



YEAR 11, 2026

Preliminary Courses

Assessment Information Booklet

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PRELIMINARY ASSESSMENT POLICY

This policy relates to students undertaking subjects in 2026 which may be used as Preliminary subjects required as prerequisites for entry into the Higher School Certificate components of these courses.

The policy will be evaluated as it is implemented and reviewed and modified in Term 4 (2026) for the 2027 Preliminary cohort.

HSC Minimum Standards

Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. Students will be provided opportunities to meet these minimum standards four times a year from Year 10.

Standards Referenced Assessment

The New South Wales Educational Standards Authority (NESA) use a standards-referenced approach to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NESA syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Assessment procedures for the Preliminary courses should allow students opportunities to show which outcome of the course they have achieved and the degree of achievement of these outcomes.

Assessment Results of Preliminary Courses - RoSA

At the completion of the Preliminary assessment program, the Headmaster will certify the subjects that students have satisfactorily completed. Students who have satisfactorily completed the course requirements for Stage 6 Courses will be eligible to commence their HSC Courses in Term 4.

Students who leave the College before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA) as long as they meet the eligibility requirements.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The College is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Students who complete the HSC will have all their Stage 6 (Year 11 and 12) courses and results available in their HSC documentation.

For further details regarding the RoSA or HSC please visit the NESA website (<http://educationstandards.nsw.edu.au>)

Assessment of Preliminary Courses

4.1 Internal Courses

The assessment program for each Preliminary course will be issued to students through their classes, and an assessment booklet will be distributed to students.

The assessment program is designed to allow students to show the achievement of course outcomes and to assist teachers to gain a set of results, which will enable teachers to allocate a grade of A – E from the Common Grade Scale for Preliminary Courses to describe how well students have achieved.

Students will be assessed using a range of assessment methods that include both Formal tasks and Informal means to determine the level of student achievement.

4.2 Vocational Education and Training Courses

Students will be assessed in VET in ways outlined in the syllabi of these courses. Course requirements involve the completion of compulsory work placement components of the course.

Class teachers will explain the competency based processes for assessment in these courses. Students will sit for the Preliminary Examination for these courses.

4.3 TAFE Delivered Courses

The individual TAFE determines assessment policies and procedures for courses studied through the TAFE Delivered program. The College has no input into these programs nor is it involved in the issuing of results for such courses.

4.4 Courses Studied through External Agencies

Where students are undertaking courses through external sources, such as the Open High School, Saturday Languages School or outside tutors, the relevant organisation determines assessment policies and procedures. Students are asked to give a copy of all assessment information to the Director of Teaching and Learning 7-12 to ensure that NESAs requirements are being met.

The Preliminary Assessment Program

5.1 Preliminary Assessment Booklet

A Preliminary Courses Assessment Policy and Program booklet will be issued to Preliminary students early in Term One.

5.2 Preliminary Courses Assessment Programs

The assessment program for each course will detail:

- the number of tasks including minimum and maximum task weightings.
- course components and weightings.
- the number of optional written examinations.
- any mandatory task types.

Further information relating to the course outcome may be gained from the syllabus documents available on the NESAs website (<http://educationstandards.nsw.edu.au>)

5.3 Number of Assessment Tasks

NESA has allowed each school to make their own decision on the nature and number of assessment tasks that are completed in each course, under the ACE rule 2.1.2, as of 14 October 2024.

Assessment Tasks

6.1 Assessment Tasks

Within the assessment program for each course there should be a range of assessment task types to allow students to show what they know and can do in a variety of ways. Along with the formal tasks, teachers will be expected to use a range of informal assessment methods to determine student achievement.

Assessment tasks should be directly linked to syllabus outcomes.

6.2 Timing and Notification for Formal Assessment Tasks

The Director of Teaching and Learning 7-12 and the Leader of Learning will develop a schedule of assessment weeks for each term. The week that each assessment task is due can be found on the assessment schedules in this booklet. The calendar of assessment dates located in the Parent Portal in Edumate is the official notification of dates of assessment tasks.

Dates for assessment tasks can only be changed by the Director of Teaching and Learning 7-12, usually in consultation with the Leader of Learning and usually at their request. Students are to be informed in writing of any change of dates for assessment tasks. Students will be given additional information related to assessment tasks at least two weeks prior to due date.

On this notification, students will be notified of the following details of the task:

- Task Number
- Task weighting
- Timing
- Outcomes Assessed
- Description of the nature of the task
- Marking criteria
- Feedback to be provided

It is the responsibility of the students absent from school to check if any assessment information has been given in their absence.

6.3 Submission of Tasks

Formal assessment tasks must be submitted or carried out on the due date. It is expected that tasks will be handed to the class teacher (or the Leader of Learning in the absence of the teacher) during the timetabled period of that course or at the time indicated by the class teacher when the notice of the assessment task was given.

Students are not to be absent the day before a formal assessment task is due or take a partial absence on the due date of an assessment task unless a medical certificate supports this partial absence or the Headmaster grants leave.

6.4 Marking of Assessment Tasks

Marking of assessment tasks is **standards based**. The mark should reflect the level of achievement that a student has shown in the task.

Marking guidelines will be developed when a formal task is set. Students should be informed and be issued with the marking guidelines either when the task is handed out or when the task has been returned. Marking guidelines should set out the guidelines for assessing achievement of the outcomes and content at different levels and identify the marks or mark ranges to be awarded at each level. The marking criteria accompanying the assessment task will indicate what students will be assessed in relating to the outcomes of the course

6.5 Monitoring, Recording and Reporting

Monitoring

Class teachers are responsible for monitoring student progress throughout each course. This includes tracking student performance across assessment tasks and formative activities, and using this information to inform teaching and provide feedback to students.

Student progress is monitored against course outcomes and recorded on Edumate to ensure an accurate and ongoing record of achievement. Where a student's performance indicates they are at risk of not meeting course requirements, the class teacher will notify the Leader of Learning and appropriate intervention strategies will be implemented along with communication to parents.

Leaders of Learning oversee the monitoring of student progress across classes in their faculty to ensure consistency in assessment practices and to support students in meeting course requirements.

Recording

The Leader of Learning will keep a copy of assessment tasks given to students. After the task is marked the class teacher is required to keep a record of the marks obtained by each student and an indication of the outcomes achieved by the student in the task. Students may request their rank in each assessment task. Each Leader of Learning is to keep a printed copy of raw marks, obtained by students for each assessment task. The set of marks for each assessment task is to be recorded on Edumate and a

copy will also be kept with the Director of Teaching & Learning.

Reporting

Students will receive information on their progress through the College reporting process. As well as receiving an Achievement Grade indicating their progress in each course, students will also receive an application grade based on the following criteria:

- Completes set work and participates in lessons as directed by the teacher.
- Demonstrates the characteristics of a reflective learner.
- Demonstrates the characteristics of a motivated learner.
- Chooses appropriate behaviour in the classroom.
- Is well organised and prepared for class.

Students receive a written report at the end of each Semester.

6.6 Illness or Misadventure

College policy on illness or misadventure will reflect that used by NESAs. Students who believe that circumstances beyond their control may have diminished their performance in an assessment task may apply for special consideration due to **illness or misadventure**. Students should note that if applying for consideration due to illness or misadventure, they should not assume the application would be approved.

The Director of Teaching and Learning 7-12 will assess Illness/Misadventure applications in a similar manner as used by NESAs.

Application for special consideration due to **illness** should be supported by a Doctor's Certificate. Copies of this documentation is on page 12 of the booklet and at Student Reception.

Students who are applying for special consideration due to illness, are to submit the assessment task or be prepared to do the task on the first day that they return to school. If they do not have the subject on this day they should hand in their assessment task to their subject teacher or the relevant Leader of Learning at their office.

In the case of oral tasks, students should make an additional application for special consideration due to illness if they are ill on any day prior to them giving their oral presentation.

Application for special consideration due to misadventure is to be referred to the Director of Teaching and Learning 7-12 and should be

supported by a parent letter. Students should note that technical difficulties due to computer malfunctions do not constitute grounds for appeal as a misadventure. Students are advised to save all completed assessment tasks on both their hard drive and back up external drives. It is recommended that students make backup copies of work completed at the end of each session in which they worked on the task.

Where the assessment task is an Examination the guidelines for Illness/Misadventure Appeals will reflect the Higher School Certificate Illness/Misadventure guidelines as outlined by NESA. Failure to attend an examination due to misreading the examination timetable does not constitute grounds for a Misadventure Appeal.

Where possible, students should sit for the assessment task/examination even if they intend to apply for consideration to be given for Illness/Misadventure.

When an application for special consideration has been recognised, students should be given an opportunity to show that they have achieved the course outcomes that were assessed in the assessment task. This may be done using a substitute task.

If an application for special consideration due to illness or misadventure for the Trial Examination is approved a student's ranking in that course will be maintained based on their performance in other assessment tasks.

A misadventure form must be submitted for non-submission of a task due to absence for reasons other than sickness. In instances when leave has been approved by the College (eg family holiday) then the expectation is that the student has organised with the Leader of Learning alternative arrangements. In most circumstances the task is to be submitted prior to the leave commencing.

If a student submits an illness/misadventure, the Director of Learning and Teaching 7-12 in consultation with the appropriate Leader of Learning will approve one of the following:

- the assessment to be rescheduled within five school days of the student's return to school
- the use of a substitute task
- an estimate for the task (in exceptional cases only)

Zero marks may be awarded for an item if:

- a student does not complete an illness/misadventure form
- a claim based on illness is not supported by an appropriate medical certificate
- insufficient evidence is provided in support of an application based on misadventure
- this is determined to be appropriate by the Director of Teaching and Learning 7-12 in conference with the relevant Leader of Learning

In exceptional circumstances where the completion of a substitute task is not feasible nor reasonable, or where the task is difficult to duplicate with equity, the Director of Teaching and Learning 7-12 may authorise the use of an estimate based on appropriate evidence.

Please note: Multiple estimates cannot be used. If appropriate evidence is not available, the student must sit a substitute task. Students are to discuss arrangements for a substitute task immediately (on the first day of return to school). The substitute task must be undertaken within five school days of return. It may be used as a basis for an estimate. It is the student's responsibility to complete the illness/misadventure form if they have been absent and must sit for an assessment task.

Please note: *To be eligible for the completion of the Preliminary Course, students need to satisfactorily complete the assessment requirements for the Record of School Achievement.*

6.7 Late-Submission and Non-Completion of Tasks

Failure, without valid reason, such as illness or misadventure, to complete a formal assessment task will result in a 'zero' mark being given for the task. This ruling also applies to informal tasks or examinations. A non-attempt (NA) will be recorded.

Parents are to be informed in writing via an Official NESA Warning Letter when a student did not submit or complete a formal assessment task. This will be issued by the Leader of Learning and the Director of Teaching and Learning.

Students will be provided with the opportunity to submit the task, or undertake a substitute task, after the due date to show that they have met the outcomes being assessed in the task. The mark of zero will stand.

Please note that leaving a task at home accidentally does not constitute grounds for special consideration.

The Leader of Learning is responsible through the Director of Teaching and Learning, for informing parents through an official NESAs Warning Letter, when a student has been given a non-attempt (N/A) or a mark of zero.

6.8 Unfair Advantage

Students should not be allowed an unfair advantage over other students. This does not preclude special provisions allowed to remedy disadvantage.

An absence from school in order to complete assessment tasks is an unfair advantage over other students. Genuine illness or misadventure as per 6.6 will not incur penalties. In other cases the Director of Teaching and Learning 7-12 and the Leader of Learning will make a judgment concerning any penalties to ensure equity between students.

A full or partial absence from school in order to complete assessment tasks or prepare for an 'in class' task is an unfair advantage over other students. Genuine illness or misadventure as per 6.6 will not incur penalties.

Students who are absent from school the day before an assessment task or when a task is due, will be asked to provide a doctor's certificate, for medical reasons, or other supporting evidence stating why they were unable to attend the College, to demonstrate that no unfair advantage has been gained. Doctor certificate should have medical centre information as a letterhead.

Students who attempt to gain an unfair advantage may be awarded zero for the task.

6.9 Malpractice

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and allegations are treated very seriously. Detected malpractice may result in a mark of zero being recorded. The College is required to notify NESAs of substantiated cases of malpractice.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source

- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

Suspected cases of malpractice will be investigated by the Leader of Learning in consultation with the Director of Teaching and Learning 7-12. The penalty given will depend on the degree to which a student has made an original contribution to the task.

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

Parents will be informed if a zero mark is awarded. (7.3)

6.10 Unsatisfactory Completion of Tasks

If it is determined that a student has not submitted a satisfactory attempt for a task and a mark of zero is awarded, parents should be informed in writing (7.3).

6.11 Invalid and Unreliable Tasks

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 significant disruptions).

In these circumstances the class teacher in consultation with the Leader of Learning Coordinator will replace the original assessment task with an additional task. Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

An assessment task may be deemed to be invalid (or unreliable) if it:

- does not provide a reasonable spread of marks
- fails to discriminate between students of higher and lower ability
- can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students
- is of a practical nature and produces data or results that are considered to be significantly different to those expected.

If a teacher suspects that a task may be invalid, they will raise the issue with their Leader of Learning and the Director of Teaching and Learning 7-12.

The teacher, Leader of Learning and the Director of Teaching and Learning 7-12 will examine the data concerning the task and make a decision as to its validity.

Communication

7.1 Preliminary Assessment Policy, Programs and Procedures

The assessment policy will be reviewed in Term 4 of each year, with changes being implemented in the next year's cohort.

The assessment policy and program booklet will be prepared and issued to students in Term 1 of their Preliminary year.

Students will be informed of the assessment program, type of tasks and timing of tasks for each subject in the assessment booklet.

7.2 Assessment Task Feedback

Students should be given feedback of performance in assessment tasks that is linked to the marking guidelines. Opportunities should be taken to discuss with students how their performance in achieving course outcomes may improve. The nature of

feedback will be provided to students on the Assessment Task Notification.

Students will be given the opportunity to examine their marked assessment tasks and to discuss with their teachers marking criteria and the student's ability to show the degree of their achievement of course outcomes.

An indication of student achievement will be given to parents in Half Yearly and Yearly Reports. Students and parents will be advised in writing if the student is in danger of failing to meet course requirements.

7.3 Letters to Parents

Parents should be informed in writing when a student fails to complete or submit a task, submits an unsatisfactory attempt resulting in a mark of zero or in any circumstances of presumed cheating.

Students and parents will be advised in writing if the student is in danger of not meeting course requirements.

7.4 Special Examination Provisions (Disability Provisions)

The College will follow the NESAs policy, as outlined in the ACE Manual, to apply for Disability Provisions for students who are deemed eligible.

If a student has a special need that would in a normal examination situation, prevent him or her from:

- (a) reading the examination questions; and/or
- (b) communicating his or her responses

the Headmaster has the authority to decide on and to implement special provisions for school-based assessment tasks including examinations.

Special examination provisions are granted to provide students who have special examination needs with practical support in NAPLAN and Higher School Certificate Examinations.

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation.

Application Procedures

Applications for special examination provisions will be submitted to NESAs by the Learning Support Coordinator in consultation with the Deputy Headmaster and the Director of Teaching and Learning 7-12.

When an application is submitted, evidence must be included indicating the precise nature of the special

need and the consequent effect on examination performance. This evidence will be provided by parents from a medical professional and the student's teachers.

Final Assessment

8.1 Final Internal Assessment and Awarding Grades

The College is responsible for awarding each student who completes a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the [ARC](#) (Stage 5) and the [RoSA website](#) (Stage 6 Preliminary).

Making an on-balance professional judgement

When making a judgement of the grade to be awarded, staff will consider the following:

- they will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and
- over a period of time, gathering evidence on a number of assessment activities.
- when deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than on the amount of evidence.
- assessment activities will be structured in a manner to give students opportunities to show what they know and can do.
- they should provide opportunities for students to display their achievements in different ways and to work in a range of situations.
- a single piece of work will not cover all aspects of a grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.
- each grade description should be considered alongside descriptions for adjacent grades.

The following method will be used to in the process of allocating the final grades:

1. establish an assessment program that consists of a number of assessment activities.
2. ensure that the assessment activities cover the full range of outcomes.
3. decide on the relative importance of each assessment activity.
4. collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
5. assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement.
6. match the overall picture of each student's achievements to a grade using the most appropriate Common Grade Scale level (see below)

Faculties may decide to place greater emphasis on particular syllabus outcomes within their teaching programs and practices. This emphasis should be reflected in the assessment program and therefore, in the determination of grades.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

This assessment achievement will be recorded on the student's Preliminary report.

The Leader of Learning has accountability for ensuring that the correct procedures and results have been used in determining the Preliminary assessment position

8.2 Records

Work Samples will be retained to moderate the grades they award to students by comparing the standards of work published with those produced by their students in the same or similar course.

Three work samples for each nominated Stage 6 Preliminary Course are required. The work samples should relate to the upper, middle and lower range of the cohort and be indicative of achievement towards the end of the course.

N-Determination

If a student is deemed to be failing to meet the requirements for the course, as outlined by NESA, then they may be given an N-Determination. These requirements are that the students have:

- a) followed the course outlined by 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 outcomes of the course.

Students who are given an N-Determination are deemed as not meeting the NESA requirements for the Preliminary course. This would make the student ineligible to undertake the Higher School Certificate course in this subject.

Students who are in danger of receiving an N-Determination will be interviewed by the Leader of Learning and given a program of work which will allow the student to complete course requirements. Failure to complete the program of work may be used as evidence to support an N-Determination. Parents will be notified, in writing, if a student is in danger of receiving an N-Determination and the suggested program of work.

Appeals

9.1 Right of Appeal Concerning the Marking Process

- A student may only query the result of an assessment task with the classroom teacher at the time it is returned. Once an assessment task has left the classroom no

query is possible. If a query is raised, the teacher will maintain possession of the task until resolved.

- A student may query the class teacher's procedure for arriving at a mark, but not the validity of the mark itself.
- If the result of an assessment task is queried as soon as it is returned, the result may be raised outside the classroom:
 - with the relevant class teacher at the first available opportunity
 - with the relevant Leader of Learning, if the class teacher is unable to resolve the problem
 - with the Director of Learning and Teaching 7-12, if the class teacher and Leader of Learning have not been able to resolve the problem. If this occurs, the Director of Learning and Teaching 7-12 will work with the relevant class teacher to review the process by which the mark was determined and finalise an appropriate outcome.

Students, who receive an N-Determination, may appeal to the Headmaster in writing. A committee consisting of the Deputy Headmaster, the relevant Leader of Learning and the subject teacher will assess the appeal and make a recommendation to the Headmaster.

Students have the right to appeal an N-Determination to NESAC if they are not satisfied with the findings of the College Appeal Committee. A flowchart detailing the determination and appeal dates is available on *Schools Online*.



Application for Illness/Misadventure Form

Complete this form when:

<input type="checkbox"/> Applying for an extension	<input type="checkbox"/> Submitting a task after due date	<input type="checkbox"/> Absent on the day or day before a task
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This application must be submitted **prior to the due date of the task** (where misadventure is known prior) or **within two days** of the student returning to College, accompanied with the **appropriate supporting documentation attached before submission**. A failure to submit this form will render an excuse invalid.

Details

Student's Name	Year	Phone	
Address		Postcode	
Task Name		Due date of task	
Subject	Teacher		
Type of Claim	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure (did not complete task)		
State your reason for making the claim eg did not attend/failed to submit task/unable to meet deadline			
Supporting evidence attached:			
Outcome you hope to achieve by submitting this claim:			
<i>Student's Signature</i>	<i>Parent's Signature</i>	<i>Date</i>	

Recommendation/Approval

The Student's claim is accepted; detailed recommendations below:		
<input type="checkbox"/> Task to be rescheduled	<input type="checkbox"/> Task accepted without penalty	<input type="checkbox"/> Estimate to be used
The student's claim is denied – reason(s) given below:		
<i>Course Teacher's Signature</i>	<i>Director of Teaching & Learning's Signature</i>	<i>Date</i>

**Please return this form to the Director of Teaching and Learning 7-12
and ensure all sections have been completed.**

CHRISTIAN STUDIES - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2025

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1
Nature of Task	Quiz
Timing	Term 2, Week10
Outcomes Assessed	N/A

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Class quizzes	Understanding of concepts	Use of vocabulary/key terms
General class work	Contribution to class discussion	Group work
Researching	Group work participation	Homework

DANCE - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2025

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3
Nature of Task	Company focused Composition	Performance Task	Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Exam Week
Outcomes Assessed	P1.3, P3.1, P3.2, P3.4, P3.5, P3.6.	P1.1, P1.4, P2.2, P2.3, P2.4, P2.5.	P1.2, P4.1, P4.2, P4.3, P4.4, P.4.5
Components			Weighting
Performance	10	30	40
Composition	30		30
Appreciation			30
Total %	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Performance of Technical Progressions	Improvisation Activities	Analysis of Dance Videos
Live Performance of Class Dance	Group or Solo Choreographic Activities	Quizzes or Reflection Activities

DRAMA - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Group Devised Performance	Portfolio of Performance and Production Works	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.3	P1.3, P1.4, P1.5, P1.6, P2.2, P2.4	P3.1, P3.2, P3.3	
Components				Weighting %
Making	15	25		40
Performing	20	10		30
Critically Studying			30	30
Total %	35	35	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Theatrical Reviews	Essays	Behind The Scenes
Playbuilding Activities	Journal	Scriptwriting
Improvisation	Online Discussions	Group Work
Film Tasks	Design Tasks	Oral Presentations
Performance Activities	Production Activities	Progress Marks

VISUAL ARTS - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Portfolio of Art	Appropriation: Case Study	Examination	
Timing	Term 1, Week 8	Term 3, Week 1	Term 3, Week 8 (Examination Week – refer to timetable)	
Outcomes Assessed	P1, P3, P4, P6, P7, P9	P1, P2, P4, P5, P6, P8, P10	P7, P8, P9, P10	
Components				Weighting %
Artmaking	20	30		50
Art History/Criticism	10	10	30	50
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

<ul style="list-style-type: none"> • Drawings • Annotated sketches 	<ul style="list-style-type: none"> • Notes and ideas • Critical comments and reflections 	<ul style="list-style-type: none"> • Photographs • Collections of objects and source images appropriate to the development of artworks
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VET ENTERTAINMENT – Stage 6 – Year 11 (Preliminary) Assessment Schedule 2026

The final Competency for each outcome that will appear on the report, will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

Formal Tasks

Task number	Task 1	Task 2	Task 3	Internal Assessment Item
Nature of task	Apply Work Health and Safety Practices Prepare to Work Safely in the Construction Industry	Undertake Live Audio Operations Operate Vision Systems	Organise Personal Work Priorities Plan a Career in the Creative Arts Industry Operate Basic Lighting	End of Course Examination (All topics will be assessed)
Timing	Term 1	Term 2	Term 3	Term 3 (Exam Period)
Outcomes assessed	N/A	N/A	N/A	100%

Informal Tasks

A range of informal tasks that will contribute to the competency achievement grade may include:			
Class quizzes	Examination of emerging technologies	Incorporation of ICT	Contribution to class discussions
Linking concepts	Practical observations	Literacy (short and extended responses)	Group work participation
Researching	Investigating aspects of the Creative Industries	Use of vocabulary/key terms	Verbal discussions

ENGLISH STANDARD - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Creative and Reflective Writing	Analytical Essay	Yearly Exam	
Timing	Term 1, Week 7	Term 2, Week 11	Term 3, Week 8	
Outcomes Assessed	EST-11-04, EST-11-05, EST-11-06	EST-11-01, EST-11-02, EST-11-03	EST-11-01, EST-11-02, EST-11-03, EST-11-04, EST-11-05, EST-11-06	
Components				Weighting %
Knowledge and understanding of a course content	15	20	15	50
Skills in responding to texts and communication audience and purpose	15	20	15	50
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
<ul style="list-style-type: none"> • Writing in response to poetry/fiction • Creative/Imaginative writing in class • Analysis of language form and features • Comparing texts • Drawing links between texts and contexts 	<ul style="list-style-type: none"> • Essay writing skills • Reading and analysis of a range of texts • Wider reading and research • Collection and analysis of related texts 	<ul style="list-style-type: none"> • Using ICT skills • Contribution to class discussion • Listening and Responding • Interpreting Visual and spoken texts

ENGLISH ADVANCED - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Creative and Reflective Writing	Analytical Essay	Yearly Exam	
Timing	Term 1, Week 7	Term 2, Week 11	Term 3, Week 8	
Outcomes Assessed	EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-02, EAV-11-03	EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-04, EAV-11-05, EAV-11-06	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication audience and purpose	15	20	15	50
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
<ul style="list-style-type: none"> • Writing in response to poetry/fiction • Creative/Imaginative writing in class • Analysis of language form and features • Comparing texts • Drawing links between texts and contexts 	<ul style="list-style-type: none"> • Essay writing skills • Reading and analysis of a range of texts • Wider reading and research • Collection and analysis of related texts 	<ul style="list-style-type: none"> • Contribution to Group work • Using ICT skills • Contribution to class discussion • Listening and Responding • Interpreting Visual and spoken texts

ENGLISH EXTENSION - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Extended Writing Task	Class Test	Major Research Project Presentation	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Outcomes Assessed	EE1-11-01, EE1-11-02, EE1-11-03	EE1-11-01, EE1-11-03, EE1-11-04, EE1-11-05,	EE1-11-01, EE1-11-02, EE1-11-03, EE1-11-05, EE1-11-06	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Total %	30	30	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

<ul style="list-style-type: none"> • Writing in response to poetry/fiction • Creative/Imaginative writing in class • Analysis of language form and features • Comparing texts • Drawing links between texts and contexts 	<ul style="list-style-type: none"> • Essay writing skills • Reading and analysis of a range of texts • Wider reading and research • Collection and analysis of related texts 	<ul style="list-style-type: none"> • Contribution to group work • Using ICT skills • Contribution to class discussion • Listening and Responding • Interpreting visual and spoken texts
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BUSINESS STUDIES - Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher's professional judgement regarding the student's achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Quiz and Short Answer Responses (In-class)	Case Study & In-class Business Report	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	
Outcomes Assessed	P1, P2, P6, P7, P8	P3, P4, P5, P7, P8, P9	P1, P3, P4, P5, P6, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: short, extended, reports	Examination of contemporary business issues	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Media files	Research and investigation of business dynamics	Participation in group work

ECONOMICS – Stage 6 -Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research-based In-class Short Response	Research-based In-class Essay	Yearly Examination	
Timing	Term 2, Week 2	Term 3, Week 1	Term 3, Week 8	
Outcomes Assessed	P1, P4, P5, P6, P8, P9, P10, P12	P1, P5, P6, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: short, extended, reports	Apply economic skills	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Media files	Research	Participation in group work

LEGAL STUDIES – Stage 6 -Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Media Investigation & In-class Responses	The Individual and the Law - Research and In-class Task	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
Outcomes Assessed	P1, P2, P6, P9	P4, P5, P7, P8	P1, P2, P5, P7 P9, P10	
Components				Weighting %
Knowledge and understanding of course content	20		20	40
Analysis and evaluation	5		15	20
Inquiry and research		20		20
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20
Total %	30	30	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Class quizzes	Examination of legal issues	Use of vocabulary/key terms
Comprehension/Literacy (inc. Reports) tasks	Application of legal skills	Listening, responding and participating
Reading and decoding	Research	Participation in group work

MODERN HISTORY – Stage 6 -Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source analysis	Historical investigation	Yearly Examination	
Timing	Term 1, Week 9	Term 3, Week 2	Term 3, Week 8	
Outcomes Assessed	MH11-2, MH11-3, MH11-5, MH11-6, MH11-9	MH11-2, MH11-4, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-3, MH11-5, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	30	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: short, extended, reports	Source analysis skills	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Understanding change and continuity over time	The process of historical inquiry	Participation in group work

ANCIENT HISTORY – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis: Otzi/ Tutankhamen	Historical Investigation	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	
Outcomes Assessed	AH11.1; AH11.2; AH11.4; AH11.6; AH11.9; AH11.10	AH11.1; AH11.3; AH11.5; AH11.6; AH11.7; AH11.8	AH11.1; AH11.2; AH11.3; AH11.4; AH11.6; AH11.7; AH11.9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	30	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: short, extended, reports	Source analysis skills	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Understanding change and continuity over time	The process of historical inquiry	Participation in group work

SOCIETY & CULTURE – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Extended Response: Me, Myself, I	Mini PIP: Looking in, Looking out	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Outcomes Assessed	P1, P2, P6, P10	P1, P2, P5, P8, P10	P2, P3, P5, P7, P9	
Components				Weighting %
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methods	15	15		30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: short, extended, reports	Source analysis	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Media files	Research techniques	Participation in group work

STUDIES OF RELIGION 1 UNIT – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Quiz/Source Analysis	Research Essay/In-class	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Outcomes Assessed	P1, P2, P6, P8	P3, P4, P5, P7, P8, P9	P1, P2, P5, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: Short, Extended, Reports	Source analysis skills	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Understanding change and continuity over time	The process of historical inquiry	Participation in group work

STUDIES OF RELIGION 2 UNIT – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Quiz/Source Analysis	Research Essay/In-class	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Outcomes Assessed	P1, P2, P6, P8	P3, P4, P5, P7, P8, P9	P1, P2, P5, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Literacy: Short, Extended, Reports	Source analysis skills	Use of vocabulary/key terms
Class quizzes	Incorporation of ICT	Listening, responding and participating
Understanding change and continuity over time	The process of historical inquiry	Participation in group work

MATHEMATICS STANDARD – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assignment	Mini Project	Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-9	
Outcomes Assessed	MST-11-01, MST-11-05	MST-11-02, MST-11-03, MST-11-04	All outcomes	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	20	15	50
Total %	30	35	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Understanding of concepts	Group work	Problem solving activities
Contribution to class discussion	Incorporation of ICT	General class work

MATHEMATICS ADVANCED – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Assignment	In-class Task	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7-8	
Outcomes Assessed	MAV-11-01, MAV-11-02, MAO-WM-01	MAV-11-04, MAV-11-05, MAO-WM-01	All outcomes	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	20	15	50
Total %	30	35	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Understanding of concepts	Group work	Problem solving activities
Contribution to class discussion	Incorporation of ICT	General class work

MATHEMATICS EXTENTION 1 – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Test with student notes	Application Task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7-8	
Outcomes Assessed	ME1-11-01, ME1-11-04 , MAO-WM-01	ME1-11-02, ME1-11-03, MAO-WM-01	All outcomes	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	20	15	50
Total %	30	35	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Understanding of concepts	Group work	Problem solving activities
Contribution to class discussion	Incorporation of ICT	General class work

CAFS – Stage 6 – Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigating Wellbeing and Resource Management	Leadership	Preliminary Examination	
Timing	Term 1, Week 6	Term 2, Week 9	Term 3, Week 7-8	
Outcomes Assessed	P1.2, 4.2, 5.1, 6.1	P2.1, 2.3, 4.2, 6.2	P1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	
Components				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> - Revision Questions - Written responses - Contributions to class discussions - Research - Quizzes | <ul style="list-style-type: none"> - Analysing scenarios and case studies - Critical thinking activities - Debates (forming and justifying arguments) - Creating graphic organisers - Group Work | <ul style="list-style-type: none"> - Proposing, justifying and evaluating strategies and actions - Designing and implementing research methodologies |
|--|---|--|

HEALTH & MOVEMENT SCIENCE – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Athlete Profiles – Body systems, energy systems and types of training	Collaborative Investigation	Preliminary Examination	
Timing	Term 1, Week 8	Term 3, Week 4	Term 3, Week 7-8	
Outcomes Assessed	11.03, 11.04, 11.06, 11.07, 11.08	11.05, 11.06, 11.07, 11.09, 11.10	11.01, 11.02, 11.03, 11.04, 11.06, 11.07, 11.09	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	25	15	60
Total %	30	30	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
<ul style="list-style-type: none"> - Revision Questions - Written responses - Contributions to class discussions - Research - Quizzes 	<ul style="list-style-type: none"> - Analysing scenarios and case studies - Critical thinking activities - Debates (forming and justifying arguments) - Creating graphic organisers - Movement analysis 	<ul style="list-style-type: none"> - Practical demonstration - Evaluating plans and actions - Predicting and justifying physiological and fitness responses

SLR – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Aquatics	Athletics	Resistance Training Program	
Timing	Term 1, Week 7	Term 2, Week 4	Term 3, Week 5	
Outcomes Assessed	1.3, 3.6, 4.5	1.1, 2.1, 3.1, 3.2, 4.5	2.1, 2.2, 2.3, 2.5, 3.2, 3.3	
Components				Weighting %
Knowledge and understanding	10	10	20	40
Skills	20	25	15	60
Total %	30	35	35	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

<ul style="list-style-type: none"> • Application of movement skills • Composition of movement skills • Practical demonstrations and instruction • Self and peer reflections 	<ul style="list-style-type: none"> • Participation in physical activities • Promoting the participation of others in physical activities • Designing and implementing training sessions and programs 	<ul style="list-style-type: none"> • Assessing movement situations • Research • Group Activities • Presentations • Reports and profiles
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BIOLOGY – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Assessment	Depth Study	Examination	
Timing	Term 1, Week 9	Term 3, Week 2	Term 3, Week 7	
Outcomes Assessed	BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	All outcomes	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	20	30	10	60
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> - Practical reports - Class tests - Bookmarks - Practical participation | <ul style="list-style-type: none"> - In-class quizzes - In-class discussions - Presentations - Written reports | <ul style="list-style-type: none"> - Vocabulary tests - Spelling tests - Practical demonstrations |
|--|--|--|

CHEMISTRY – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Practical Exam	Depth Study	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 7-8	
Outcomes Assessed	CH11/12-1, CH11/12-7, CH11-9, CH11-10	CH11/12-1 to CH11/12-7, CH11-8	All Outcomes	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	20	30	10	60
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
<ul style="list-style-type: none"> - Practical reports - Class tests - Bookmarks - Practical participation 	<ul style="list-style-type: none"> - In-class quizzes - In-class discussions - Presentations - Written reports 	<ul style="list-style-type: none"> - Vocabulary tests - Spelling tests - Practical demonstrations

EARTH & ENVIRONMENTAL SCIENCE – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Mining Case Study 1	Erosion Depth Study 2	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7-8	
Outcomes Assessed	EES11/12-1, 12-3, 12-4, 12-5, 12-7, EES11-8	EES11/12-1, 12-2, 12-5, 12-6, 12-7, EES11-11	EES11/12-5, 12-6 EES11-8, 11-9, 11-10, 11-11	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	20	30	10	60
Total %	25	35	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:

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| <ul style="list-style-type: none"> - Practical reports - Class tests - Bookmarks - Practical participation | <ul style="list-style-type: none"> - In-class quizzes - In-class discussions - Presentations - Written reports | <ul style="list-style-type: none"> - Vocabulary tests - Spelling tests - Practical demonstrations |
|--|--|--|

PHYSICS – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study	Practical Examination	Yearly Examination	
Timing	Term 2, Week 8	Term 3, Week 1	Term 3, Week 7	
Outcomes Assessed	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-10	All Outcomes	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total %	30	30	40	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
<ul style="list-style-type: none"> - Practical reports - Class tests - Bookmarks - Practical participation 	<ul style="list-style-type: none"> - In-class quizzes - In-class discussions - Presentations - Written reports 	<ul style="list-style-type: none"> - Vocabulary tests - Spelling tests - Practical demonstrations

VET HOSPITALITY – Stage 6 – Year 11 (Preliminary) Assessment Schedule 2026

The final Competency outcome for each unit that will appear on the report, will be determined by the teacher’s professional judgement with consideration given to achievement in theory and practical assessment activities.

Units of Competency

Task Number	Task 1	Task 2	Task 3	Internal Assessment item
Nature of Task	Participate in safe work practices Use hygienic practices for food safety Clean kitchen premises and equipment	Use food preparation equipment Prepare and present simple dishes Use cookery skills effectively	Show social and cultural sensitivity Use cookery skills effectively Interact with customer	End of course examination (All topics will be assessed)
Timing	Term 1	Term 2	Term 3	Term 3 – Exam week
Outcomes Assessed	N/A	N/A	N/A	100 %

Informal Tasks

A range of informal tasks that will contribute to the competency achievement may include :		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media file	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: short, extended, reports	Incorporation of ICT	Listening and responding

FOOD TECHNOLOGY – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Food Availability & Selection Task	Food Quality	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 11	Term 3, Week 8	
Outcomes Assessed	P1.1, P1.2, P3.2, P4.2, P4.4	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	All outcomes	
Components				Weighting %
Knowledge and understanding of course content		10	30	40
Knowledge and skills in the designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with an preparing food by applying theoretical concepts	20	10		30
Total %	30	30	40	100

Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary issues	Use of vocabulary/key terms
Linking concepts	Recipe file	Contribution to class discussion
Researching	Investigates of aspects of food businesses	Group work participation
Literacy: short, extended, reports	Incorporation of ICT	Listening and responding

INDUSTRIAL TECHNOLOGY (Furnishings) – Stage 6 – Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Industry Study	Project	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 1	Term 3, Week 7-8	
Outcomes Assessed	P1.1, P3.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media file	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: short, extended, reports	Incorporation of ICT	Listening and responding

DESIGN & TECHNOLOGY – Stage 6 – Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Project 1 & Portfolio	Project 2 & Portfolio	Yearly Examination	
Timing	Term 2, Week 2	Term 3, Week 5	Term 3, Week 7	
Outcomes Assessed	P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P5.2, P6.1, P6.2	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.3, P6.1, P5.2	P1.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.3, P6.2	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, managing, producing and evaluating design projects	25	35		60
Total %	30	40	30	100

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media file	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: short, extended, reports	Incorporation of ICT	Listening and responding

ENGINEERING STUDIES – Stage 6 - Year 11 (Preliminary) Assessment Schedule 2026

The final ROSA grade will be determined by the teacher’s professional judgement regarding the student’s achievement in formal and informal assessment activities.

Formal Tasks

Task number	Task 1	Task 2	Task 3	
Nature of Task	Investigation and Presentation	Engineering Report*	Yearly Examination	
Timing	Term 2, Week 4	Term 3, Week 2	Term 3, Week 7-8	
Outcomes Assessed	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P5.2, P6.1, P6.2	P1.1 P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

* *Mandatory task*

Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media File	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding