

ROSSA Y11



# **LUCAS HEIGHTS COMMUNITY SCHOOL**

## **Year 11**

### **Assessment Guidelines**

**Parent, Student  
& Staff Handbook**

**2025**



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## What are assessment tasks?

### Formal tasks

Students will be given formal assessment tasks, (including final examinations), to complete during the Year 11 Course in each subject. These tasks have been allocated marks or weights and assess the outcomes of each course. The results of these tasks will be used to give students an indication of their achievement relative to the outcomes expected from students on each task. Results of these tasks also allow a comparison to other students in the same course. A final numerical result and rank will be recorded on the school report as well as an indication of a student's overall achievement of course outcomes.

### Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that may not take the form of pen and paper tests, but are nevertheless important. Student performance on ALL tasks will assist in determining the extent to which students have achieved the outcomes of a course and the level of achievement they will receive on the school report.

Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course.

### How will tasks be scheduled?

Where possible, students will be given **two** weeks' notice of a formal task. Staff will endeavor to ensure that students are not over-burdened at any one time.

Students will be informed about the following:

- the scope of the task e.g. Land and Time Measurement
- the form the assessment task will take e.g. test, class essay, assignment.
- the proposed timing and duration of the task e.g. Friday 10th August, periods 3 & 4.
- the weight of the task e.g. 10%

### How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements of the relevant NSW Education Standards Authority (NESAS) syllabuses and the school's judgment of the relative importance of each task.



## What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled and a substitute task given.

Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

## What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task as close as possible to each other.

## What feedback will be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

## What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in year 11 and normally concludes with examinations at the end of Term 3, Year 11.

## Important Dates 2024 – 2025

Year 11 school dates are below. Attendance is an essential component for a student's success. If a student requires a leave of absence during term time. A leave application should be made to the school Principal or they may incur an assessment penalty.

NB: Examination periods and formal assessments are published on Sentral, as well as in the assessment booklets handed out to Years 9/10/11 and 12 at the start of each academic year. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

## Family holidays

For PRELIM students, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered. Students should undertake to complete tasks prior to any leave.



Term dates for NSW public schools	
<b>Summer Break</b>	19/12/2024-05/02/2025
<b>Term 1 2025</b>	06/02/2025-11/04/2025
<b>Autumn Break</b>	12/04/2025-29/04/2025
<b>Term 2 2025</b>	30/04/2025-04/07/2025
<b>Winter Break</b>	05/07/2025-21/07/2025
<b>Term 3 2025</b>	22/07/2025-26/09/2025
<b>Spring Break</b>	27/09/2025-13/10/2025
<b>Term 4 2025 HSC studies begin</b>	14/10/2025-19/12/2025

### What are student's responsibilities?

Students must read carefully each subject's policy for all subjects they are studying. These policies will inform students of the following:

- (a) the number and nature of the tasks for the subject e.g. assignment, essay etc.;
- (b) the value of each task in comparison to the whole course;
- (c) any special requirements for each of the tasks.

**It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.**

Where tasks are attempted at school, the onus is on the student to submit the task to the teacher conducting the task. Where a task is completed at home, the task must be submitted to the teacher conducting the task when advised eg by the time and date provided for online or in class submissions.

If the teacher is absent, then the task is to be submitted by the due date and time to the Head Teacher. Students must not simply leave the task at the office or on the teacher's desk in the staffroom or classroom.

**If the deadline for a task is not met, then the task will receive zero.**

**Students must make a genuine attempt at assessment tasks.**

## What are the penalties in relation to assessment tasks?

### Late or non-submission of an assessment task

**Assessment tasks must be submitted by the assigned time online OR during or before the lesson on the date the task is due.** Tasks not submitted during or before a lesson/set time will be treated as late submissions and will receive zero. If work is submitted late, due to illness however, students must supply acceptable documentation. In this situation, students must submit the task to the relevant teacher or Head Teacher during the student's first day back at school following the absence. The granting of an extension or acceptance of late assignments under extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the Deputy Principal. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

### Missing an in-school task

It is important for students to present for all tasks. If an in-school task is missed for any reason considered jointly by the Head Teacher and School Executive to be unreasonable, then the student will be awarded a zero for the task.

**If a student misses a task due to illness**, they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. Acceptable supporting evidence will be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School Executive. These are to be given to the Head Teacher of the subject during the student's first day back at school, even if they do not have a lesson in the course from which the task was missed. **It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s).** Where appropriate, Head Teachers will organise for the task to be completed on that day, or negotiate an alternative period for the student to complete the task.

The same rules for an absence on an alternative day negotiated with the Head Teacher apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Executive panel may approve the giving of an estimate.

**On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day.**

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply

acceptable supporting documentation or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

### Non-serious attempt

If a student fails to make a serious attempt at a task, they will be given a formal warning of a non-serious attempt which could jeopardise their completion of the Higher School Certificate course.

### Work Placement & Assessment Tasks

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the Area Office Work Placement Coordinator on an area wide basis so sometimes clashes are unavoidable. It is the student's responsibility to be aware of any assessment tasks due for submission or to be completed during a scheduled Work Placement. The student must advise the teacher or Head Teacher of the course affected in advance of their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

### Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be a **student's own work**.

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice. If your work is used by another student, both of you may be considered guilty of plagiarism.

Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This guideline is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work. Detected malpractice will see the following apply: zero marks for part or all of the assessment.

A zero mark and Non completion (N warning) may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

Students are advised not to bring mobile phones and/or smart watches to school. Should a student be in possession of a mobile phone and/or smart watch. If the mobile phone and/or smart watch rings or is used during a formal assessment task, then the coordinator may deem this a form of malpractice and zero may be awarded.

## Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files/double saving to different places/media, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem may result in a zero mark unless evidence about extenuating circumstances is submitted in writing and deemed so by the Executive panel.

## Assessment of VET Courses

VET courses are competency based. A student is judged as either 'competent' or 'not yet competent'. Teachers have specific competencies that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses.

All VET courses have a requirement of workplacement. This is industry experience and allows students to build on skills developed in school classes. Most work placements are 35 hours per year per course and these placements must be attended and successfully completed by all students for sign off in a VET course.

NB: Construction (240 hours), Entertainment Industry (240 hours) and Hospitality (240 hours) have a Higher School Certificate external assessment consisting of an optional written examination, all LHCS students will automatically be enter for the examination.

However, Students will nominate during their HSC year whether they will attempt the examination. The written HSC examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's ability to receive AQF qualifications. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the Australian Tertiary Assessment Rank (ATAR) Students studying a VET course who require those units to make them eligible for an ATAR must sit the external HSC examination in that VET Course. These courses allow students to gain both HSC qualifications and accreditation within the industry and the workplace as part of the Australian Qualification Framework (AQF).

Sports Coaching does not have a HSC examination in year 12 and does not add to any ATAR.



## How does a student know if they have satisfied requirements for the Year 11 Course?

Principals are required to certify that students have satisfactorily completed the Year 11 courses. The Year 11 course completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual are:

*A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:*

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

## What will happen to students who are not working to a satisfactory standard?

Teachers will monitor that students complete all tasks. Where a student has not completed assessment tasks or set tasks and experiences produced by the school, the relevant Head Teacher may send a formal warning that the student is in jeopardy of receiving an 'N' Determination for that course. If required work is still not submitted by the due date set by the Head Teacher, a formal warning letter will follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the Year 11, the Principal may make a formal recommendation for the student to receive a 'N' Determination.

### “N” Determination [Non Award]

If a student fails to comply with the Board's requirements for the Year 11 Course, they will receive an “N” Determination. This means that the student may not be permitted to proceed to the HSC.

### All My Own Work

Year 11 students are to have completed the online NESAs course, All My Own Work, by the due date set by the school in line with NESAs guidelines. ( week 4 Term 1)

### Life Ready Program

All students in year 11 undertake the Life Ready Program and must successfully complete the 25hr, FIVE module course. This will be run throughout year 11 and is finalized via attendance at the year 11 camp held in term 3.

## Can a student seek a review of their assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an **assessment review** if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. **The teacher's judgement of the task's worth is not subject to review.** The review will be conducted within the school; however, students also have the right to appeal to NESA if they are not satisfied with the school's review. NESA will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. **There is no appeal against the marks awarded for individual assessment tasks.**

The school's assessment review will focus on:

- a) whether the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in subject manuals or the relevant syllabus;
- b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- c) there are no computational or clerical errors or the order of merit achieved as a result of such errors.

Students also have the right to appeal an 'N' determination. Appeals will be heard within the school in the first instance, or if necessary, by NESA. Students must be able to demonstrate that they have satisfied all of NESA's requirements for satisfactory completion of the Year 11 Course. Such appeals must be submitted in writing to the Principal and any further appeals to NESA must be submitted through the Principal by the date listed in the ACE Manual.

## Where else can students go for advice on NESA Assessment Guidelines?

In the first instance, students may speak to their Head Teacher, Deputy Principal or Principal. They may wish to also speak to the NESA Liaison Officer who may be contacted at the Wollongong Office of NESA.

**In course assessment task schedules, outcomes to be assessed may alter at the Head Teacher's discretion, notifications will be given in writing to students.**



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: Ancient History Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms		
AH11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9	1. Source based task	15%	5%	5%	5%	30%	Term 1 (week 8)
All	2. Historical Investigation – PBL	5%	5%	15%	5%	30%	Term 2 (week 6)
All	3. All topics – Final examination	20%	10%		10%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		40%	20%	20%	20%	100%	



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: Biology      Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in Working Scientifically		
BIO11/12.1, BIO11/12.2, BIO11/12.3, BIO11/12.7, B11.8	1. Practical examination	10%	20%	30%	Term 1 (week 9)
BIO11/12.1, BIO11/12.4, BIO11/12.5, BIO11/12.6, BIO11/12.7, BIO11-10	2. Depth Study	10%	20%	30%	Term 2 (week 6)
BIO11/12.4, BIO11/12.5, BIO11/12.6, BIO11/12.7, BIO11.8, BIO11.9, BIO11.10, BIO11.11	3. Final examination	20%	20%	40%	Term 3 (week 8/9)
	4. Module summary notes/online units completed	Students submit own		Complete/inc omplete	Terms 1, 2 & 3 (week 8/9)
<b>Total weighting of each component</b>		40%	60%	100%	

\*Includes a mandatory excursion to the Royal National Park



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: Business Studies      Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
P1,2,6,7,8	1. Nature of Business – Topic Test	15%	5%	5%	5%	30%	Term 1 (week 8)
P1,3,4,6,7,8,9,10	2. Business Management and Planning – Business Proposal	5%	5%	15%	5%	30%	Term 3 (week 1)
All	All topics – Final examination	20%	10%		10%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		40%	20%	20%	20%	100%	



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: Chemistry Year: 2025


Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Investigation skills		
CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	1. Practical examination	10%	20%	30%	Term 1 (week 9)
CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	2. Depth Study research report/practical investigation task	10%	20%	30%	Term 2 (week 7)
CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	3. Final examination	20%	20%	40%	Term 3 (week 8/9)
	4. Module summary notes/online units completed	students submit own		Complete/ incomplete	Terms 1, 2 & 3 (week 8/9)
<b>Total weighting of each component</b>		40%	60%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Community and Family Studies (CAFS) Year: 2025

Outcomes	Components	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating		
P1.1, P1.2, P4.2, P5.1, P6.1	1. Research/Skills Task	10%	25%	35%	Term 1 (week 10)
P2.1, P2.3, P4.1, P4.2	2. Literature review/in class test	10%	25%	35%	Term 3 (week 2)
P2.2, P2.4, P3.1, P3.2, P4.1, P4.2	3. Yearly Examination	20%	10%	30%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		40%	60%	100%	

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90333</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2025 – HSC 2026</b> QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 Construction, Plumbing and Services			<b>NESA course code</b> 2 U X 2 YR - 26211 <b>2024 HSC Exam:</b> 26299 <b>LMBR UI Code:</b> CPC20220126211B or CPC20120126211B				
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 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out	Prelim Exam
Code	Unit of Competency	HSC Examinable					30%
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCA2002	Use carpentry tools and equipment			X			
CPCCM2005	Use construction tools and equipment	✓		X			
CPCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X		
CPCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	✓				X	

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

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

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





	<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90333</b> <b>CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2025 – HSC 2026</b> <b>QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120</b> <b>Certificate II in Construction (Release 3)</b> <b>Training Package: CPC08 Construction, Plumbing and Services</b>	<b>NESA course code</b> 2 U X 2 YR - 26211 <b>2024 HSC Exam:</b> <b>26299</b> <b>LMBR UI Code:</b> CPC20220126211B or CPC20120126211B
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Assessment Task for			Task 5	Task 6	Task 7	TRIAL EXAM
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			Tiling	Project planning	Group project	
<b>Code</b>	<b>Unit Name</b>	<b>HSC Examinable</b>				70%
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably 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 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”.



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Design & Technology      Year 2025

Outcomes to be assessed	Tasks	Assessment components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating design projects		
2.2, 3.1, 4.1, 5.1, 5.2, 5.3	1. Design project and portfolio 1		30%	30%	Term 2 (week 2)
1.1, 2.1, 3.1, 4.2, 4.3	2. Design project and portfolio 2		30%	30%	Term 3 (week 5)
1.1, 2.1, 2.2, 3.1, 4.3, 6.1, 6.2	3. Final examination	40%		40%	Term 3 (weeks 8/9)
<b>Total weighting for each component</b>		40%	60%	100%	



# ASSESSMENT TASK SCHEDULE

Year 11 Course: Drama      Year 2025

Outcomes to be assessed	Tasks	Assessment components			Total weighting of each task	Approximate scheduling of task
		Making	Performing	Critical Studying		
P1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	1. Play building: Performance and review	20%	15%	5%	40%	Term 1 (week 9)
1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4	2. Scripted drama and individual project – Class production	20%	15%	5%	40%	Term 2 (week 9)
P1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5	3. Final examination			20%	20%	Term 3 (week 8/9)
<b>Total weighting for each component</b>		40%	30%	30%	100%	



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: English: Standard Year: 2025

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-1, EN11-3, EN11-4, EN11-9	1. Imaginative text with reflection – Reading to Write	15%	15%	30%	Term 1 (week 10)
EN11-1, EN11-2, EN11-3, EN11-6, EN11-7	2. Multimodal presentation – Contemporary Possibilities	20%	20%	40%	Term 2 (week 9)
EN11-1, EN11-3, EN11-4, EN11-5	3. Final examination	15%	15%	30%	Term 3 (week 8/9)
<b>Total weighting for each component</b>		50%	50%	100%	



# ASSESSMENT TASK SCHEDULE

## Year 11 Course: English: Advanced Year: 2025

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-1, EN11-3, EN11-4, EN11-9	1. Imaginative text with reflection – Reading to Write	15%	15%	30%	Term 1 (week 10)
EN11-1, EN11-2, EN11-3, EN11-6, EN11-7, EN11-8	2. Multimodal Presentation – Narratives that shape our world	20%	20%	40%	Term 2 (week 9)
EN11-1, EN11-3, EA11-5, EA11-6	3. Final examination	15%	15%	30%	Term 3 (week 8/9)
<b>Total weighting for each component</b>		50%	50%	100%	



# ASSESSMENT TASK SCHEDULE

Year 11 Course: English Extension 1      Year: 2025

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-2, EN11-3	1. Imaginative writing task	15%	15%	30%	Term 1 (week 10)
EN11-1, EN11-2, EN11-4, EN11-5, EN11-6	2. Research task/multimodal presentation	20%	20%	40%	Term 2 (week 9)
EN11-1, EN11-3, EN11-4, EN11-5	3. Final examination	15%	15%	30%	Term 3 (week 8/9)
<b>Total weighting for each component</b>		50%	50%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: English Studies Year: 2025

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively		
EN11-1, EN11-2, EN11-10	1. Letter and mock interview – Achieving through English	15%	15%	30%	Term 1 (week 8)
EN11-3, EN11-4, EN11-5	2. On the Road: English and the Experience of Travel – Multimedia Presentation	15%	15%	30%	Term 2 (week 8)
EN11-4, EN11-5, EN11-7	3. Collection of Classwork	20%	20%	40%	Term 3 (week 7)
<b>Total weighting of each component</b>		50%	50%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Food Technology      Year: 2025

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts		
P2.1, P3.1, P3.2, P4.3, P5.1	1. Nutrition Investigation	10%	10%	10%	30%	Term 1 (week 11)
P2.2, P3.2, P4.1, P4.4, P5.1	2. Food Quality Presentation Task		10%	20%	30%	Term 2 (week 10)
P1.1, P1.2, P2.2, P4.4, P5.1	3. Final examination	30%	10%		40%	Term 3 (weeks 8/9)
<b>Total weighting of each component</b>		40%	30%	30%	100%	





# ASSESSMENT TASK SCHEDULE


Year 11 Course: Health & Movement Science (HMS)

Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in collaboration, analysis, communication, creative thinking, problem solving and research		
HM-11-01, HM-11-06, HM-11-07, HM-11-08	1. Health for Individuals & Communities (Depth Study 1)	10%	25%	35%	Term 1 (Week 9)
HM-11-03, HM-11-06, HM-11-10	2. The Body and Mind in Motion (Depth Study 2)	20%	10%	30%	Term 3 (Week 1)
HM-11-05, HM-11-07, HM-11-09, HM-11-10	3. Collaborative Investigation	10%	25%	35%	Term 3 (Week 9)
<b>Total weighting of each component</b>		40%	60%	100%	

## ASSESSMENT TASK SCHEDULE

### Hospitality

 <b>HOSPITALITY</b> <b>Cohort 2025 - 2026</b> QUALIFICATION: SIT20322 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality			RTO - Department of Education - 90333		
<ul style="list-style-type: none"> <li>• <i>Assessment Tasks for</i></li> <li>• <i>SIT20322 Certificate II in Hospitality</i></li> <li>• <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i></li> </ul>			Task 1 Safety in the kitchen	Task 2 Service please	PRELIM EXAM  30%
Code	Unit of Competency	HSC Examinable	Date: 2025	Date: 2025	Date: 2025
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".

# ASSESSMENT TASK SCHEDULE

## Hospitality



**NSW**  
GOVERNMENT | **Education**

**HOSPITALITY – RTO DEPARTMENT OF EDUCATION - 90333**  
**Cohort 2025 – 2026**  
 QUALIFICATION: SIT20322 Certificate II in Hospitality  
 Training Package: SIT Tourism, Travel and Hospitality

Assessment Task for			Task 3	Task 4	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			The hospitality industry	Working in the industry	70%
			Week 9	Week 8	Week:3/4
Code	Unit Name	HSC Examinable	Term: 4	Term 2	Term: 3
			Date 2025	Date: 2026	Date: 2026
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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”.



## ASSESSMENT TASK SCHEDULE

Year 11 Course: Industrial Technology – Multimedia Technologies Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects		
P1.1, P1.2, P6.2, P7.1, P7.2	1. Industry Case Study	10%	10%	20%	Term 1 (week 10)
P3.1, P3.3, P4.1, P4.2, P4.3, P5.2	2. Preliminary Project		40%	40%	Term 3 (week 5)
	3. Final examination	30%	10%	40%	Term 3 (weeks 8/9)
<b>Total weighting of each component</b>		40%	60%	100%	

## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Legal Studies Year: 2025

Outcomes to be assessed	Task	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Analysis and research	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms		
P1, P2, P3, P6, P9, P10	1. The Legal System – topic test	15%	5%	5%	5%	30%	Term 1 (week 9)
P1, P2, P3, P4, P5, P8	2. The individual and the Law – Hand in task	5%	5%	15%	5%	30%	Term 2 (week 9)
P1, P2, P3, P4, P6, P7, P9	3. All topics – Final examination	20%	10%		10%	40%	Term 3 (weeks 8/9)
<b>Total weighting of each component</b>		40%	20%	20%	20%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Mathematics Advanced Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding fluency and communicating	Problem solving, reasoning and justification		
		Understanding fluency and communicating	Problem solving, reasoning and justification		
MA 11-1, 11-2, 11-8, 11-9	1. Topic Task – F1.1, F1.2, F1.3, F1.4	15%	15%	30%	Term 1 (week 9)
MA 11-1, MA 11-3, MA 11-4, MA 11-8, MA 11-9	2. Assignment/investigation – MA – T1, MA-T2	15%	15%	30%	Term 2 (week 9)
MA 11-1 – MA 11-9	Final examination – all topics	20%	20%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		50%	50%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Mathematics Standard Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding, fluency and communicating	Problem solving, reasoning and justification		
MS11-1, MS 11-2, MS11-3, MS11-9, MS11-10	1. Topics task topics A1, A2, M1.1, M1.2, M1.3	15%	15%	30%	Term 1 (week 9)
MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	2. Assignment/investigation topics F1.1, F1.2, S1	15%	15%	30%	Term 2 (week 9)
Ms11-1 to MS11-10	Final examination topics F1.1, F1.2, A1, A2, S1, S2, M1, M2	20%	20%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		50%	50%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Mathematics (Extension 1)      Year 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding, fluency and communicating	Problem solving, reasoning and justification		
ME 11-1, ME 11-2, ME 11-6, ME11-7	1. Topic Task - ME-F2, MEF1	15%	15%	30%	Term 1 (week 9)
ME-1,3,6,7	2. Assignment/investigation - topics ME-F1, ME-T1, ME-T2	15%	15%	30%	Term 2 (week 9)
ME11-1-7	Final examination - all topics	20%	20%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		50%	50%	100%	





## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Modern History Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms		
MH1.3, MH11.5, MH11.6, MH11.7, MH11.9	1. The shaping of the modern world: World War One – source based formative task	15%	5%	5%	5%	30%	Term 1 (week 8)
MH11.4, MH11.8, MH11.9, MH11.10	2. Historical investigation – PBL	5%	5%	15%	5%	30%	Term 2 (week 8)
MH1.2, MH1.3, MH11.1, MH11.5, MH11.6, MH11.9	3. Final examination – All topics	20%	10%		10%	40%	Term 3 (weeks 8/9)
<b>Total weighting of each component</b>		40%	20%	20%	20%	100%	

# ASSESSMENT TASK SCHEDULE

Year 11 Course: Music1      Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Performance	Composition	Musicology	Aural		
P2, P3, P5, P8	<b>1. Australian music</b> - <b>Composition</b> using music technology		25%			25%	Term 1 (week 8)
P3, P4, P6, P7, P8	<b>2. Rock Music</b> - <b>Performance</b> – solo or ensemble - <b>Viva voce</b> – musicology demonstrating the concepts of music - <b>Aural</b> – written exam	15%		10%	10%	35%	Term 2 (week 7)
P1, P2, P4, P6	<b>3. Baroque Music</b> - <b>Aural</b> - written exam - <b>Viva voce</b> – musicology - <b>Performance</b> – solo or ensemble	10%		15%	15%	40%	Term 3 (week 6/7)
<b>Total weighting of each component</b>		25%	25%	25%	25%	100%	

## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Physics      Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in Working Scientifically		
PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	1. Practical examination	10%	20%	30%	Term 1 (week 9)
PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, Ph11-12-9	2. Depth study practical report and presentation	10%	30%	40%	Term 2 (week 9)
PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	3. Final examination	20%	10%	30%	Term 3 (weeks 6/7)
	4. Module summary notes/online units completed	Students submit own		Complete/ incomplete	Terms 1,2 & 3 (week 8/9)
<b>Total weighting of each component</b>		40%	60%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Spanish Beginners Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
1.1, 1.2, 1.3, 2.1, 2.2, 2.3	1. Oral Presentation / Response Audio text – Describing self and family	20%		10%		30%	Term 1 (week 9)
2.4, 2.5, 2.6, 3.3, 3.4	2. Response to written text – Family life, home and neighbourhood; People, place and communities.		20%		10%	30%	Term 2 (week 10)
1.1, 1.4, 2.2, 2.4, 3.1, 3.2, 3.3	3. Response to spoken and written tests/Written report Final examination	10%	10%	10%	10%	40%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		30%	30%	20%	20%	100%	



## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Spanish Continuers Year: 2025

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
1.1, 1.2, 1.3, 1.4, 3.1, 3.2	1. Response to a Spoken/Visual text/Oral Presentation – The Individual	20%		10%		30%	Term 1 (week 10)
2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	2. Response to Multimodal and Texts – The Spanish Speaking Communities		20%		10%	30%	Term 2 (week 10)
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1	3. Final examination	10%	10%	10%	10%	40%	Term 3 (weeks 8/9)
<b>Total weighting of each component</b>		30%	30%	20%	20%	100%	



**PUBLIC SCHOOLS NSW ULTIMO RTO 90333**  
**SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2025 – HSC 2026**

QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training  
 Package: SIS Sport, Fitness and Recreation

**NESA Course:**  
50418  
**LMBR UI Code:**  
(11 or 12)  
**SIS305211504**  
18

<ul style="list-style-type: none"> <li>• <i>Assessment Tasks for</i></li> <li>• <i>SIS30521 Certificate III in Sport Coaching</i></li> <li>• <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i></li> </ul>		<b>Task 1</b> Tournament time	<b>Task 4</b> The Community Coach
		<b>Week 3</b> <b>Term 2</b> <b>Date</b> 16/05/25	<b>Week 8</b> <b>Term 3</b> <b>Date</b> 12/09/25
Code	Unit of Competency		
HLTWHS001	Participate in workplace health and safety	X	
SISXIND006	Conduct sport, fitness and recreation events	X	
SISSCO002	Work in a Community Coaching Role		X
SISSCO005	Continuously Improve Coaching Skills and Knowledge		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30521 Certificate III in Sport Coaching.

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”.



<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90333</b> <b>SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT</b> <b>SCHEDULE</b> <b>Preliminary Year 2025 – HSC 2026</b> QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation	<b>NESA Course:</b> 50418 <b>LMBR UI Code:</b> (11 or 12) SIS305211504 18
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**Assessment Schedule Year 12 – 2026**

Assessment Task for SIS30521 Certificate III in Sport Coaching		Task 6	Task 3a	Task 2	Task 3b	Task 5
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		First Aid	Officiating in Sport	Coaching the Individual	Inclusive Coaching	Next level coaching
		Week 4	Week 10	Week 5	Week 1	Week 10
		Term 4	Term 4	Term 2	Term 3	Term 3
Code	Unit Name	Date	Date	Date	Date	Date
HLTAID011	Provide First Aid	X				
SISSSOFo02	Continuously Improve Officiating Skills and Knowledge		X			
SISSSCO003	Meet Participant Coaching Needs			X		
BSBPOS403	Apply Business Risk Management Processes			X		
SISXDIS001	Facilitate inclusion for people with a disability				X	
SISSSCO012	Coach sports participants up to an intermediate level					X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

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”.

## ASSESSMENT TASK SCHEDULE

### Year 11 Course: Visual Arts Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Art Criticism/ Art History (Theoretical)	Conceptual Strength & Meaning Art-making)		
P1, P3, P5, P6, P7	1. Research and written investigations/summaries & VAPD artmaking investigations and artwork	15%	10%	25%	Term 1 (week 9)
P1, P2, P3, P4, P5, P6	2. Independently driven body of work and presentations		40%	40%	Term 3 (week 6)
P7, P8, P9, P10	3. Final examination	35%		35%	Term 3 (week 8/9)
<b>Total weighting of each component</b>		50%	50%	100%	





# ASSESSMENT TASK SCHEDULE

## Year 11 Course: Visual Design Year: 2025

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Design making	Critical & historical studies		
DM 3, 4, 6 CH2, CH1	1. Graphic design: VDPD process diary, design Portfolio, and designed works, Designer research and profiles task	20%	10%	30%	Term 1 (week 9)
DM1, 2, 5 CH2	2. Product design: VDPD process diary, design portfolio and designed works	25%	10%	35%	Term 2 (week 9)
DM1, 2, 5, 6 CH3, 4	3. Interior design: VDPD process diary, design portfolio and designed works Design Histories research	25%	10%	35%	Term 3 (week 7)
<b>Total weighting of each component</b>		70%	30%	100%	



## ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2025

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



## ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2025

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



## ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2025

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

*X Attach any supporting evidence here with a staple or a pin*

**Lucas Heights Community School  
ILLNESS, MISADVENTURE OR EXTENSION CLAIM FORM**

Student's name: ..... Year: ..... Roll class: .....

Parent's name: ..... Daytime parent contact phone no: .....

Exam or assessment task affected: .....

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

Subject: ..... Class teacher's name: .....

Type of claim: (please tick✓)  Illness  Misadventure  Extension

Describe your reasons for submitting this claim (describe the illness, misadventure or reason for extension).  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

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

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

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

Parent's/Caregiver's signature: ..... Date: ...../...../.....

**INSTRUCTIONS:** (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. It may also be submitted before the task is due, when applying for an extension.
3. Failure to comply with these instructions may result in a zero assessment being recorded.

**Office use only**

Day and date claim received by Head Teacher: M T W T F ...../...../.....

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

This claim form should be filed in the student's master file.  Claim Upheld  Claim Denied



