

Glendale Technology High School

Year 11

Assessment Policy and Subject Schedules



2025

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Year 11 Assessment Policy

Student Information

2025

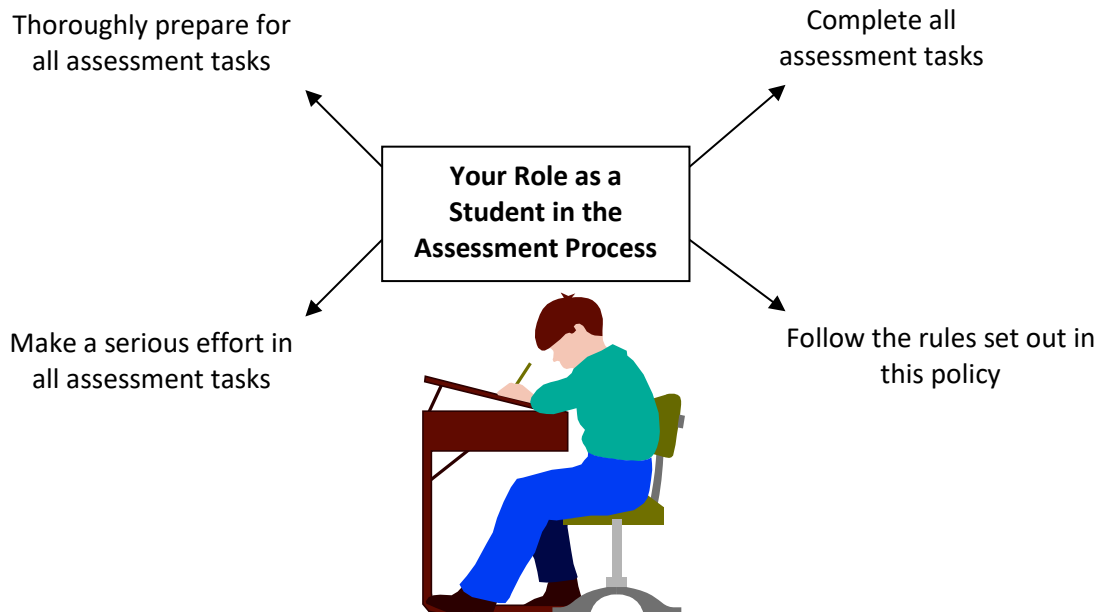
Introduction:

This booklet has been prepared for issue to students in Year 11 at Glendale Technology High School. It is aimed to give those students and their parent's information on student assessment for their Year 11 ROSA Courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. ***Please keep this booklet for future reference.***

What is Assessment and why is it important?

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Education Standards Authority (NESA). A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

NESA has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



What do I need to do to be a successful student?

Students in Year 11 need to satisfactorily achieve the requirements set by NESA for Year 11 & HSC Courses. NESA is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their ROSA (Year 10 & 11) and Higher School Certificate (at the end of Year 12).

To satisfactorily complete a Year 11 course, students must have:

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

and for students undertaking VET courses:

- **undertake** any mandatory work placement.

In addition to any other set tasks and experiences in any Year 11 course, students must complete assessment tasks that contribute in excess of 50% of available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.

NOTE: A student must successfully complete at least 12 units in a Year 11 program to be eligible for the award of the ROSA in that year.

How will I be assessed?

At the conclusion of Year 11 Courses you will be awarded a grade based on your final assessment. This grade will go towards your Record of School Achievement (ROSA) should you leave before the completion of the HSC. Your final grade will reflect the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

In VET subjects, students are assessed by the completion of specified competencies within a set assessment schedule. These are generally practically based and are assessed on an on-going basis throughout the year and therefore do not follow the same pattern as set assessment tasks in non-VET subjects. Students will be notified of the requirements and deadlines for each competency and be given opportunity to demonstrate these effectively as each course progresses.

What are “Standards”?

Year 11 & HSC uses a standards-referenced approach for assessing and reporting student achievement. The approaches to be used by schools to provide internal assessment marks will build on the sound practices currently used in schools. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

What is Assessment for Learning?

Teachers use assessment for learning opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. This type of assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. These activities provide evidence for teachers and inform the feedback to be given students in relation to improving their learning.

What information will I be told about assessment?

In this booklet, you have been given Year 11 Assessment Schedules which outline the assessment details for ***each of the courses*** you are studying. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- The relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

There will be no assessment tasks scheduled for submission within the 2 weeks prior to the End of Course Examinations (Yearly Exams).

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

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;
- progressive feedback about how you are performing in each course relative to other students in the course (recorded as the Assessment Ranking on two formal school reports during their HSC year);
- information / warnings of school concerns, where you are in danger of not meeting NESA or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher interviews, up to two formal NESA warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem).
- appropriate consideration / support arrangements when you have raised genuine problems in advance, or when you have provided proof in the Appeals process of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for Year 11 repeat students (ie that you comply with the requirements of the current program), and for students transferring from other schools/interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and
- a school review / NESA appeal, if you are informed by the Principal that the school is recommending to NESA that you have not studied HSC course(s) satisfactorily.

How will my final assessment grade be determined?

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Once the assessment within a subject is completed your teachers will award a grade A- E, based on a set of common grade scales for Year 11 Courses.

What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;

- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- lodge an ***Illness, Injury and Misadventure Application*** (see proforma following) within two (2) school days of their return to school, where a task has been missed because of absence; and
- provide proof that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your Year 11 results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- Using unauthorised Artificial Intelligence to generate work, and submitting without declaring the work as 'AI Generated'.

Artificial Intelligence (AI), Arial ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submissible task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students.

This must accurately identify any or all use of AI generated text.

Zero marks may be awarded in cases of proven malpractice. Students have the right to appeal. A letter will also be sent to indicate the award of zero marks.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. Students may receive zero marks for any work/tasks that cannot be certified as being completed by the student.

Students are required to abide by the principles outlined in NESA's All My Own Work program.

Can I Use AI on this Assignment?

AI Acceptable Use Scale



Level of AI Use		Full Description	Disclosure Requirements
0	NO AI use	This assessment is completed entirely without AI assistance. AI must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding and skills.	No AI disclosure required. May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work, to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for specific task completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. Students are responsible for providing oversight and evaluation of all AI generated content.	Any AI created content must be cited using a proper reference list. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI use with human oversight	AI may be used throughout the assessment to support student's own work in any way they deem necessary. AI should be a tool to support the development of materials. Students are responsible for providing human oversight and evaluation of all AI generated content.	Students must cite the use of AI using proper reference list. Link(s) to AI chat(s) must be submitted with final submission.

What if I disagree with the teacher's assessment?

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned.

If your ranking or position in the group (as shown on your Half Yearly and Yearly Reports), is significantly different from what you expected, you should ask your teacher to check your final assessment mark.

What if I fail to complete a task or submit a task late?

Assessment tasks will be due on or by specified dates throughout Year 11. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date (due to absence or illness) will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.
- Up to five days' extension may be given for late work, if in the view of the appeals committee there is a valid reason for lateness.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. Should you require such special consideration for any assessment task (including formal exams) you should complete an "**Illness, Accident or Misadventure Application**" (also known as an **Appeals Form – see page 41**), which is yellow in colour – collect it from the Head Teacher concerned, Year Adviser or Deputy Principal. **You should then return the completed form to the Deputy Principal on the following school day. Delays may result in your appeal being declined.**

The school's assessment may compensate for factors such as extended illness, misadventure, or domestic problems. A student who is absent, or adversely affected during a particular task, will not necessarily receive a reduced mark for that task, provided that the appeal process is followed.

Please note:

- ✓ Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hours prior to the due date to avoid such issues.
- ✓ It is **your responsibility** to complete and submit an appeal form.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

NOTE: Warning letters are sent home to formally inform students/parents that course requirements are not being met. They indicate the action necessary to rectify the problem. If the problem is not rectified within the set time an "N" Determination could be awarded from the school after two "N" Award Warnings in a particular course.

What happens when I make an appeal?

Appeals must be handed to the Deputy Principal who has responsibility for the student on the form. These forms must be handed on either the first or second day of attendance after the closing date for the task.

The Deputy Principal will then form a panel with the subject Head Teacher, Deputy Principal and / or your Year Adviser. This panel will evaluate your appeal for special consideration. You will be advised by the Deputy Principal in writing of the decision and they will also notify your class teacher. Depending on the circumstances, your appeal might;

- Be accepted without penalty
- Grant you an extension of time
- Require you to complete a substitute task
- Allow an estimate based on other evidence to be awarded
- Be rejected altogether.

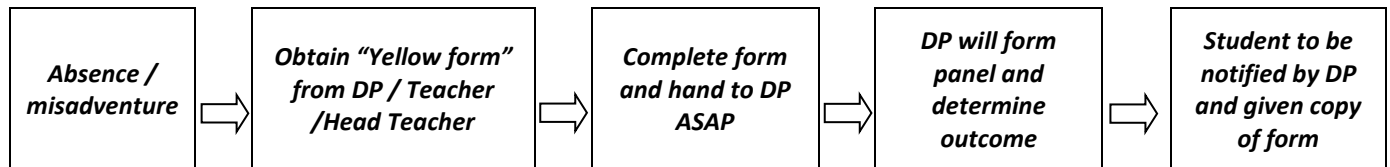
You have the right to appeal this determination, in which case, an appeals committee led by the Principal will determine a final outcome.

Should the reasons not be considered valid (or no appeal is made), then a "zero" mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform NESA that you have not satisfactorily completed the course. This will result in an N-determination for the course and you may not qualify the award of the HSC.

NOTE:

- There is no ground for appeal against the value of the mark given.
- Medical Certificates are expected in cases of absence through illness.

The appeal process



Appendix - GTHS Examination Policy

It is necessary to have set exam rules to ensure that our examinations are fair for all students.

- Students are responsible for copying down or collecting their own exam timetables correctly, and for ensuring they attempt the correct exam paper.
- All students should ensure that they are present at the exam room by the starting time of the paper. For all senior examinations, normal HSC Examination reading times of 5 minutes in each paper will be allowed.
- All bags, books etc. must be left outside the exam room, or at the front of the room. No food or drink is permitted in the exam room.
- Mobile phones and any other digital devices (including watches) are banned from examination rooms.
- Students should provide all the necessary equipment required for each exam. eg. ruler, calculator, eraser etc. Borrowing of equipment is not permitted.
- Students should sit in rows as instructed by the supervising teacher.
- Student behaviour in the exam room should be such so as not to disturb the other candidates. Eating, talking, shuffling of papers etc is not permitted. Any students who persist in causing a disruption and disturbing the work of other students may be removed from the exam room and have their paper cancelled.
- Students suspected of, or caught cheating during an exam, will have their papers taken, and details noted by the supervisor. Action taken may include marks being deducted, the paper cancelled and a zero mark recorded, parents being contacted, disciplinary action as part of the School Discipline Policy.
- Students who do not make a serious attempt at an examination will not receive a mark in that paper. This includes answers, which contain frivolous or objectionable material.
- Examinations are to take priority over all other activities, such as sport, holidays, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students see their teacher or the Head Teacher of the subject and their Year Adviser if this is the case.
- No student will be permitted to leave the examination room prior to the completion time of the paper. Any student who completes their work early should spend their time checking through their paper for any missed questions or incomplete work.
- Students are required to wear normal school uniform for each examination.
- If applied for and granted, students who are to receive special provisions for exams will be supervised separately to facilitate extra time, readers / writers or other conditions allowed for the student.

Staff on supervision should engage in active supervision - extra care will be needed in cases where the students are using their own paper.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Ancient History

Units: 2

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3
	Task type	In Class Source Study	Investigation in class	Examination
	Task Title	Tutankhamun Source Study	Historical Investigation	End of Course Examination
	Date Due	Term 1 Week 7	Term 2 Week 10	Term 3 Week 9 & 10
	Level of AI Use	0	1	0
Assessment Components	Outcomes	AH11 – 3, 4, 6, 7, 9	AH11 - 6, 7, 8, 9, 10	AH11 – 1, 2, 3, 4, 5, 6, 7, 9, 10
Knowledge and understanding of course content		20%		20%
Historical skills in the analysis and evaluation of sources and interpretations		5%	5%	10%
Historical inquiry and research			20%	
Communication of historical understanding in appropriate forms		5%	5%	10%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Short Answer Questions:	Tutankhamun Source Study	Research Proposal:	Preliminary Research Overview:	Historical Investigation	Essay: Features of Ancient Greece	End of Course Examination
Described the nature of continuity and change and proposes ideas about cause and effects on historical events						✓	✓
Analysed the role and significance of historical features, individuals and groups in shaping the past and accounts for different perspectives of individuals and groups	✓	✓					✓
Analysed and evaluated a range of sources to support historical accounts and show differing interpretations of the past		✓		✓	✓		✓
Demonstrated the skills required to undertake historical inquiry			✓	✓	✓		✓
Communicated historical knowledge and understanding, using appropriate concepts and terms and in well-structured forms	✓	✓			✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Biology

Units: 2

Head Teacher: Mr S. Williamson



Assessment Components	Task type	Task 1	Task 2	Task 3
		Report – in class	Investigation – in class	Examination
		Depth Study: Adaptations	Practical Task: Enzymes	End of Course Examination
		Term 1 Week 5	Term 2 Week 7	Term Weeks 9 & 10
		0	0	0
Assessment Components	Outcomes	BIO11 - 1, 4, 5, 7, 10, 11	BIO11 - 1, 2, 3, 5, 6, 7, 8	BIO11 - 4, 5, 7, 8, 9, 10, 11
		20%	20%	20%
		10%	10%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Depth Study	Module 3 Questions	Module 4 Questions	Practical Task	Module 1 Questions	Module 2 Questions	Examination
Demonstrated skills in planning and conducting first hand investigations in Biology	✓			✓	✓	✓	✓
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓
Described single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes				✓	✓		✓
Explained the structure and function of multicellular organisms and described how coordinated activities contribute to macroscopic processes in organisms						✓	✓
Described biological diversity by explaining the relationships between a range of organisms in terms of specialization for selected habitats and evolution of species	✓	✓					✓
Analysed ecosystem dynamics and the interrelationships of organisms within the ecosystem	✓		✓				✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Business Studies

Units: 2

Head Teacher: Mr S. Budden



	Task 1	Task 2	Task 3
Task type	Research Task	In Class Test	Business Report
Task Title	Research Task Nature of Business	Management Theories Business Management	Small Business Plan Business Planning
Date Due	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4
Level of AI Use	1	1	1
Outcomes	P1, P2, P7, P9	P5, P6, P8, P9	P3, P4, P5, P7, P8, P9, P10
	15%	15%	10%
		10%	10%
	10%		10%
ate forms	5%	5%	10%
	30%	30%	40%

Assessment for Learning


Learning Strands / Tasks	Stimulus based assessment	Research Task	Short answer response questions	Management Theories	Business Plan	Extended response
Discussed the nature of business, its role in society and the types of business structures	✓	✓				
Explained the internal and external influences on business and factors contributing to the success and failure of SME's	✓	✓	✓		✓	
Assessed the processes and interdependence of key business functions			✓	✓	✓	✓
Examined the application of management theories and strategies of businesses			✓	✓	✓	✓
Analysed the responsibilities of business to internal and external stakeholders			✓	✓		✓
Evaluated and communicated information for actual and hypothetical business situations in appropriate formats	✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Chemistry
Units: 2
Head Teacher: Mr S. Williamson



		Task 1	Task 2	Task 3
	Task type	Investigation – at home	Report – in class	Examination
	Task Title	Modelling Molecules	Depth Study	End of Course Examination
	Date Due	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 9 & 10
	Level Of AI Use	0	0	0
Assessment Components	Outcomes	CH11 - 3, 5, 6, 7, 8	CH11 - 1, 2, 3, 4, 5, 7, 10	CH11 - 2, 4, 5, 6, 7, 8, 9, 10, 11
Skills in working scientifically		20%	20%	20%
Knowledge and understanding of Chemistry		10%	10%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Module 1 Questions	Investigation	Module 2 Questions	Module 3 Questions	Depth Study	Module 4 Questions	Examination
Demonstrated skills in planning and conducting first hand investigations in Chemistry					✓		
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓
Explored the properties and trends in the physical, structural and chemical aspects of matter	✓	✓					✓
Described, applied and quantitatively analysed the mole concept and stoichiometric relationships			✓				✓
Explored the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions				✓	✓		✓
Analysed the energy considerations in the driving force for chemical reactions						✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Community and Family Studies
Units: 2
Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3
Task Type		Report	Research Task	Examination
Task Title		Resource Management Report	Individuals and Groups Research Task	End of Course Examination
Date Due		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
Level Of AI Use		1	2	0
Assessment Components	Outcomes	1.1, 1.2, 4.2, 5.1, 6.2	2.1, 2.3, 4.1, 4.2, 6.2	Range of outcomes
Knowledge and understanding of course content		10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating		20%	20%	20%
		30%	35%	35%

Assessment for Learning

Learning Strands / Tasks	Interview Questions	Resource Management Report	Leader Analysis	Individuals and Groups Research Task	Progress Quiz	End of course examination
Demonstrated knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	✓	✓				✓
Developed knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing			✓	✓	✓	✓
Demonstrated knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities					✓	✓
Demonstrated knowledge and understanding about research methodology and skills in researching, analysing and communicating	✓	✓	✓	✓	✓	✓
Applied skills in the application of management processes to meet the needs of individuals, groups, families and communities	✓	✓				✓
Developed skills in critical thinking and the ability to take responsible action to promote wellbeing	✓	✓	✓	✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Earth and Environmental Science

Units: 2

Head Teacher: Mr S. Williamson



Assessment Components	Task type	Task 1	Task 2	Task 3
		Investigation – in class	Research – in class	Examination
		Task Title	Depth Study	End of Course Examination
		Date Due	Term 2 Week 7	Term 3 Weeks 9 & 10
	Level Of AI Use	0	0	0
Assessment Components	Outcomes	EES11 - 1, 2, 3, 5, 6	EES11 - 1, 3, 4, 5, 7, 9	EES11 - 1, 2, 4, 5, 6, 7, 8, 9, 10, 11
		20%	20%	20%
		10%	10%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Earth's Resources	Practical Task	Plate Tectonics and Energy Transformations	Depth Study	Human Impacts	Examination
Planned and conducted first hand investigations in Earth and Environmental Science	✓	✓	✓	✓	✓	✓
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓
Solved scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓	✓	✓	✓	✓	✓
Described the key features of the Earth's systems	✓	✓				✓
Analysed evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries			✓	✓		✓
Described the factors that influence how energy is transferred and transformed in the Earth's systems			✓	✓		✓
Investigated human impacts on the Earth					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Engineering Studies

Units: 2

Head Teacher: Ms L. Blake



Assessment Components	Task Type	Task 1	Task 2	Task 3
	Task Title	Module 1 Engineering Fundamentals Task	Module 2 Engineered Products Engineering Report	End of Course Examination
	Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
	Level Of AI Use	0	1	0
	Outcomes	1.2, 2.1, 3.1, 4.2, 5.1, 6.2	1.1, 2.2, 3.2, 3.3, 4.1	2.1, 4.3, 5.2, 6.1, 6.2
Knowledge and Understanding of course content		20%	15%	25%
Knowledge and skills in research, problem solving and communication related to engineering practice		10%	15%	15%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Mechanics / Materials Practice Questions	Engineering Fundamentals Task	Engineering Report Exam-Style Question Exam	Engineered Products Engineering Report	Practice Exam-Style Drawing Questions	Practice Exam-Style Questions	Examination
Developed an understanding of the scope of engineering and the role of the engineer		✓	✓	✓			
Developed knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society		✓	✓	✓		✓	✓
Applied communication skills appropriate to engineering practices		✓	✓	✓	✓		
Demonstrated knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice		✓	✓	✓		✓	✓
Applied management and problem-solving skills in engineering contexts	✓	✓			✓	✓	✓
Applied skills in the application of engineering methodology	✓	✓			✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: English Advanced

Units: 2

Head Teacher: Ms K. Dolle



		Task 1	Task 2	Task 3
Task type		Take home	Take home	Examination
Task Title		Composition and Reflection	Extended Comparative Response	End of Course Examination
Date Due		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 & 10
Level Of AI Use		0	0	0
Assessment Components	Outcomes	EA 11 – 2, 3, 4, 5, 6, 9	EA 11 – 1, 4, 5, 6, 7, 8	EA 11 – 1, 2, 3, 5, 7, 8
Communicated through speaking, listening, reading, writing, viewing and representing		15%	15%	20%
Used language to shape and make meaning according to purpose, audience and context		15%	15%	20%
		30%	30%	40%

Assessment for Learning


Learning Strands / Tasks	Composition Draft	Composition Task	Extended Response Draft	Extended Response Task	Unseen Texts	End of Course Examination
Communicated through speaking, listening, reading, writing, viewing and representing.	✓	✓		✓	✓	✓
Used language to shape and make meaning according to purpose, audience and context.	✓	✓		✓	✓	✓
Thought in ways that are imaginative, creative, interpretive and critical.	✓	✓	✓	✓		✓
Expressed themselves and their relationships with others and their world.			✓	✓		✓
Learned and reflected on their learning through the study of English.	✓	✓				

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: English Extension
Units: 1
Head Teacher: Ms K. Dolle



		Task 1	Task 2	Task 3
	Task type	Writing – Take home	Presentation – Task Home	Examination
	Task Title	Imaginative Response and Reflection	Related Project	End of Course Examination
	Date Due	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
	Level Of AI Use	0	3	0
Assessment Components	Outcomes	EE 11 – 1, 2, 3, 6	EE 11 – 1, 3, 4, 5, 6	EE 11 – 1, 2, 3, 5
Knowledge and understanding of complex texts and of how and why they are valued		15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation		15%	20%	15%
		30%	40%	30%

Assessment for Learning

Learning Strands / Tasks	Imaginative Draft	Imaginative Response	Presentation Task Draft	Presentation Task	Essay Draft	End of Course Examination
Articulated their understanding through speaking, listening, reading, writing, viewing and representing	✓	✓	✓	✓		✓
Crafted language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	✓	✓			✓	✓
Expressed imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorised about complex texts and values	✓	✓		✓		✓
Expressed their understanding of how cultural, historical and social contexts are represented in critical and creative texts			✓	✓	✓	✓
Reflected on and evaluated their own processes of learning and creativity	✓	✓		✓		

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: English Standard
Units: 2
Head Teacher: Ms K. Dolle



		Task 1	Task 2	Task 3
Task type		Take home	Take home	Examination
Task Title		Composition and Reflection	Extended Response	End of Course Examination
Date Due		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 & 10
Level OF AI Use		0	0	0
Assessment Components	Outcomes	EN11 2, 3, 4, 5, 6, 9	EN11 1, 4, 5, 6, 7, 8	EN11 1, 2, 3, 5, 7, 8
Knowledge and understanding of course content		15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		15%	15%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Composition Draft	Composition Task	Essay Draft	Essay Response	Unseen Texts	Examination
Communicated through speaking, listening, reading, writing, viewing and representing.	✓	✓		✓	✓	✓
Used language to shape and make meaning according to purpose, audience and context.	✓	✓		✓	✓	✓
Thought in ways that are imaginative, creative, interpretive and critical.	✓	✓	✓	✓		✓
Expressed themselves and their relationships with others and their world.			✓	✓		✓
Learned and reflected on their learning through the study of English.	✓	✓				

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: English Studies
Units: 2
Head Teacher: Ms K. Dolle



Assessment Components	Task type	Task 1	Task 2	Task 3
	Task Title	Portfolio - Take home	Presentation – Take Home	Portfolio
	Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5
	Level Of AI Use	0	2	0
	Outcomes	ES11 1, 2, 4, 5, 8, 9	ES11 2, 3, 4, 6, 7, 9	ES11 1, 3, 4, 5, 6, 7, 10
Knowledge and understanding of course content		15%	20%	15%
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 		15%	20%	15%
		30%	40%	30%

Assessment for Learning


Learning Strands / Tasks	Workplace Draft	Workplace Task	Multimodal Draft	Multimodal Task	Portfolio Draft	Portfolio Task
Communicated through speaking, listening, reading, writing, viewing and representing	✓	✓		✓	✓	✓
Used language to shape and make meaning according to purpose, audience and context	✓	✓	✓	✓		✓
Demonstrated thinking in ways that are imaginative, creative, interpretive and critical	✓	✓	✓	✓		
Expressed themselves and their relationships with others and their world	✓	✓			✓	✓
Learnt and reflected on their learning through the study of English				✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Food Technology
Units: 2
Head Teacher: Ms L. Blake



		Task 1	Task 2	Task 3
	Task type	Case Study	Practical Task	Examination
	Task Title	Food Availability & Selection Case Study	Food Quality and Nutrition	End of Course Examination
	Date Due	Term 1 Week 8	Term 3 Week 4	Term 3 Week 9 & 10
	Level of AI Use	0	1	0
Assessment Components	Outcomes	1.1, 1.2, 3.2	2.1, 3.1, 4.2, 4.3, 5.1	A range of outcomes will be assessed
Knowledge and understanding of course content		20%	5%	15%
Knowledge and skills in designing, researching, analysing and evaluating		10%	5%	15%
Skills in experimenting with and preparing food by applying theoretical concepts			30%	
		30%	40%	30%

Assessment for Learning

Learning Strands / Tasks	Australian Food Habits Practical	Food Availability & Selection	Food Quality Quiz	Food Quality Experimentation	Food Quality and Nutrition	End of Course Examination
Applied knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society		✓	✓			✓
Applied knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health		✓	✓		✓	✓
Demonstrated skills in researching, analysing and communicating food issues		✓			✓	✓
Demonstrated skills in experimenting with and preparing food by applying theoretical concepts	✓			✓	✓	
Demonstrated skills in designing implementing and evaluating solutions to food situations				✓	✓	

Students are expected to maintain sustained and diligent effort at all times during course work.


Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Geography
Units: 2
Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3
	Task type	In-Class Stimulus Task	Independent Fieldwork Report	Examination
	Task Title	Earth's Natural Systems Stimulus Skills Task	Geographical Investigation	Preliminary Examination
	Date Due	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 9 & 10
	Level of AI Use	Level 0	Level 1	Level 0
Assessment Components	Outcomes	GE11 – 1, 2, 7, 9	GE11 – 5, 6, 7, 8, 9	GE11 – 2, 3, 5, 6, 8, 9
Knowledge and understanding of course content		10		30
Geographical skills and tools		10	5	5
Geographical inquiry and research, including fieldwork			20	
Communication of geographical information, ideas and issues in appropriate forms		5	10	5
		25%	35%	40%

Assessment for Learning


Learning Strands / Tasks	Fieldwork Booklet	Topic Test	Geographical Investigation Proposal	Geographical Investigation Preliminary Findings	Geographical Investigation	Practice Paper	Examination
Identifies places, and environments and explains the geographical processes and interactions that form and transform places and environments over time.		✓	✓			✓	✓
Explains geographical opportunities, challenges and perspectives and assesses management responses and strategies for sustainability.		✓			✓	✓	✓
analyses and synthesises relevant geographical information from multiple sources		✓			✓	✓	✓
Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.	✓			✓	✓		✓
Utilises mathematical tools and methods to analyse data, conveying geographical knowledge, concepts, and terminology in suitable formats.	✓			✓	✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Health and Movement Science
Units: 2
Head Teacher: Mr M Mansfield



		Task 1	Task 2	Task 3
	Task type	Training Plan	Collaborative Investigation	Examination
	Task Title	Body and Mind in Motion	Collaborative Investigation	End of Course Examination
	Date Due	Term 2 Week 3	Term 3 Week 3	Term 3 Week 9 & 10
	Level of AI Use	1	2	0
Assessment Components	Outcomes	HM11-03, HM11-04, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10	HM11-01, HM11-02, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10	HM11-01, HM11-02, HM11-03, HM11-04, HM11-05, HM11-06, HM11-07, HM11-08, HM11-09, HM11-10
Knowledge and Understanding		15%	10%	15%
Skills		20%	25%	15%
		35%	35%	30%

Assessment for Learning

Learning Strands / Tasks	Skill analysis	Training Plan	Collaborative portfolio progress	Collaborative Investigation	Draft responses	Examination
Interpreted meanings, measures and patterns of health experienced by Australians			✓	✓	✓	✓
Analysed methods and resources to improve and advocate for the health of young Australians			✓	✓	✓	✓
Analysed the systems of the body in relation to movement	✓	✓			✓	✓
Investigated movement skills and psychology to improve participation and performance	✓	✓			✓	✓
Demonstrated strategies to positively interact with others to develop an understanding of health and movement concepts	✓	✓	✓	✓		
Demonstrated the skills of analysis, communication, creative thinking, problem solving and research to address health and movement concepts	✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Legal Studies
Units: 2
Head Teacher: Mr S. Budden



	Task 1	Task 2	Task 3
Task Type	Media Portfolio take home task	Take home and In class extended response	Examination
Task Title	The Legal System	The Individual and the Law	End of Course Examination
Date Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 & 10
Level Of AI Use	1	1	0
Assessment Components	Outcomes		
	1, 2, 3, 4, 6, 8, 9	2, 4, 5, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 9, 10
Knowledge and understanding of course content	10%	10%	20%
Analysis and evaluation	10%		10%
Inquiry and research	10%	10%	
Communication of legal information, ideas and issues in appropriate form	5%	10%	5%
	35%	30%	35%

Assessment for Learning


Learning Strands / Tasks	The Legal System: Multiple Choice and Crime case study	Legal Studies Media Portfolio	Law Reform Short answers	Individual and the Law Research and In Class Extended Response	Law in Practice: Multiple Choice and short answer	End of course Exam
Explained the nature and institutions of domestic and international law			✓	✓	✓	✓
Examined the operation of Australian and international legal systems and the significance of the rule of law	✓	✓	✓	✓		
Evaluated the interrelationship between law, justice and society and the changing nature of law	✓		✓	✓		✓
Investigated, analysed and communicated relevant legal information and issues		✓	✓		✓	

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Mathematics Advanced
Units: 2
Head Teacher: Mr N. Jones



		Task 1	Task 2	Task 3
	Task type	Investigation	Topic Test – in class	Examination
	Task Title	Functions Investigation	Trigonometry & Calculus Test	End of Course Examination
	Date Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 & 10
	Level Of AI Use	1	0	0
Assessment Components	Outcomes	MA11 – 1, 2, 8, 9	MA11 – 1, 2, 3, 4, 9	MA11 – 1, 2, 3, 4, 5, 6, 7, 8, 9
Understanding, fluency and communication		15%	15%	20%
Problem solving, reasoning and justification		15%	15%	20%
		30%	30%	40%

Assessment for Learning


Learning Strands / Tasks	Algebra Assignment	Functions Investigation	Trigonometry Quiz	Trigonometry & Calculus Test	Practice Examination	End of Course Examination
Constructed and communicated arguments that prove and justify results	✓	✓	✓	✓	✓	✓
Used the concept of functions and relations to model, analyse and solve practical problems	✓	✓			✓	✓
Used the concepts and techniques of trigonometry to solve problems involving geometric shapes, trigonometric equations and trigonometric identities			✓	✓	✓	✓
Demonstrated understanding and applied the concept of differentiation to a range of functions					✓	✓
Applied concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Mathematics Extension 1
Units: 1
Head Teacher: Mr N. Jones



		Task 1	Task 2	Task 3
	Task type	Investigation	Topic Test	Examination
	Task Title	Functions Investigation	Trigonometric Identities and Polynomials Class Test	End of Course Examination
	Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
	Level Of AI Use	1	0	0
Assessment Components	Outcomes	ME 11 – 1, 2, 5, 6, 7	ME 11 – 1, 2, 3, 6, 7	ME 11 – 1, 2, 3, 4, 5, 6, 7
Understanding, fluency and communication		15%	15%	20%
Problems solving, reasoning and justification		15%	15%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Combinatorics Assignment	Functions Investigation	Polynomial Quiz	Trigonometric Identities and Polynomials Test	Practice Examination	End of Course Examination
Communicated making comprehensive use of mathematical language, notation, diagrams and graphs	✓	✓	✓	✓	✓	✓
Used concepts of permutations and combinations to solve problems involving counting or ordering	✓				✓	✓
Used algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses		✓	✓	✓	✓	✓
Applied concepts and techniques of inverse trigonometric functions to solve problems			✓	✓	✓	✓
Applied the concept of a derivative to solve problems involving rates of change and growth and decay					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.


Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Mathematics Standard (Applied)
Units: 2
Head Teacher: Mr N. Jones



		Task 1	Task 2	Task 3
	Task type	Topic Test – in class	Investigation	Examination
	Task Title	Finance & Algebra Test	Measurement Investigation	End of Course Examination
	Date Due	Term 1 Week 7	Term 2 Week 10	Term 3 Week 9 & 10
	Level Of AI Use	0	1	0
Assessment Components	Outcomes	MS 11 – 1, 2, 5, 6, 9, 10	MS 11 – 3, 4, 9, 10	MS 11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Understanding, fluency and communication		15%	15%	20%
Problem solving, reasoning and justification		15%	15%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Topic Summary	Finance, Algebra and Measurement Test	Measurement Quiz	Measurement Investigation	Practice Quiz	End of Course Examination
Communicated and justified responses to given problems using appropriate mathematical terminology and calculations	✓	✓	✓	✓	✓	✓
Used algebraic and mathematical models to make predictions about everyday situations	✓	✓			✓	✓
Made informed decisions about financial situations likely to be encountered post-school	✓	✓			✓	✓
Calculates and interprets measurements of simple two dimensional and three-dimensional models to solve practical problems and make judgments			✓	✓	✓	✓
Analysed representations of data and carries out simple statistical processes to evaluate familiar contexts and make predictions					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.


Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Mathematics Standard
Units: 2
Head Teacher: Mr N. Jones



		Task 1	Task 2	Task 3
	Task type	Topic Test – in class	Investigation	Examination
	Task Title	Finance & Algebra Test	Measurement Investigation	End of Course Examination
	Date Due	Term 1 Week 7	Term 2 Week 10	Term 3 Week 9 & 10
	Level Of AI Use	0	1	0
Assessment Components	Outcomes	MS 11 – 1, 2, 5, 6, 9, 10	MS 11 – 3, 4, 9, 10	MS 11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Understanding, fluency and communication		15%	15%	20%
Problem solving, reasoning and justification		15%	15%	20%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Topic Summary	Finance, Algebra and Measurement Test	Measurement Quiz	Measurement Investigation	Practice Quiz	End of Course Examination
Communicated and justified responses to given problems using appropriate mathematical terminology and calculations	✓	✓	✓	✓	✓	✓
Used algebraic and mathematical models to make predictions about everyday situations	✓	✓			✓	✓
Made informed decisions about financial situations likely to be encountered post-school	✓	✓			✓	✓
Calculates and interprets measurements of simple two dimensional and three-dimensional models to solve practical problems and make judgments			✓	✓	✓	✓
Analysed representations of data and carries out simple statistical processes to evaluate familiar contexts and make predictions					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Numeracy CEC

Units: 2

Head Teacher: Mr N. Jones



	Task 1	Task 2	Task 3
Task type	In class Assignment	Research task	Practical in class task
Task Title	Buying a Car	Human Body Task	Planter Box Assignment
Date Due	Term 1 Week 7	Term 2 Week 10	Term 3 Week 6
Level of AI Use	2	2	0
Assessment Components	Outcomes		
	N6-1.1, N6-2.4, N6-3.1	N6-2.1, N6-2.3, N6-3.1	N6-1.2, N6-1.3, N6-2.2, N6-2.4, N6-2.5, N6-3.2
Understanding, fluency and communication	15%	15%	20%
Problem solving, reasoning and justification	15%	15%	20%
	30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	In class Assignment	Research task	Practical in class task
Recognises and applies functional numeracy concepts in practical situations and uses reasoning and estimating to communicate solutions to problems.	✓	✓	✓
chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.	✓		✓
chooses and applies efficient strategies to analyse and solve everyday problems involving measurement.			✓
chooses and applies efficient strategies to analyse and solve everyday problems involving data.		✓	
chooses and uses appropriate technology to access, analyse and solve problems.	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Modern History

Units: 2

Head Teacher: Mr S Budden



	Task 1	Task 2	Task 3
Task type	Source Based Task- in class	Historical Investigation	Examination
Task Title	Investigating Modern History- Source Analysis	Historical Investigation	End of Course Examination
Date Due	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9 & 10
Level of AI Use	0	2	0
Assessment Components	Outcomes		
	MH 11 – 5, 6, 7, 9, 10	MH 11 – 2, 4, 6, 8, 9	MH 11 – 1, 3, 5, 7, 8, 9
Knowledge and understanding of course content	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%
Historical inquiry and research		15%	5%
Communication of historical understanding in appropriate forms	5%	10%	5%
	30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Source Analysis	Source Analysis	Historical Investigation Research Proposal and Question Construction	Historical Investigation	Essay- World War One	Examination
Described the nature of continuity and change, proposed ideas about varying causes and effects of events and accounted for differing perspectives in the modern world					✓	✓
Analysed and examined the role and significance of historical features, people and ideas in shaping the past	✓	✓				✓
Analysed and evaluated a range of historical sources to account for different interpretations of the past	✓	✓	✓	✓		✓
Planned and conducted historical investigations and presented reasoned conclusions, using relevant evidence from a range of sources			✓	✓	✓	✓
Communicated historical knowledge and understanding, using appropriate concepts and terms to discuss issues involved in the investigation of modern history	✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: Society and Culture
Units: 2
Head Teacher: S. Budden



	Task 1	Task 2	Task 3
Task type	Content Analysis Report	Research Task and Presentation	Examination
Task Title	The Social and Cultural World Report	Personal and Social Identity Mini PIP	End of Course Examination
Date Due	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9 & 10
Level of AI Use	1	1	0
Assessment Components	Outcomes		
	P1, P6, P9, P10	P2, P3, P5, P8, P10	P1, P2, P4, P5, P6, P10
Knowledge and understanding of course content	15	15	20
Application and evaluation of social and cultural research methods	10	10	10
Communication of information, ideas and issues in appropriate forms	5	5	10
	30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Report	Focus Study Essay – in class	Research Proposal	Mini PIP	Essay – Nature V Nurture	Research Task – Intercultural Communication	End of Course Examination
Identifies and applies social and cultural concepts when explains continuity and change and their implications for societies and cultures			✓	✓	✓	✓	✓
Describes personal, social and cultural identity using appropriate course language and concepts suitable for different audiences and contexts	✓				✓		✓
Differentiates between social and cultural research methods when planning and conducting ethical social and cultural research	✓		✓				✓
Identifies and describes relationships and interactions within and between social and cultural groups when communicating information, ideas and issues using appropriate written, oral and graphic forms		✓		✓		✓	✓
Selects, organises and considers information from a variety of sources for usefulness, validity and bias when identifying the features of social and cultural literacy and how it develops	✓	✓		✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 11 Assessment Schedule
2025

Course: SLR
Units: 2
Head Teacher: Mr M. Mansfield



	Task 1	Task 2	Task 3
Task type	Issue Analysis	Program design	Practical Assessment
Task Title	Healthy Lifestyles	Resistance Training	Games and Sports Applications 1 & 2
Date Due	Term 1 Week 8	Term 3 Week 1	Term 3 Week 4
Level Of AI Use	2	2	0
Assessment Components	Outcomes		
	1.5, 3.5, 4.3	1.2, 2.1, 2.2, 3.2, 3.3	1.1, 1.3, 2.3, 3.1, 4.2, 4.4
Knowledge and Understanding	10%	20%	10%
Skills	20%	20%	20%
	30%	40%	30%

Assessment for Learning

Learning Strands / Tasks	Resource / data collection	Lifestyle Issue Analysis	Resistance training program (Personal)	Resistance training program (Athlete)	Skills self- assessment portfolio	Practical assessment portfolio
Developed knowledge and understanding of the factors that influence health and participation in physical activity	✓	✓	✓	✓	✓	✓
Developed knowledge and understanding of the principles and processes impacting on the realisation of movement potential			✓	✓	✓	✓
Displayed the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	✓	✓	✓	✓	✓	✓
Displayed a capacity to influence the participation and performance of self and others	✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Visual Arts
Units: 2
Head Teacher: Ms B. Nelmes



		Task 1	Task 2	Task 3
Task type		Portfolio 1	Portfolio 2	Examination
Task Title		Expressive Forms 1	Expressive Forms 2	End of Course Examination
Date Due		Term 2 Week 2	Term 3 Week 5	Term 3 Week 9 & 10
Level Of AI Use		0	0	0
Assessment Components	Outcomes	1, 3, 4, 10	2, 5, 6, 8, 9	7, 8, 9, 10
Artmaking		30%	20%	
Critical and Historical Study		10%	20%	20%
		40%	40%	20%

Assessment for Learning

Learning Strands / Tasks	Research	Expressive Forms 1	Artmaking	Expressive Forms 2	Extended Response	Examination
Selected and developed subject matter and forms to plan a Body of Work that has reflected personal intentions and is informed by the Frames.			✓			
Initiated and organised practice that has been sustained and reflective to make a sophisticated Body of Work that explored the CFW.		✓	✓			
Demonstrated conceptual strength, coherence and layers of meaning together with resolved technical expertise.				✓		
Applied their understanding of practice, frames and conceptual framework in art criticism and history of selected artists.				✓	✓	✓
Constructed a significant narrative that explains and evaluates the work of selected artists.	✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 11 Assessment Schedule

2025

Course: Work Studies
Units: 2
Head Teacher: Ms. R. Parkes



		Task 1	Task 2	Task 3
	Task type	Multi Modal Presentation-take home	Workplace Report-take home	Practical
	Task Title	Workplace Communication	In the Workplace	Work Experience
	Date Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6
	Level Of AI Use	1	1	0
Learning Strands	Outcomes	1, 2, 5, 8	6, 7, 9	6, 8, 9
Knowledge and understanding		10%	10%	10%
Skills		20%	20%	30%
		30%	30%	40%

Assessment for Learning

Learning Strands / Tasks	Appropriate Communications	Workplace Communication	Engaging in Volunteer Activities	In the Workplace	Employment Connections	Work Experience
Developed knowledge and understanding of work, the work environment and skills for employment	✓	✓			✓	
Developed knowledge and understanding of employment options, career management, life planning and further education and training	✓					
Demonstrated skills for success in the workplace	✓	✓	✓	✓	✓	✓
Demonstrated skills in critically assessing personal and social influences on individuals and groups		✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

School Name: Glendale Technology High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2	Task 3
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 1 Term 10	Week 2 Term 10	Week 3 Term 9 & 10
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X		X
SITXFSA006	Participate in safe food handling procedures	X	X		X
SITHCCC025	Prepare and present sandwiches		X		X
SITXCOM007	Show social and cultural sensitivity	X		X	X
SITXCCS011	Interact with customers	X		X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20421 Certificate II in Cookery.

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

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



School Name: Glendale Technology High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	Task 3 Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 1 Term 10	Week 2 Term 10	Week 3 Term 9 & 10
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X		X
SITXFSA006	Participate in safe food handling practices	X	X		X
SITHCCC025	Prepare and present sandwiches		X		X
SITXCCS011	Interact with customers	X		X	X
SITXCOM007	Show social and cultural sensitivity			X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20322 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".



School Name: Glendale Technology High School

Assessment Schedule 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Weeks 5 Term 1	Weeks 10 Term 2
Code	Unit of Competency	HSC Examinable		
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIR30216 Certificate III in Retail.

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”.



School Name: Glendale Technology High School

Assessment Schedule 2025

Assessment Task for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 Cash, count secure	Task 4 Serving the customer	Task 5 Going, going sold	Task 6 Plan, create display	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week 5 Term 2	Week 10 Term 2	Week 5 Term 3	Week 10 Term 3	Week 4 &6 Term 3
SIRXSLS002	Follow Point-of-Sale Procedures	✓	X				
SIRRRTF001	Balance and secure point-of-sale terminal		X				
SIRXRSK001	Identify and Respond to Security Risks	✓	X				
SIRXCEG001	Engage the Customer	✓		X			
SIRXCEG002	Assist with Customer Difficulties			X			
SIRXCEG003	Build Customer Relationships and Loyalty			X			
SIRXPDK001	Advise on Products and Services				X		
SIRXSLS001	Sell to the Retail Customers	✓			X		
SIRRMER001	Produce Visual Merchandise Displays					X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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”.

School Name: Glendale Technology High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Tournament time	Task 2 Coaching the individual	Task 3 Inclusive Coaching
Code	Unit of Competency	Week: 9 Term: 1	Week: 8 Term: 2	Week: 5 Term: 3
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness and recreation events	X		
SISSSCO003	Meet participant coaching needs		X	
BSBPOS403	Apply business risk management processes		X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIS30521 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”.

My Assessment Tasks

Term	Week	Date	Subject and Task Name
Term 1 - 2025	1	3 rd -7 th February	
	2	10 th -14 th February	
	3	14 th -21 st February	
	4	24 th -28 th February	
	5	3 rd -7 th March	
	6	10 th -14 th March	
	7	17 th -21 st March	
	8	24 th -28 th March	
	9	31 st -4 th Mar/April	
	10	7 th -11 th April	

Term	Week	Date	Subject and Task Name
Term 2 - 2025	1	28 th – 2 nd April / May	
	2	5 th – 9 th May	
	3	12 th – 16 th May	
	4	19 th – 23 rd May	
	5	26 th – 30 th May	
	6	2 nd – 6 th June	
	7	9 th – 13 th June	
	8	16 th – 20 th June	
	9	23 rd – 27 th June	
	10	30 th – 4 th June/July	
Term 3 - 2025	1	21 st – 25 th July	
	2	28 th – 1 st July / Aug	
	3	4 th – 8 th August	
	4	11 th – 15 th August	
	5	17 th – 22 nd August	
	6	25 th – 29 th August	
	7	1 st – 5 th September	
	8	8 th – 12 th September	
	9	15 th – 19 th September	End of Course Examinations
	10	22 nd – 26 th September	



Illness, Accident and Misadventure Appeal

Student Name: _____

Year: _____

Course: _____

Assessment Task: (No. and Name) _____

Due Date of Task: _____

- Please provide your reasons for failing to meet the assessment deadline and provide details to support your case.
- This form should be presented to your class teacher for their input and then a Deputy, immediately after missing the task or where possible before the task is due.

Reason:

A medical certificate is attached: Yes / No

Signed: _____ Signed: _____
(Student) (Parent/Carer)

School Section:

Teacher Recommendation: ☐ recommend approval OR ☐ do not recommend approval
☐ task has been submitted ☐ task has not been submitted
☐ extension until _____ (date)

Signed: _____ Date: _____

Panel Members:

Date of Meeting: _____

Decision:

- ☐ Appeal accepted without penalty ☐ extension granted until _____ ☐ student to complete an alternate task
☐ Student to complete/submit task on an alternate time ☐ student to receive an estimate mark ☐ work to be marked with a _____% penalty

Appeal rejected for the following reasons: _____

Date feedback given to student: _____

Signed: _____ Signed: _____
(Deputy Principal) (Student)

Copy to Student File – Copy for Student – Original to Faculty Monitoring Folder