Components	Task 1	Task 2	Task 3	Weight
	Class Production, Portfolio and Essay	Written Extended Essay	a) Group Devised Performance b) Individual Project	
	Term 2 Week 2	Term 2 Week 9	Term 3 Weeks 7-8	
	PI.1, PI.2, PI.3, PI.4, PI.5, PI.6, P3.1, P3.2	PI.4, PI.5, PI.8, P3.1, P3.2, P3.3	PI.1, PI.2, PI.3, PI.4, PI.5, PI.6, PI.7, PI.8, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1	
Making	20		20	40
Performing	10		20	30
Critically Studying	10	20		30
Total	40	20	40	100

EARTH & ENVIRONMENTAL SCIENCE 2025

Modules		Weight
Module 1	Earth's Resources	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Plate Tectonics	
Module 3	Energy Transformations	
Module 4	Human Impacts	

Components	Task 1	Task 2	Task 3	Weight
	Depth Study	Half Yearly Assessment	Yearly Examination	
	Term 1 Week 7-8	Term 2 Week 6-7	Term 3 Exam Period	
	EESI1/12-1 EESI1/12-2 EESI1/12-3 EESI1/12-4 EESI1/12-5 EESI1-8 EESI1-11	EESI1/12-2 EESI1/12-4 EESI1/12-6 EESI1/12-7 EESI1-8 EESI1-9 EESI1-10	EESI1/12-2 EESI1/12-4 EESI1/12-5 EESI1/12-6 EESI1-8 EESI1-9 EESI1-10 EESI1-11	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	10	10	20	40
Total	30	35	35	100

Course Structure		Weight
Topic 1	Introduction to Economics	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Topic 2	Consumers & Business	
Topic 3	Markets	
Topic 4	Labour Markets	
Topic 5	Financial Markets	
Topic 6	Government in the Economy	

Components	Task 1	Task 2	Task 3	Weight
	Topic Test: Topics 1 & 2 only	Half Yearly Examination Research & Stimulus Writing Tasks	Yearly Examination	
	Term 1 Week 9	Term 2 Week 6-7	Term 3 Exam Period	
	P1, P2, P4, P5, P7, P8 P9, P10, P12	P1, P2, P3, P5, P8 P10, P11, P12	P1, P2, P3, P4, P5, P7, P8, P9, P10, P12	
Knowledge & understanding of course content	10	10	20	40
Stimulus Based Skills	10		10	20
Inquiry & Research	10	10		20
Communication of economic information, ideas & issues in appropriate forms		10	10	20
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Weight
	Engineering Fundamentals Half Yearly Quiz	Braking Engineering Report	Yearly Examination	
	Term 1 Assessment Period	Term 2 Week 7	Term 3 Exam Period	
	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	20	20	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice		20	20	40
Total	20	40	40	100

ENGLISH ADVANCED 2025

Course Structure		Weight
Common Module	Reading to Write: Transition to Senior English	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.
Module A	Narratives the Shape Our World	
Module B	Critical Study of Literature	

Components		Task 1	Task 2	Task 3	Weight
		Common Module: Imaginative Text & In Class Reflection	Half Yearly Examination	Yearly Examination: All Modules & Content	
		Term 1 Week 9	Term 2 Exam Period	Term 3 Exam Period	
		EAll-1, EAll-2, EAll-3, EAll-5, EAll-7, EAll-9	EAll-1, EAll-3, EAll-5, EAll-7, EAll-8	EAll-1, EAll-2, EAll-3, EAll-4, EAll-5, EAll-6, EAll-7, EAll-8, EAll-9	
Weight		30	30	40	100
Components	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 STANDARD 2025

Course Structure		Weight
Common Module	Reading to Write: Transition to Senior English	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.
Module A	Contemporary Possibilities	
Module B	Close Study of Literature	

Components		Task 1	Task 2	Task 3	Weight
		Common Module: Imaginative Text & In Class Reflection	Half Yearly Examination	Yearly Examination: All Modules & Content	
		Term 1 Week 9	Term 2 Exam Period	Term 3 Yearly Exam Period	
		ENII-1, ENII-2, ENII-3, ENII-5, ENII-7, ENII-9	ENII-1, ENII-3, ENII-5, ENII-7, ENII-8	ENII-1, ENII-2, ENII-3, ENII-4, ENII-5, ENII-6, ENII-7, ENII-8, ENII-9	
Components	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 STUDIES 2025

Components	Task 1	Task 2	Task 3	
	Multimodal and Short Response Mandatory Module: Achieving through English	Extended Written Response Elective Module 1	Portfolio of Extended Responses All Modules	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
Components				Weight
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	15	15	20	50
Total	30	30	40	100

Course Structure		Weight
Module	Texts, Culture and Values	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.

Components		Task 1	Task 2	Task 3	Weight
		Imaginative Response	Comparative Essay	Independent Research Project	
		Term 1 Week 10	Term 2 Week 9	Term 3 Exam Period	
		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Components	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



Education

Entertainment Industry
 Qualification: CUA30420 Certificate III in Live Production and Technical Services
 Cohort 2025 - 2026
 Training Package CUA Creative Arts and Culture

RTO - NSW Department of Education, RTO 90333

School Name: Cronulla High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11	Week 11	Week 10	Week 10
			Term 1	Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 7/4/25	Date 7/4/25	Date 30/6/25	Date 22/9/25
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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”.

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Nutrition investigation into Adolescent Diets and Preparation	Food Quality Experiment and Preparation	Yearly Examination	
Timings	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
Outcomes assessed	P2.1, P3.1, P4.1, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	PI.1, PI.2, P2.2, P4.4, P5.1	
Knowledge and understanding of course content			40	40
Knowledge and skills in designing, researching, analysing and evaluating	20	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total	30	30	40	100

GEOGRAPHY 2025

Course Structure		Weight
Topic 1	Earth's Natural Systems	40
Topic 2	People, Patterns and Processes	40
Topic 3	Human-environment Interactions	20
Topic 4	Geographical Investigation	20
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Topic Test	Research Project	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
	P1, P8, P9 P10, P11, P13	P1, P2, P3, P4, P5, P6, P7, P10, P11, P12, P13	P1, P3, P6, P7, P8, P9, P10, P12, P13	
Knowledge & understanding of course content	15	5	20	40
Geographical tools & skills	5	5	10	20
Geographical inquiry & research, including fieldwork		20		20
Communication of geographical information, ideas & issues in appropriate form	5	5	10	20
Total	25	35	40	100

Course Structure		Weight		
Focus Area 2	The body and mind in motion	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis.		
	Depth Study 1			
	Collaborative Investigation			
Focus Area 1	Health for individuals and communities			
	Depth Study 2			
Components	Task 1	Task 2	Task 3	Weight
	Focus Area 2: The body and mind in motion Open book topic test	Collaborative Investigation	Focus Area 1: Health for individuals and communities Formal Examination	
	Term 1 Week 7	Term 2 Week 6-7	Term 3 Exam Period	
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research, analysis and communicating.	20	20	20	60
Total	35	30	35	100

HOSPITALITY OPERATIONS VET 2025



Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Cronulla High School

Assessment Schedule Year 11 - 2025

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

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

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

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

INDUSTRIAL TECHNOLOGY - MULTIMEDIA 2025

Components	Task 1	Task 2	Task 3	Weight
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Week 7	Term 3 Week 4	Term 3 Exam Period	
	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	
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 & FURNITURE 2025

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Industry Case Study	Preliminary Project (inc. folio)	Yearly Examination	
Timings	Term 1 Week 9	Term 3 Week 5	Term 3 Exam Period	
Outcomes assessed	PI.1, PI.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	PI.1, PI.2, P2.1, P6.1, P7.1	
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

Component		Weight
C1	Speaking	20
C2	Listening & Responding	30
C3	Reading & Responding	30
C4	Writing in Japanese	20
Total		100

Components	Task 1	Task 2	Task 3	Weight
	In Class Task	Reading Responding Writing Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 6-7	Term 3 Exam Period	
	3.1, 3.2, 3.4, 3.5 1.2, 1.3, 2.3, 4.1, 4.2, 4.3.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2 2.3, 3.1, 3.2 4.1, 4.2, 4.3.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2 2.3, 3.1, 3.2 4.1, 4.2, 4.3.	
C1	10		10	20
C2	20		10	30
C3		20	10	30
C4		10	10	20
Total	30	30	40	100

Course Structure		Weight
Part 1	The Legal System	40
Part 2	The Individual & The Law	30
Part 3	Law In Practice	30
Total		100

Components	Task 1	Task 2	Task 3	Weight
	In Class Response	Half Yearly Examination Research, Knowledge & Analysis Based Task	Yearly Examination	
	Term 1 Week 8	Term 2 Weeks 6-7	Term 3 Exam Period	
	P1, P2, P3, P4, P6, P8	P1, P4, P5, P6, P8, P9	P2, P4, P5 P9, P10	
Knowledge & understanding of course content	5	10	25	40
Analysis & Education	10	5	5	20
Inquiry & Research	5	15		20
Communication	5	5	10	20
Total	25	35	40	100

MATHEMATICS ADVANCED 2025

Components	Task 1	Task 2	Task 3	Weight
	Class Test Topic FI	Open Book Half Yearly Examination Topics T1, T2, CI	Yearly Examination Topics FI, T1, T2, CI, SI	
	Term 1 Week 8	Term 2 Week 9	Term 3 Exam Period	
	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-5 MA11-8 MA11-9	MA11-1 to MA11-9	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
Total	30	30	40	100

MATHEMATICS EXTENSION I 2025

Components	Task 1	Task 2	Task3	Weight
	Class Test Topic F1	Open Book Half Yearly Examination Topics F2, A1.2	Yearly Examination Topics F1, F2, T1, T2, C1, A1	
	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	ME11-1 to ME11-7	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
Total	30	30	40	100

MATHEMATICS STANDARD 2025

Components	Task 1	Task 2	Task 3	Weight
	Class Test Topics SI, AI	Open Book Half Yearly Examination Topics FI.2, MI	Yearly Examination Topics FI.1, FI.2, AI, A2, SI, S2, MI, M2	
	Term 1 Week 8	Term 2 Week 9	Term 3 Exam Period	
	MSII-1 MSII-2 MSII-6 MSII-7 MSII-9 MSII-10	MSII-3 MSII-4 MSII-6 MSII-9 MSII-10	MSII-1 to MSII-10	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
Total	30	30	40	100

MODERN HISTORY 2025

Course Structure		Weight
Part A	Investigating Modern History	Weightings to reflect a balance of knowledge and understanding, source based and historical inquiry and research and communication
Part B	Historical Investigation	
Part C	The Shaping of the Modern World	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Topic Test: Nature of Modern History	Half Yearly Examination	Historical Investigation Hand-in Task	Yearly Examination All topics	
	Term 1 Week 6-7	Term 2 Exam Period	Term 3 Week 2-3	Term 3 Exam Period	
	MH11-3, MH11-7, MH11-8, MH11-9, MH11-10	MH11-2, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-6, MH11-7, MH11-9	MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-8, MH11-9	
Knowledge & understanding of course content	5	15		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	15	25	25	35	100

Task number	Task 1	Task 2	Task 3	
Nature of task	<p>Lecture Demonstration</p> <p>Topic 1</p> <p>Music for small Ensembles</p>	<p>Composition Portfolio and Musicological Analysis</p> <p>Topic 1 or 2</p> <p>Music of the 20th and 21st Centuries</p>	<p>Yearly Examination</p> <p>Topic 1, Topic 2 & Topic 3</p> <p>Music for Radio, Film, Television and Multimedia</p> <p>Solo or ensemble performance and aural examination.</p>	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Assessment Period	
Outcomes assessed	P1, P2, P4, P5, P6	P3, P4, P5, P6, P7, P8	P1, P2, P4, P6	
Components				Weight
Performance	10		15	25
Composition		25		25
Musicology	15	10		25
Aural			25	25
Total	25	35	40	100

Components	Task 1	Task 2	Task 3	Weight
	<p>Musicology and Aural Skills Task Mandatory topic Music 1600–1900 Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and one unseen score.</p>	<p>Submission of Composition Portfolio and Aural Analysis Mandatory topic Music 1600–1900 and Additional Topic Composition portfolio with aural analysis of two contrasting works with reference to the concepts of music and compositional techniques.</p>	<p>Presentation of Performance with Background Research Mandatory topic Music 1600–1900 and Additional Topic Solo and/or ensemble performance of two pieces, one from the mandatory topic and one from the additional topic, with background research of performance repertoire with reference to musicological focus within the topics.</p>	
	Term 1 Week 8	Term 2 Week 10	Term 3 Assessment Period	
	Outcomes assessed P2, P5, P6, P7	Outcomes assessed P2, P3, P4, P5, P7	Outcomes assessed P3, P4, P5, P6, P7, P8, P9	
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total	25	40	35	100

Modules		Weight
Module 1	Kinematics	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Dynamics	
Module 3	Waves and Thermodynamics	
Module 4	Electricity and Magnetism	
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Practical/skills Investigation	Depth Study Assessment	Yearly Examination	
	Term 1 Week 8-9	Term 2 Week 6-7	Term 3 Exam Period	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total	30	30	40	100

SOCIETY & CULTURE 2025

Course Structure		Weight
Topic 1	The Social & Cultural World	Weightings to reflect a balance of knowledge and understanding, skills and inquiry and research and communication.
Topic 2	Personal & social Identity	
Topic 3	Intercultural communication	
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Topic Test The Social and Cultural World	Research Task	Yearly Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Exam Period	
	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9	
Knowledge & understanding of course content	10	20	20	50
Application & evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas & issues in appropriate forms	5	5	10	20
Total	25	35	40	100

SPORT LIFESTYLE & RECREATIONS 2025

Content Endorsed Course

Course Structure	Weight
Sports Coaching & Training	Weighting to reflect a 50% balance between: <ul style="list-style-type: none"> ▪ knowledge and understanding outcomes & ▪ skills outcomes
Games & Sports Application I	
Healthy Lifestyle	

Components	Task 1	Task 2	Task 3	Weight
	Coaching Analysis	Games & Sports Applications I. Assessment	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Exam Period	
	1.3, 3.1, 4.2, 4.5	1.1, 1.3, 3.1, 3.2, 4.1, 4.4	1.1, 1.5, 2.1, 3.5, 4.3	
Knowledge and understanding outcomes	10	10	30	50
Skills outcomes	20	20	10	50
Total	30	30	40	100

VISUAL ARTS 2025

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weight
	VAPD Portfolio of Experimental Works	Case Study	Open Book Essay	VAPD Body of Work	Yearly Examination	
	Term 2 Week 2	Term 2 Week 6	Term 3 Week 4	Term 3 Week 8	Term 3 Exam Period	
	P1, P3, P4	P5, P6	P8, P9	P1, P2, P4, P5, P6	P5, P6	
VAPD	5			10		15
Body of Work in a least 2 forms	15			20		35
Critical and Historical Study		10	30		10	50
Total	20	10	30	30	10	100