

# YEAR 11 ASSESSMENT POLICY, SCHEDULE & MALPRACTICE POLICY

This handbook was developed in line with NESA and ACE Manual guidelines



[educationstandards.nsw.edu.au/wps/portal/nesa/home](https://educationstandards.nsw.edu.au/wps/portal/nesa/home)  
[curriculum.nsw.edu.au/ace-rules](https://curriculum.nsw.edu.au/ace-rules)

## Respect | Responsibility | Excellence

**IMPORTANT NOTE:**

The information contained in this **assessment policy, schedule and malpractice policy** is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teacher. General information and assistance with this assessment program can be obtained from the Deputy Principal

\*The assessment schedules presented in this handbook are accurate as of December 2024.

# Year 11 Assessment Policy, Schedules & Malpractice Policy

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## CONTACT DETAILS AND KEY FACULTY MEMBERS

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**Mrs Deanna  
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Years 7 & 10  
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**Mr Matt Sawyer  
Deputy Principal  
Years 8 & 11  
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**Mrs Rebecca Mace  
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**Mrs Samantha  
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**Mrs Renae Newell  
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**Mr Jesse Sant  
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**Mrs Leah Pappin  
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**Mrs Deb Fazzolari  
Head Teacher  
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# THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

## About the RoSA

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The RoSA was introduced in 2012.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results of any incomplete Year 11 or Year 12

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the [HSC minimum standard](#) to receive their HSC, can receive a RoSA.

## Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10;
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- left the schooling system after completing Year 10 but before completing the HSC;
- complied with the requirements from the [Education Act](#).

## Receiving the RoSA

Schools are responsible for nominating a student for a RoSA through the enrolments section in [Schools Online](#). Once schools have finalised the requests, the student can download the RoSA from their Students Online account.

Students cannot make a request for a RoSA, it must come from their school.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. Students can use the eRecord as an interim result report until the formal RoSA credential is available for download from their Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord via their Students Online account. They can show the online eRecord to potential employers when seeking casual work or enrolling in training courses.

Students who remain at school to complete their HSC will not receive a RoSA.

[Achieving the RoSA | NSW Curriculum | NSW Education Standards Authority](#)

## THE HIGHER SCHOOL CERTIFICATE

The HSC is “standards-referenced”. This means that a student’s performance is compared to established standards. The standards are available to students in the Performance Bands which can be obtained from your teacher, the Syllabus and the NESA website [educationstandards.nsw.edu.au/](http://educationstandards.nsw.edu.au/).

Upon successful completion of the HSC Courses, students will receive various documents from Wadalba Community School (WCS) and the NSW Education Standards Authority.

HSC Examinations – External examinations supervised and conducted by NESA. All rules and procedures will be issued by NESA in a booklet. A copy will be given to all students this booklet can also be accessed online at [educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students)

### **WCS will provide:**

- Reports for the Mid Course (accessed via online parent portal) and End of Course assessment period (accessed via parent portal). These reports will contain examination marks, current assessment rankings, and comments on the student’s progress as well as an indication of the student’s level of achievement of course outcomes. Absences (explained, unexplained and partial) as well as meeting uniform requirements will also be reported.

### **The NSW Education Standards Authority will provide:**

- The HSC Testamur or Certificate.
- A summary of results achieved along with an indication of the Performance Band that reflects the student’s level of achievement of the outcomes in each course.

Course reports which will show the Examination mark, a moderated WCS based assessment mark, the HSC Mark (a combination of the 2 previous marks) and a description of the typical performance of students in each Band.

[Achieving the HSC | NSW Curriculum | NSW Education Standards Authority](#)

## STAGE 6 (YEAR 11 AND 12)

### What credential do students receive on completion of Stage 6?

If the student completes the Year 12 program, including the course and assessment requirements, they will receive the Higher School Certificate.

The following table explains the marks and records you will receive for your courses.

Course Type	Marks and Records
<b>Board Developed Course</b>	For most courses you will receive an assessment mark, an examination mark and an HSC mark, which is the rounded average of your examination mark and assessment mark.
<b>Board Developed Courses with Optional HSC Examination</b>	For board developed courses with an optional examination, you will receive a grade (A to E) for your school-based assessment. If you do the optional HSC examination for the course, you will receive an examination mark. The HSC mark and performance band are based on the examination mark only. For VET courses, all course names and unit values will be listed. You will receive an examination mark for any VET examinations you complete. The HSC mark and performance band are based on the examination mark only. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
<b>VET Board Endorsed Course</b>	All course names and unit values will be listed. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
<b>Board Endorsed Course (other than VET Courses)</b>	Your assessment mark is the unmoderated mark that your school or provider submitted. This mark cannot be compared with marks for similar courses at other schools.
<b>Life Skills Course</b>	The course name and unit value will be listed if you completed the course. You will also receive a Profile of Student Achievement listing your achieved outcomes.
<b>Course Studied with an Outside Tutor / External Provider</b>	Your result will be reported as an examination mark and an HSC mark. Your assessment mark will only be listed if you lodged an illness/misadventure application and it was upheld.

### Grades: Year 11 English Studies and Mathematics Standard 1

English Studies Achievement Level Descriptors can be viewed via the NESA website:

[educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions)

Mathematics Standard 1 Achievement Level Descriptors can be viewed via the NESA website:

[educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/achievement%20-level-descriptions](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/achievement%20-level-descriptions)

The marks indicated will reflect a student's level of achievement based on the Performance Bands. (*The Performance Band descriptors will be issued by your class teacher or are available on the NESA website [educationstandards.nsw.edu.au/](http://educationstandards.nsw.edu.au/)*).



The purpose of the internal assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete assessment tasks which may include, but not limited to: tests, essays, reports, practical tasks, research activities or major projects. The school is required to provide a mark (out of 100 in a 2 Unit Course and out of 50 in a 1 Unit course) or grade to the NSW Education Standards Authority (NESA) for inclusion in the HSC Mark.

This assessment schedule and policy provides an outline of WCS assessment program for the courses offered in the relevant year. Students, parents and carers should ensure that they understand the procedures, programs and implications of the materials presented. NESA and WCS places a heavy emphasis on the assessment programs so students should do their best in every assessment task.

## WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

[educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment)

### **How does the formal assessment program contribute to the Record of School Achievement (RoSA)**

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade (Year 10 & 11 only) representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their students online account.

### **How does the formal assessment program contribute to the HSC credential?**

At the conclusion of the Year 12 Course, the school will submit an assessment mark or grade and course rank to NESA for each performance in a course. This mark or grade is based on the formal school based assessment program.

### **The Common Grade Scale and Standards Referenced Assessment**

The Common Grade Scale should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools. It is also used in Stage 5 (Years 9 and 10), and Stage 6 (Year 11), where there are no course specific performance descriptors developed to assign grades for the Record of School Achievement (RoSA).

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

## Year 11 Common Grade Scale

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

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

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## ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

To be eligible (see ACE 8804 [ace.nesa.nsw.edu.au/higher-school-certificate/eligibility](http://ace.nesa.nsw.edu.au/higher-school-certificate/eligibility)) for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b) have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE;
- c) have completed HSC: All My Own Work (or its equivalent) [nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work](http://nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work)
- d) have demonstrated a minimum standard of literacy and numeracy (see ACE 4060 [ace.nesa.nsw.edu.au/hsc-minimum-standard-of-literacy-and-numeracy](http://ace.nesa.nsw.edu.au/hsc-minimum-standard-of-literacy-and-numeracy))
- e) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Exemptions may apply to the minimum standard of literacy and numeracy (see ACE 4061 [ace.nesa.nsw.edu.au/ace-4061](http://ace.nesa.nsw.edu.au/ace-4061))

The rules and requirements may be viewed at [ace.nesa.nsw.edu.au/](http://ace.nesa.nsw.edu.au/)

### Expectations and Responsibilities of students

Students must attend all classes to satisfactorily complete courses. A **minimum of 90% attendance** is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arrive before 8:20am and on time for all scheduled lessons.
- Remain at school during the day unless they bring a signed request from their parent/guardian. This is only available for emergency or other unexpected circumstances.
- Not truanting a lesson.
- Follow the course developed or endorsed by NESA and NESA expects students to attempt all assessment tasks.
- Apply themselves with diligence and sustained effort to **ALL** the set tasks and experiences provided in the course, including classwork, assessments, projects, revision, homework and compulsory excursions.
- Attempt all of the course outcomes.
- In addition to the formal assessment program, students must also sit for and make a serious attempt throughout Examinations (where applicable).
- All work submitted must be the students' own work.
- The NSW Education Standards Authority.
- Students must submit work by the due date.
- Follow the process outlined in "Absence due to Illness/Misadventure" section if unable to submit by the due date.
- Make genuine attempts at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Just completing the Multiple-Choice Section of an examination is not considered as making a serious attempt.
- Being aware of and following assessment requirements and procedures.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification –within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due. Further details are outlined below in the Attendance to school requirements.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. If there is a valid reason, an online 'Illness/Misadventure Form' (Appendix 1) needs to be completed within 5 school days with all supporting documentation must be submitted to the relevant Head Teacher otherwise a zero mark will be awarded.

Students who are absent on any day are responsible for ascertaining if an assessment task has been set or issued for any course missed on that day.

Students must make a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for the course.

Students who transfer into the school after the commencement of the school year and have missed completing any scheduled assessment tasks for their chosen course will be given substitute tasks wherever possible. Consideration may be given to assessment tasks completed at a previous school. In exceptional circumstances where a substitute task cannot be completed an estimate may be given and MUST be in consultation with the relevant Deputy Principal.

## NATURE AND NOTIFICATIONS OF ASSESSMENT TASKS

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for assessment and the weightings to be attached to those components. Each school will determine:

- The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based.
- The weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses. This involves the following information:

- **Number of tasks** - identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- **Weightings** - allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.
- **Scheduling tasks** - scheduling the assessment tasks for the HSC courses.
- **Written advice to students.**
- **Advising the outcomes being assessed.**

Update October, 2024: NESA has amended Rule 2.1.2 to allow schools flexibility in determining the number, type, and weightings of assessment in each HSC course from 2025.

Schools can continue to follow NESA's assessment settings for number, type and weighting of each course, as provided in the course-specific Assessment and Examination information that is released with each syllabus.

Schools must notify NESA through Schools Online if they use this flexibility. This will involve completing an additional checkbox in Schools Online when Year 12 final assessment marks are submitted.

## Procedures for Assessment:

Students should refer to the **assessment schedules and calendar** that are contained in the later part of this Handbook and make a note of each of the tasks required of them. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

**Schools must provide students with written advice at least 14 days in advance about the school's requirements for assessment in each course. This advice may be found within the course booklet and/or task notification. The advice given to students must include:**

- The components and their weightings as specified in the assessment schedule and examination materials on NESAs website.
- Syllabus outcomes assessed.
- The type of each assessment task e.g. 10 short answers, portfolio.
- The scope of each task e.g. probability in Mathematics.
- A scheduled date and time for attempting and submitting a task e.g. Tuesday 24/5/24 | Period 2 | 80 minutes and include adequate notice of the assessment task.
- The weight value of each task in relation to the total weighted mark for the course.
- Approved provisions embedded in consultation with LST.
- Marking criteria (where appropriate).
- Any additional details e.g. student requires a calculator.
- Assessment tasks are to be uploaded to the Google classroom or emailed home or any other technology-based notification platform on the day they are handed out.
- For formal assessment tasks with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and /or completed together.
- Details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc).
- Details of the school's policy on malpractice in assessment tasks.
- Details of the procedures to be implemented if tasks produce invalid or unreliable results.
- Details of the procedures for dealing with student appeals arising from assessment tasks.
- Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks.
- Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt.
- Issuing standard NESAs Warning letters when performance in a course is in question. (see Appendix 3).

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for 14 days' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification approved and signed off by Deputy Principal. (see Appendix 5)

Dates for assessment tasks are to coincide with weeks outlined in submitted assessment schedules as this supports tasks being evenly spread, and clashes avoided wherever possible. Task DUE DATES MUST be entered into Sentral Calendar once approved by the Deputy Principal responsible for that cohort. If a change of date is required, approval MUST be sort from relevant Deputy Principal who signs off on Assessment Notification for that task. In each case when submitting an assessment task, students are required to submit the 'Assessment Task Cover/ Notification Sheet'.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure (see "Absence due to Illness/Misadventure" section)

Students are to do their OWN work (except where directed by the teacher). Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received mark, rank and feedback (see Appendix 5).

Dates for all **Examinations** are firmly set in place:

- a. Students who are unable to complete an examination should contact the school immediately in the case of illness/misadventure and complete the necessary online paperwork. It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
- b. **Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
- c. Refusing to sign for a task is also not deemed an acceptable excuse.
- d. A mark of zero will be recorded until a successful Illness/Misadventure application and/or completion of task.

## **Submission of tasks**

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by Google Classroom or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved. All tasks should be submitted with the students name and the task heading clearly displayed.

## **Use of Electronic Means for Preparation and Submission of Assessment Tasks**

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. This will be specified when the task is set. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the "lost" work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student's responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day).

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

All other tasks must be submitted in hard-copy format unless specified. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances.

Printing at school should only be a last resort and should be completed before the submission date/time.

## **In class Assessment Tasks / Half Yearly and Yearly Exams**

The following **MUST** be implemented:

- A clock must be clearly displayed in room / gym.
- Tasks, where possible, must be completed at the same room and time for all students and under the same conditions.
- Write the Examination name, start and finish times on the board.
- Write the Examination duration on the board, including reading time.
- Provide notice when there is 5 minutes before pens down.
- Seat students at an individual desk, where possible.
- Silence remains until the final examination paper is collected.
- Papers to be distributed face down on desks and instruct when to turn over.
- Do not write name until working time begins.
- Teachers are to remain active throughout the examination, actively walking around and watching students.
- Understand what constitutes as malpractice (see “Malpractice Policy” section)
- Approved provisions embedded in consultation with LST.
- No pencil cases / clear plastic sleeve only (HSC).
- Phones in Yondr Pouches, turned off and placed at front of room (if have them).
- Bags are to be stored at the front of the room / outside, or as identified by the Classroom Teacher.

### **Feedback on ‘Draft’ submission**

Where stipulated on the assessment task notification a draft is submittable for teacher feedback. Drafts can be submitted no later than three school days prior to the submission date by 5pm. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1st, or as stated on the notification. Students are permitted to receive feedback on a maximum of two drafts per assessment task - one form of written feedback and one form of verbal feedback. Written feedback must come before verbal feedback. Verbal feedback will only be given for amendments made to the original draft.

### **Absence when a task is notified**

If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, illness, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks. However, if a student has been absent, on the day of their return to school they must submit an Assessment Task Appeal Application Form in order for an extension to be considered.

### **Feedback on performance**

Students are entitled to relevant feedback on their assessment tasks, in a timely manner (a general guide is a 2 week turn around. If additional time is required, Deputy Principal is to be consulted). This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being assessed. Students will be provided with their final course rank after the completion of the final school-based assessment.

## Appeals on Assessment Tasks

If a student feels that his or her mark or rank in an assessment task is incorrect, then it is their responsibility to firstly discuss their concern with the course teacher and/or Head Teacher concerned. If the issue is not resolved satisfactorily, the student may appeal to the WCS Assessment Review Panel for a review of the process. This must be done within 5 school days of receiving marks. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

An appeal mechanism is available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course.

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

### NOTE:

- NESA procedures will determine the outcome.
- The Principals decision is final in all procedural matters.

## N DETERMINATION AWARD / NON -COMPLETION OF A COURSE

NESA expects students to attempt all assessment tasks set.

The NSW Education Standards Authority (NESA) has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students (17 years of age), Principals may consider expelling a student for unsatisfactory participation in learning where a student is a risk of receiving an 'N Determination' in a minimum of two courses and received a minimum of two written 'N Warnings' in each course.

While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

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:

- followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- 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.

A student may be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. This is called an 'N determination award warning' and the student will be at risk in that course/s and may not be awarded the Higher School Certificate.



The school will:

- i. advise the student in writing (with the letter registered in the school mail system) in time for the problem to be corrected and for the student to be able to redeem themselves
- ii. advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in above)
- iii. request from the student/parent or carer a written acknowledgment of receipt of the warning letter

WCS views this component of the HSC very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences. A Student Causing Concern Entry outlining an Improvement Program may be used to assist the student in 'catching up', however, continued non-participation in learning could lead to the issuing of an Unsatisfactory Participation in Learning letter for a post-compulsory aged student and an 'N determination' in one or more courses. More importantly, this may then lead to withdrawal of the student's enrolment in a course/s. This may deem the student ineligible to qualify for an HSC. Where a number of 'N Award' warnings have accumulated across different courses, withdrawal of the student's enrolment at WCS is a real and possible outcome. It is a requirement for students to redeem their 'N Award' warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve 'N Award' warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher. The library is also available on scheduled afternoons.

### **N Warning Checklist (see Appendix 3)**

- If the assessment requirements for the course have not been satisfactorily completed, then NESAs will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.
- Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks.
- Students studying a HSC course must make a genuine attempt to complete course requirements.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some student's ineligible for the award of the Higher School Certificate.
- Non-serious attempts include frivolous or objectionable material.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.
- Non-attempts include those where only multiple-choice questions are attempted.
- Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.
- Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.
- Further information: A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESAs website (in the Manuals section). The URL is [ace.nesa.nsw.edu.au](http://ace.nesa.nsw.edu.au)

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). If a student fails to meet course and assessment requirements in a HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESAs pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2-unit course will not receive a result in either course. The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals.

**For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero-mark awarded:**

- Answering only the multiple-choice questions and/or true/false and/or matching etc.
- Presenting some or all the responses so that they appear not to be genuine attempts to really answer the question/s asked or leaving a number of blanks.
- Bringing unauthorised notes into the assessment or examination.
- Accessing and/or copying information from an electronic device.
- Purchasing and modifying a commercial product and submitting this as their own project.
- Engaging in Malpractice (see "Malpractice Policy" section)
- Tasks will have to be redone in order to meet course outcome requirements, but the zero mark will remain.
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged.
- Not submitting all tasks on or before the due date.
- Not being present for all 'in-class' tasks and examinations.
- Must attempt all sections.

## Disability Provisions

For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. Our Learning and Support Team (LST) is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

If a student is entitled to disability provisions for examinations/assessment tasks, medical documentation must have been provided to our Learning and Support Team to ensure the appropriate provisions can be communicated with classroom teachers.

Please contact the school email address with your supporting documentation to the attention of the WCS LST team - [wadalba-c.school@det.nsw.edu.au](mailto:wadalba-c.school@det.nsw.edu.au)

At the commencement of Term 4, applications are made to NESA for 'disability provisions' in the Higher School Certificate. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require the NSW Education Standards Authority (NESA) to ensure that students with a disability are able to access and respond to an examination. NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination questions; and/or communicating his or her responses.

Detailed information about disability provisions can be found at [Disability provisions and appeals | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace6](https://curriculum.nsw.edu.au/ace-rules/ace6)

### **Note the following unacceptable grounds for appeal:**

The provisions of the appeals process do not cover disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

## Life Skills

1. Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.
2. Principals must make decisions about accessing Stage 6 Life Skills courses:
  - a. based on the needs of the individual student, for each course, and
  - b. via [collaborative curriculum planning](#), and
  - c. involving the individual student (where appropriate), their parents/carers, and their teachers.
3. Stage 6 Life Skills courses are not appropriate options for students:
  - a. who do not have an intellectual disability or an imputed intellectual disability
  - b. experiencing significant unexpected and/or chronic health issues
  - c. performing below their cohort
  - d. who could access outcomes and content with appropriate adjustments and support
  - e. with emotional and/or behavioural needs.
4. A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.
5. A student studying any Stage 6 Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#).
6. In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:
  - a. has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes, and/or
  - b. transfers from interstate or overseas, and/or
  - c. has a deteriorating condition.

## HSC MINIMUM STANDARD – NUMERACY AND LITERACY

### Demonstrating the HSC minimum standard before leaving school

1. Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
2. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
3. Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
4. Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

For more information: [HSC minimum standard | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace8](#)

## ABSENCE DUE TO ILLNESS OR MISADVENTURE

See *Appendix 1* for link to *Illness/Misadventure form*.

### Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand); A doctor's certificate **MUST** be provided as evidence.

**Misadventure** (unforeseen Circumstances) – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, flood, fire alarm, isolation caused by a flood). A Statutory Declaration from **MUST** be uploaded as evidence.

If either is a result of an assessment task NOT being completed or submitted then students should submit an online illness/misadventure form for the assessment task has been adversely affected. The student must discuss with the Head Teacher of the relevant course an appropriate time-frame to complete the task, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate for the relevant time period.

In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Alternate and comparable task
- ii. Re-do a section/s of the task

For all illness or injury or misadventure, the relevant Faculty Head Teacher, will verify the circumstances.

If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an alternative task, whichever is the higher. Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

If form is not upheld students must submit the task on the due date. Unless prior application for an illness/misadventure has been approved by the relevant Head Teacher / Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task or the mark the student gained. If the student is not satisfied with this outcome, an appeal can be taken to the relevant Deputy Principal.

## **Extension as a result of Misadventure**

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted.

**It is the student's responsibility to communicate with teachers and arrive at the best solution.** If granted an extension a maximum of 5 days is allowed. If more days is required, consultation with the Principal must be sought and an alternative arrangement will be negotiated.

On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course in writing.

## **Prior knowledge of absence**

Where a student knows in advance that they will be absent on the day of an assessment task, including Principal approved school activity or leave, the student must notify the Classroom Teacher, submit an online Illness/Misadventure and complete the work as specified by the approved form. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date will receive a mark of ZERO. One online form can be submitted for multiple courses.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## **Illness/Misadventure Checklist**

**If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:**

- Submit an online Illness/Misadventure Form (*Appendix 1*) on the first day the student returns to school (and within 5 school days of the task).
- **If more than one assessment task is due, students can submit for multiple subjects on the one form.**

Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is approved along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered. This illness/misadventure will be reviewed at the completion of the assessment program. If upheld, marks may be adjusted as determined by the Assessment Review Team. In most cases students will be given an alternate and comparable task to complete. The online Illness/Misadventure form must be submitted within 5 school days (7 calendar days) of the task due date.

## Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Front Office before 8:20am on the due date, or carry out the following procedures:

- Notify the Front Office by telephone before 8:20am or in writing on the day that the assessment task is due.
- Provide the following information:
  - ✓ Name
  - ✓ Assessment task details
  - ✓ Course
  - ✓ Course teacher, and
  - ✓ Details of the illness/misadventure/extension.
- Before 8:20am on the day of their return to school (the first school day the student is not covered by a medical certificate), submit an online Illness/Misadventure/Extension Form (Appendix 1) and submit the task, or a mark of ZERO will be awarded. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. **MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.**
- **The online Illness/Misadventure form must be submitted within 5 school days of the task due date.**
  - Report to the class teacher or Head Teacher of the course immediately to complete an Illness/Misadventure request form (Appendix 1) and arrange a time for the handing in or completion of the task. The form is also available on the school website.
  - It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
  - Scan and upload a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
  - For hand in tasks, the assessment task must be submitted the first day the student returns to school.
  - In the case of missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty or Deputy Principal.)
  - The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Head Teacher of that faculty and the Deputy Principal.
  - No incorrect or incomplete online Illness/Misadventure request form will be accepted for consideration.
  - For all extensions there is a maximum of 5 days allowed (more than 5 days will need to be approved by the Principal).

[Illness/Misadventure program | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace9/im-program](https://curriculum.nsw.edu.au/ace-rules/ace9/im-program)

## Absence on the day an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- Notify the Front Office by telephone by 8:20am on the day of the assessment task and give an anticipated date for their return to school.
- Before 8:20am on the day of their return to school, within 5 school days of the due task, submit an online Illness/Misadventure Form (*see Appendix 1*). The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. **MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.**

- Be prepared to sit a substitute task, on the day of their return to school (the first school day the student is not covered by a medical certificate), or as negotiated by the Head Teacher/Classroom Teacher. Where appropriate the Head Teacher and or Deputy Principal may authorise the substitute task to be given as soon as practicable after the student's return.
- In exceptional circumstances where a student cannot complete a substitute assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the Deputy Principal.

### **Assessment tasks may be due on a day when the class is not scheduled**

Specific instruction about the time and mode of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher with name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

#### **Students found to be completing assessment tasks by:**

- non-attendance at scheduled classes during the day;
- working on tasks during other course lessons;
- deliberate absence/s from the school; or
- working on tasks in collaboration with other students;
- engaging in Malpractice

will be interviewed by the relevant Head Teacher and may receive a mark of zero (0) for all or parts of the task/s.

### **Non-serious assessment attempts**

Non-serious attempts at a task or examination may lead to zero marks being recorded. Students will be interviewed by the relevant Head Teacher and or Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the relevant Faculty Head Teacher, then a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.

## Medical Certificates for missed assessment tasks.

Medical Certificates must:

- be written on a named doctor's pad.
- include the day of the missed task.
- the nature of the illness.
- show the length of time the student will be unfit for school.
- be produced immediately on return to school.

If the student does not make an online application to the Head Teacher of the faculty concerned on their next lesson in that subject after the due date of the missed assessment task a zero mark will be recorded.

If the online 'Illness/Misadventure Form' (Appendix 1) is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time.
- arrange for the student to attempt an alternative task of a similar nature.
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence such as previous tasks and similar outcomes already assessed and in consultation with the Deputy Principal.

If the online 'Illness/Misadventure Form' is not accepted, the student will be awarded a zero mark and parent(s)/guardians(s) informed with a 'N warning letter' (Appendix 3).

If student is not satisfied with the outcome, an appeal can go to the relevant Deputy Principal (see Appendix 7).

## Late submission of tasks

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the online Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

## Limitations on assessment appeal applications

**You cannot submit an online Illness/Misadventure Form on the basis of:**

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness.
- Loss of study time or facilities during Year 12.
- Long-term illnesses.
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination.
- Misreading examination timetables or instructions.
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).
- Students cannot submit an Illness/Misadventure Form on the grounds of not understanding a task or receiving insufficient assistance from their teacher. It is the student's responsibility to seek clarification and support prior to the assessment due date.

*Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will **NOT** be upheld.*

**NOTE: The Principal's decision is final in all Illness / Misadventure procedural matters.**

## EXCURSIONS, FIELD TRIPS, VET, TVET, OTHER TAFE PATHWAY COURSES THAT REQUIRE COMPULSORY WORKPLACE TRAINING

Students must attend excursions and field trips, which are part of the Higher School Certificate course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No Excursions / Field Trips are to be organised for an in-class assessment task (with the exception of representative sport). No variations to routine will take place for Year 12 students two weeks prior to the Trial HSC Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, VET, TVET, work placement or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, **DO NOT** have to complete an online Misadventure form. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal, and the student impacted, and the course teacher will negotiate a due date and or time (MUST sign Notification for this). If an extension is required, then alternative task must be completed.

## ORAL/PERFORMANCE/PRACTICAL TASKS

Some courses require students to work on an ongoing major project throughout Year 12 as a key part of course assessment. These courses are referred to as 'practical courses', as students need to demonstrate their learning through 'practical application of that learning' to produce a large-scale product.

For students to succeed in practical courses they need to ensure that they work throughout the entire HSC course with diligence and sustained effort.

School based assessment of the Major Project: The use of the external marking criteria to assess HSC project work at school is not appropriate. The progress of the major project should be assessed in other valid ways, such as oral presentations or reports on progress linked to other syllabus outcomes.

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations.

### HSC Submitted Works and Practical Examinations

The following courses require you either to undertake practical examinations or to submit major works or projects.

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Industrial Technology
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts



To support students undertaking the above courses, teachers will, at regular intervals (**Weeks 4 and 8 of every term**), monitor student progress to ensure that students are on track to produce a quality end product. [student prac progress \(2\).docx](#)

As part of this process, students will be given feedback about their current progress at a set point in time, in addition to receiving guidance as to where students should be headed next.

Students who fail to demonstrate satisfactory progress during these checkpoints will be governed by the WCS 'HSC Submitted Works' process that is outlined in the flowchart on the next page.

**Please note:** Students who fail to demonstrate satisfactory progress may place their enrolment in the course in jeopardy, possibly leading to withdrawal from that course, which may also lead to being ineligible for receiving the qualification of the Higher School Certificate.

Students are required by NESA to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Further information for the requirements of each course can be found at [educationstandards.nsw.edu.au/wps/portal/nesa/home](http://educationstandards.nsw.edu.au/wps/portal/nesa/home) - [educationstandards.nsw.edu.au/wps/portal/nesa/home](http://educationstandards.nsw.edu.au/wps/portal/nesa/home)  
[HSC practical exams | NSW Curriculum | NSW Education Standards Authority](#)

## ZERO MARKS

A ZERO will be awarded when a student:

- Submits a task late (without a successful Illness/Misadventure application).
- Does not attempt the assessment task (non-attempt).
- Does not make a genuine serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete.
- Is found to be involved in substantial malpractice (See "Malpractice Policy" section).

In such cases:

- Parents/guardians will be informed.
- Notification of this will be made through Sentral Data and the Head Teacher, Year Adviser, Deputy Principal will be tagged into this.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course (*see Appendix 3*).

## ACKNOWLEDGING / SOURCING MATERIALS

### For each book used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s.

**For example:** Deevers, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9- 20.

### For each journal article used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

**For example:** Morgan C H (2001), "Climatic change effects in the Gippsland Lakes region of Victoria", in *Journal of Australian Climatology*, Vol. 1, August, page 15.

### For each newspaper article used, list:

- The author's name.
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

**For example:** Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, pg 5.

### When referencing material found on the Internet, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit.

**For example:** Livre, Joe, "The nation-state is dead", 14 July 2000, [democracy.com/nations/](http://democracy.com/nations/), visited on 02 March 2013.

### When referencing material from Artificial Intelligence:

- The company or creator of the tool is considered to be the author's name.
- The year the version was released.
- The name of the AI tool or model (and version information if known)
- URL link.

**Example:** OpenAI. (2022). DALL-E (version 2) [labs.openai.com/s/W8Jar2MsCI7UxAyR65ufi7NK](https://labs.openai.com/s/W8Jar2MsCI7UxAyR65ufi7NK)

## VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENTS

VET courses are competency based courses. NESA and the Australian Skills Quality Authority (ASQA) require that a competency based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. Assessment will account for the underpinning skills and knowledge identified with the unit of competency.

**The Higher School Certificate examination for all VET courses is optional.** Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

For a student to be considered to have satisfactorily completed a VET course there must be sufficient evidence that the student has:

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- achieved some or all of the course outcomes;
- undertaken the mandatory work placement.

**Work placement is a mandatory HSC requirement of all VET courses. A minimum of 70 hours' work placement, in an appropriate workplace, is required by students in a 240-hour VET course.**

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Year 11 units, HSC units or as a combination of Year 11 and HSC units.

Schools and delivering RTOs must develop a formal assessment program for each Stage 6 VET course.

Schools must, at the commencement of a VET course:

- provide students with the formal assessment program. The formal assessment program must detail course-specific requirements, including:
- the number and type of assessment tasks, including units of competency assessed in each, and the timing of assessment tasks

[VET | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace14](https://curriculum.nsw.edu.au/ace-rules/ace14)

# MALPRACTICE POLICY

## Malpractice Policy

[Integrity of HSC school-based assessment and exams | NSW Curriculum | NSW Education Standards Authority](#)

- [curriculum.nsw.edu.au/ace-rules/ace10](http://curriculum.nsw.edu.au/ace-rules/ace10)

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

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- [All My Own Work](#) (or its equivalent), and
- [HSC Rules and Procedures Guide](#), and
- [HSC minimum standard: Malpractice and breaches of test rules](#), and
- [HSC practical exams](#).

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.

Candidates for the HSC, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and examinations.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Assessment Review Panel is made up of three executive members outside of the faculty in which the case has arisen.

## Purpose

The purpose of this policy is to establish clear guidelines for managing cases of academic malpractice, in accordance with the New South Wales Education Standards Authority (NESA) guidelines and the *Assessment and Reporting Examination Manual*. This policy aims to ensure academic integrity, fairness, and transparency in the assessment process.

### 1. Scope

This policy applies to all students enrolled in Year 10, 11 and 12, as well as teachers, examination supervisors, and administrative staff involved in assessment and reporting processes within the Department of Education schools.

### 2. Definitions

- **Malpractice:** Any action by a student that gives them an unfair advantage over others in any assessment task or examination. This includes, but is not limited to, plagiarism, cheating, collusion, and other forms of dishonesty.
- **Plagiarism:** The presentation as one's own work, work that has originated from another source, of another person's work, ideas or research without proper acknowledgment. This also includes the use of AI.
- **Cheating:** The use or attempted use of unauthorised materials, information, or devices in an assessment task or examination. This also includes the use of AI.
- **Collusion:** The act of working with others to produce work that is then presented as one's own or assisting another student in such acts. This also includes the use of unauthorised use of artificial Intelligence (AI).

### 3. Examples of Malpractice

Examples of malpractice include, but are not limited to:

- Copying another student's work during an examination or assessment.
- Using unauthorised notes, electronic devices, or other aids during an assessment.
- Submitting work that has been plagiarised from books, journals, websites, or other sources (such as AI).
- Providing another student with answers or assistance during an examination or assessment.
- Falsifying data or results in any assessment task.
- Submitting work completed by someone else as if it were the student's own work.
- Excessive use of other sources not acknowledged.
- Attempting to cheat.
- Assisting others to cheat.
- Copying someone else's work in part or in whole, and presenting it as their own.
- Copying in an examination from other student or using information secretly brought in.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Using non-approved aides during an assessment task.
- Using online translation tools.
- Contriving false explanations to explain work not submitted by the due date.
- Altering of an assessment task that has already been marked.
- Attempting to alter an assessment task that has already been marked.
- Making up journal entries for a research project.
- Falsifying documents.
- Offering false documents for an appeal.
- Breach of assessment conditions – When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment. See page 12.
- Mocking / Harassing a student within an assessment task.

### 4. Responsibilities

- **Students:** Must ensure that all work submitted is their own and adhere to the principles of academic integrity.
- **Teachers:** Must provide clear instructions regarding assessments, monitor assessments to detect possible malpractice, and report any suspected malpractice according to the procedures outlined in this policy.
- **School Administration:** Must support teachers in the investigation and resolution of malpractice cases and ensure that all staff and students are aware of this policy.

### 5. Detection of Malpractice

The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

Teachers and examination supervisors are responsible for identifying and reporting any suspicious behaviour during assessments and examinations.

### 6. All assessments submitted by students may be subject to scrutiny of plagiarism detection software.

Examples such;

- [ai-detector.info/](https://ai-detector.info/)
- [quillbot.com/ai-content-detector](https://quillbot.com/ai-content-detector)
- [grammarly.com/ai-detector](https://grammarly.com/ai-detector)

### 7. Reporting Malpractice

#### i. Initial Report:

- If a teacher or examination supervisor suspects malpractice, they must document the incident and report it to the Head of Department or Deputy Principal immediately.
- The teacher must retain any relevant evidence, such as the assessment task, examination materials, or other items related to the incident.

#### ii. Investigation:

- The Head of Faculty and/or Deputy Principal will conduct a thorough investigation, including interviewing the student involved and any witnesses.
- The student will be given the opportunity to explain their actions and provide any relevant information or evidence.
- The teacher may need to use a variety of formative assessment strategies to check for student understanding, knowledge and skills if any breach of malpractice is suspected.

**iii. Outcome:**

- Following the investigation, a determination will be made as to whether malpractice has occurred.
- If malpractice is confirmed, appropriate consequences will be applied, as outlined in this policy.

## **8. Consequences of Malpractice**

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Consequences for confirmed cases of malpractice may include:

- A mark of zero for the affected assessment task or examination and an N warning letter.
- Cancellation of submitted work or examination results.
- A formal warning to the student and a notation of the incident in their school record.
- For repeated or severe cases, further disciplinary action may be taken, including referral to NESAs.

## **9. Appeals Process**

- Students have the right to appeal decisions related to allegations of malpractice within 24 hours of the decision being taken.
- Appeals must be submitted in writing to the Deputy Principal within five school days of the student being informed of the decision.
- The appeal will be reviewed by a panel consisting of senior school staff, who will consider the evidence and provide a final decision within ten school days of receiving the appeal. If malpractice is proven, a mark of ZERO may be awarded.
- Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If the Teacher and Head Teacher are in agreement, then the student shall be awarded a zero mark for the task and given a full explanation of the decision.

## **10. Communication of the Policy**

- This policy will be communicated to all Year 11 and 12 students at the beginning of each academic year and will be included in the student handbook.
- Teachers will review the policy with students before each major assessment period to reinforce the importance of academic integrity.

## **11. Review of the Policy**

This policy will be reviewed annually or in response to changes in NESAs guidelines or school practices. Any changes to the policy will be communicated to students, parents, and staff in a timely manner. This malpractice policy is designed to align with NESAs guidelines, ensuring that all assessments are conducted fairly, and that academic integrity is upheld throughout the school community.

Schools must record all instances in the register where a student was found to have engaged in malpractice in an HSC school-based assessment task.

## Conduct during examinations, tests or assessments

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor
- Follow the examination supervisor's instructions at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.
- Follow processes also outlined on page 12 (Re: Conduct in In-class / Examinations)

Furthermore: NESA awards zero to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a non-attempt of the examination in that course. In Year 12 this will result in a non-award of the HSC in that course so that course will not appear on your HSC.

In Year 12 this will also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

- Not take food into the examination room
- Only take permitted equipment into the assessment/examination room. Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room.
- The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat. A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Also refer to [Malpractice in Stage 6 \(NESA\). educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/scholarship-principles-practices/3-malpractice](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/scholarship-principles-practices/3-malpractice)

[Examination Equipment List – what you cannot bring into your examination room \(NESA\). nsw.gov.au/education-and-training/hsc/rules-and-procedures/exam-equipment-list](https://nsw.gov.au/education-and-training/hsc/rules-and-procedures/exam-equipment-list)

## USEFUL WEBSITES

### Support for Study

- [educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers)
- [quiz.nesa.nsw.edu.au/home](https://quiz.nesa.nsw.edu.au/home)
- [education.nsw.gov.au/teaching-and-learning/curriculum/curriculum-resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/curriculum-resources)
- [www.uac.edu.au/future-applicants/atar](https://www.uac.edu.au/future-applicants/atar)
- [edrolo.com.au/](https://edrolo.com.au/)
- [atarnotes.com/](https://atarnotes.com/)
- [inspired.edu.au/](https://inspired.edu.au/)
- [libguides.csu.edu.au/HSC](https://libguides.csu.edu.au/HSC)
- [studentvip.com.au/notes](https://studentvip.com.au/notes)
- [highschoolnotes.com.au/](https://highschoolnotes.com.au/)
- [smh.com.au/national/nsw/hsc-study-guide-2024-20240709-p5js85.html](https://smh.com.au/national/nsw/hsc-study-guide-2024-20240709-p5js85.html)

**Try searching  
each of the university  
websites as they have  
helpful tips and guides**

### NSW Education Standards Authority

- [educationstandards.nsw.edu.au/wps/portal/nesa/home](https://educationstandards.nsw.edu.au/wps/portal/nesa/home)

### ACE Manual

- [curriculum.nsw.edu.au/ace-rules](https://curriculum.nsw.edu.au/ace-rules)



# Year 10 - 12 Assessment Task Flowchart



## EXAMINATION SCHEDULE

### Year 11 Examinations

Term 3 2025	Weeks 9 and 10	15 September – 26 September 2025
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## TERM DATES

Term 1	2025	11 weeks	6 February 2025 – 11 April 2025
Term 2	2025	10 weeks	30 April 2025 – 4 July 2025
Term 3	2025	10 weeks	22 July 2025 – 26 September 2025
Term 4	2025	10 weeks	14 October 2025 – 19 December 2025

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## CAPA

### Ceramics Year 11 1 Unit Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Task Type		BOW #1 Short answer responses	BOW #2 Short answer responses	BOW#3
Art Making	<b>70%</b>	20%	20%	30%
Art Criticism and History	<b>30%</b>	15%	15%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		M4, M6, CH2, CH4	M3, M5, CH1, CH3, CH5	M1, M2

#### Syllabus Outcomes

<b>M1</b>	generates a characteristic style that is increasingly self-reflective in their ceramic practice
<b>M2</b>	explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
<b>M3</b>	investigates different points of view in the making of ceramic works
<b>M4</b>	explores ways of generating ideas as representations in the making of ceramic works
<b>M5</b>	engages in the development of different techniques suited to artistic intentions in the making of ceramic works
<b>M6</b>	takes into account issues of Work Health and Safety in their practice
<b>CH1</b>	generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
<b>CH2</b>	investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
<b>CH3</b>	distinguishes between different points of view in their critical and historical studies
<b>CH4</b>	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
<b>CH5</b>	recognises how ceramic works are used in various fields of cultural production

## CAPA

### Drama Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Course Component		Duologue & Logbook	Group Performance & Logbook	Folio & Exam
Making	40%	15%	10%	15%
Performing	30%	5%	20%	5%
Appreciating	30%	5%	5%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		P1.1, P1.2, P1.6, P2.3, P3.1	P1.3, P1.5, P2.1, P2.3, P2.4, P3.3	P1.4, P1.5, P1.6, P2.2, P3.1, P3.2, P3.3

#### Syllabus Outcomes

<b>P1.1</b>	develops acting skills in order to adopt and sustain a variety of characters and roles
<b>P1.2</b>	explores ideas and situations, expressing them imaginatively in dramatic form
<b>P1.3</b>	demonstrates performance skills appropriate to a variety of styles and media
<b>P1.4</b>	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
<b>P1.5</b>	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
<b>P1.6</b>	demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P1.7</b>	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
<b>P1.8</b>	recognises the value of individual contributions to the artistic effectiveness of the whole
<b>P2.1</b>	understands the dynamics of actor-audience relationship
<b>P2.2</b>	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
<b>P2.3</b>	demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P2.4</b>	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
<b>P2.5</b>	understands and demonstrates the commitment, collaboration and energy required for a production
<b>P2.6</b>	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
<b>P3.1</b>	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
<b>P3.2</b>	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
<b>P3.3</b>	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
<b>P3.4</b>	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

## CAPA

### Music 1 Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 & 10
Task Topic		Music for Small Ensembles	Music for Radio, Film, Television and Multimedia	Rock Music
Task Type		Core Viva Voce and Performance	Core Composition and Performance	Aural Skills Yearly Examination
CORE Performance	25%	10%	15%	
CORE Composition	25%		25%	
CORE Aural	25%			25%
CORE Musicology	25%	25%		
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>
<b>OUTCOMES ASSESSED</b>		P5, P8, P9	P1, P3, P11	P4, P6

#### Syllabus Outcomes

<b>P1</b>	performs music that is characteristic of the topics studied
<b>P2</b>	observes, reads, interprets and discusses simple music scores characteristic of topics studied
<b>P3</b>	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
<b>P4</b>	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
<b>P5</b>	comments on and constructively discusses performances and compositions
<b>P6</b>	observes and discusses concepts of music in works representative of the topics studied
<b>P7</b>	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
<b>P8</b>	identifies, recognises, experiments with and discusses the use of technology in music
<b>P9</b>	performs as a means of self-expression and communication
<b>P10</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>P11</b>	demonstrates a willingness to accept and use constructive criticism

## CAPA

### Photography, Video and Digital Imaging Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 2	Term 2 Week 4	Term 3 Week 7
Task Type		Portfolio #1 Artist Case Study	Half Yearly Examination Diary Documentation	Portfolio #2 Artist Research
Making	<b>70%</b>	25%	20%	25%
Critical and Historical	<b>30%</b>	10%	10%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		CH1, CH2, M3, M4, M6	CH3, CH4, Ch5, M2, M4	CH2, CH4, M1, M2, M5

#### Syllabus Outcomes

<b>M1</b>	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
<b>M2</b>	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
<b>M3</b>	investigates different points of view in the making of photographs and/or videos and/or digital images
<b>M4</b>	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
<b>M5</b>	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
<b>M6</b>	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
<b>CH1</b>	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
<b>CH2</b>	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
<b>CH3</b>	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
<b>CH4</b>	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
<b>CH5</b>	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

## CAPA

### Visual Arts Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 9
Task Type		Body of Work #1 VAPD In class essay task	Body of Work #2 VAPD In class short answers task	Body of Work #3 VAPD Yearly Examination
Art Making	50%	20%	15%	15%
Art Criticism and History	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		P1, P4, P7, P8, P9	P2, P3, P8, P9	P5, P6, P7, P8, P9, P10

#### Syllabus Outcomes

<b>P1</b>	explores the conventions of practice in artmaking
<b>P2</b>	explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>P3</b>	identifies the frames as the basis of understanding expressive representation through the making of art
<b>P4</b>	investigates subject matter and forms as representations in artmaking
<b>P5</b>	investigates ways of developing coherence and layers of meaning in the making of art
<b>P6</b>	explores a range of material techniques in ways that support artistic intentions
<b>P7</b>	explores the conventions of practice in art criticism and art history
<b>P8</b>	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>P9</b>	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>P10</b>	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



## ENGLISH

### English Studies Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6
Task Type		<b>Mandatory Module: Achieving through English</b> Career Portfolio	<b>Elective Module: Playing the Game</b> Language in Sport: Analysis and Response	<b>Elective Module K: The Big Screen</b> Film Analysis and Review
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	<b>50%</b>	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		ES11-1, 11-4, 11-5	ES11-3, 11-7, 11-9	ES11-2, 11-3, 11-6, 11-8, 11-10

#### Syllabus Outcomes

<b>ES11-1</b>	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
<b>ES11-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b>	identifies and describes relationships between texts
<b>ES11-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
<b>ES11-10</b>	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## ENGLISH

### English Standard Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3 TASK 4
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
Task Type		Reading to Write Imaginative Response and Reflection	Contemporary Possibilities Extended Response	Close Study of Literature Preliminary Exam
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		EN11-1, EN11-3, EN11-4, EN11-9	EN11-2, EN11-5, EN11-6, EN11-7, EN11-8	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9

#### Syllabus Outcomes

<b>EN11-1A</b>	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>EN11-2A</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN11-3B</b>	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>EN11-4B</b>	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN11-5C</b>	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN11-6C</b>	investigates and explains the relationships between texts
<b>EN11-7D</b>	understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-8D</b>	identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-9E</b>	reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner

## ENGLISH

### English Advanced Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
Task Type		Reading to Write Imaginative text with reflection	Narratives that shape our World Extended Response	Critical Study of Literature Preliminary Exam
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		EA11-3, 11-4, 11-5, 11-9	EA11-1, 11-2, 11-6, 11-7	EA11-1, 11-2 11-3, 11-4, 11-5, 11-6, 11-7, 11-8

#### Syllabus Outcomes

<b>EA11-1</b>	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EA11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA11-3</b>	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
<b>EA11-4</b>	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA11-6</b>	investigates and evaluates the relationships between texts
<b>EA11-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA11-8</b>	explains and evaluates cultural assumptions and values in texts and their effects on meaning
<b>EA11-9</b>	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## HSIE

### Ancient History Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 9 & 10
Course Components		Investigating Ancient History Source Study	Historical Investigation Student research and investigation	Yearly Examination All topics
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skill in analysis and evaluation of sources and interpretations	20%	10%	10%	
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		AH11-1, 7, 9, 10	AH11-3, 4, 8, 9	AH11- 2, 3, 5, 6, 7

#### **Syllabus Outcomes**

<b>AH11-1</b>	describes the nature of continuity and change in the ancient world
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history

## HSIE

### Business Studies Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 8</b>	<b>Term 3 Week 3</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Media File and Business Report</b>	<b>Business Plan</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Stimulus based skills	<b>20%</b>	5%	5%	10%
Inquiry and Research	<b>20%</b>	10%	10%	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		P2, P7, P9	P4, P8, P9	P1, P2, P3, P5, P6, P10

#### **Syllabus Outcomes**

<b>P1</b>	discuss the nature of business, its role in society and types of business structures
<b>P2</b>	explains the internal and external influences on business
<b>P3</b>	describes the factors contributing to the success or failure of small to medium enterprises
<b>P4</b>	assesses the processes and interdependence of key business functions
<b>P5</b>	examines the application of management theories and strategies
<b>P6</b>	analyses the responsibilities of business to internal and external stakeholders
<b>P7</b>	plans and conducts investigations into contemporary business issues
<b>P8</b>	evaluates information for actual and hypothetical business situations
<b>P9</b>	communicates business information and issues in appropriate formats
<b>P10</b>	applies mathematical concepts appropriately in business situations

## HSIE

### Geography Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 9 & 10
Type of Task		Fieldwork and Extended Response	Geographical Investigation	Yearly Examination
Knowledge and understanding of course content	40%	5%	10%	25%
Analysis and Evaluation	20%	10%	5%	5%
Inquiry and Research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		GE-11-02 GE-11-05 GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08 GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-08 GE-11-09

#### Syllabus Outcomes

<b>GE-11-01</b>	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
<b>GE-11-02</b>	explains geographical processes and influences, at a range of scales, that form and transform places and environments
<b>GE-11-03</b>	and challenges, and varying perspectives and responses
<b>GE-11-04</b>	assesses responses and management strategies, at a range of scales, for sustainability
<b>GE-11-05</b>	analyses and synthesises relevant geographical information from a variety of sources
<b>GE-11-06</b>	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
<b>GE-11-07</b>	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
<b>GE-11-08</b>	applies mathematical ideas and techniques to analyse geographical data
<b>GE-11-09</b>	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## HSIE

### Legal Studies Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Media Portfolio and Quiz</b>	<b>Research Task</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Analysis and evaluation	<b>20%</b>		10%	10%
Inquiry and research	<b>20%</b>	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	<b>20%</b>	10%	10%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		P1, 2, 3, 6	P4, 5, 6, 7, 8, 9	P1, 2, 3, 4, 5, 6, 7, 9, 10

#### **Syllabus Outcomes**

<b>P1</b>	identifies and applies legal concepts and terminology
<b>P2</b>	describes the key features of Australian and international law
<b>P3</b>	describes the operation of domestic and international legal systems
<b>P4</b>	discusses the effectiveness of the legal system in addressing issues
<b>P5</b>	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>P6</b>	explains the nature of the interrelationship between the legal system and society
<b>P7</b>	evaluates the effectiveness of the law in achieving justice
<b>P8</b>	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>P9</b>	communicates legal information using well-structured responses
<b>P10</b>	accounts for differing perspectives and interpretations of legal information and issues

## HSIE

### Modern History Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Investigating Modern History</b> Source Study	<b>Historical Investigation</b> Student research and investigation	<b>Yearly Examination</b> All Topics
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Historical skills in analysis and evaluation of sources and interpretations	<b>20%</b>	5%	10%	5%
Historical inquiry and research	<b>20%</b>		10%	10%
Communication of Historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		MH11-6, 7, 9, 10	MH11-5, 6, 7, 8, 9	MH11-1, 2, 3, 4, 5, 9

#### Syllabus Outcomes

<b>MH11.1</b>	describes the nature of continuity and change in the modern world
<b>MH11.2</b>	proposes ideas about the varying causes and effects of events and developments
<b>MH11.3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11.4</b>	accounts for the different perspectives of individuals and groups
<b>MH11.5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11.6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11.7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH11.8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11.9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>MH11.10</b>	discusses contemporary methods and issues involved in the investigation of modern history



## HSIE

### Society and Culture Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 7</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Analysis of Social Issues and News in the Media</b>	<b>Generational Research task</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>50%</b>	15%	10%	25%
Application and analysis of social and cultural research methods	<b>30%</b>		20%	10%
Communication of information, ideas and issues in appropriate forms	<b>20%</b>	10%	5%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		P1, 4, 7, 8, 10	P3, 5, 8, 9, 10	P1, 2, 5, 6, 9

#### **Syllabus Outcomes**

<b>P1</b>	identifies and applies social and cultural concepts
<b>P2</b>	describes personal, social and cultural identity
<b>P3</b>	identifies and describes relationships and interactions within and between social and cultural groups
<b>P4</b>	identifies the features of social and cultural literacy and how it develops
<b>P5</b>	explains continuity and change and their implications for societies and cultures
<b>P6</b>	differentiates between social and cultural research methods
<b>P7</b>	selects, organises, and considers information from a variety of sources for usefulness, validity, and bias
<b>P8</b>	plans and conducts ethical, social, and cultural research
<b>P9</b>	uses appropriate course language and concepts suitable for different audiences and contexts
<b>P10</b>	communicates information, ideas and issues using appropriate written, oral, and graphic forms

## MATHEMATICS

### Mathematics Standard Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 9 & 10
Course Components		In-Class Test	In-Class Test	Yearly Examination
Understanding, Fluency & Communicating	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		MS11-1, MS11-3, MS11-4, MS11-6, MS11-10	MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10

#### Syllabus Outcomes

<b>MS11-1</b>	A student uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-2</b>	A student represents information in symbolic, graphical and tabular form
<b>MS11-3</b>	A student solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>MS11-4</b>	A student performs calculations in relation to two-dimensional figures
<b>MS11-5</b>	A student models relevant financial situations using appropriate tools
<b>MS11-6</b>	A student makes predictions about everyday situations based on simple mathematical models
<b>MS11-7</b>	A student develops and carries out simple statistical processes to answer questions posed
<b>MS11-8</b>	A student solves probability problems involving multistage events
<b>MS11-9</b>	A student uses appropriate technology to investigate, organise and interpret information in a range of contexts
<b>MS11-10</b>	A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## MATHEMATICS

### Mathematics Advanced Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		In-Class Test	In-Class Task	Yearly Examination
Understanding, Fluency & Communicating	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		MA11-1, MA11-2, MA11-9	MA11-1, MA11-4, ma11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

#### Syllabus Outcomes

<b>MA11-1</b>	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	uses the concepts of functions and relations to model, analyse and solve practical problems
<b>MA11-3</b>	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
<b>MA11-4</b>	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
<b>MA11-5</b>	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
<b>MA11-6</b>	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
<b>MA11-7</b>	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
<b>MS11-8</b>	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
<b>MS11-9</b>	provides reasoning to support conclusions which are appropriate to the context

## MATHEMATICS

### Mathematics Extension Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Course Components		Open-book Class Test	One pager In-Class Test	Yearly Exam
Understanding, Fluency & Communicating	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		ME11-1, 2, 6, 7	ME11-1, 2, 6, 7	ME11-1, 2, 3, 4, 5, 6, 7

#### Syllabus Outcomes

<b>ME11-1</b>	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b>	manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b>	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b>	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
<b>ME11-5</b>	uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b>	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME11-7</b>	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

**PDHPE**

**Community and Family Studies (CAFS) Year 11 Assessment Schedule 2025**

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 2 2025 Week 4</b>	<b>Term 3 2025 Week 3</b>	<b>Term 3 2025 Weeks 9 &amp; 10</b>
<b>Task Type</b>		<b>Film Analysis</b>	<b>In Class Written Response</b>	<b>Examination</b>
<b>Course Component</b>		<b>Resource Management, Individuals and Groups</b>	<b>Families and Communities</b>	<b>Preliminary Course</b>
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>resource management</li> <li>positive relationships</li> <li>range of societal factors</li> <li>nature of groups, families and communities</li> </ul>	40%	15%	15%	10%
Skills in: <ul style="list-style-type: none"> <li>applying management processes to meet the needs of individuals, groups, families and communities</li> <li>planning to take responsible action to promote wellbeing</li> </ul>	40%	15%	15%	10%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	20%	5%	5%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		P1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	P1.2, 2.4, 3.1, 4.2, 6.1	P1.1 - 7.4

**Syllabus Outcomes**

<b>P1.1</b>	describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals
<b>P1.2</b>	proposes effective solutions to resource problems
<b>P2.1</b>	accounts for the roles and relationships that individuals adopt within groups
<b>P2.2</b>	describes the role of the family and other groups in the socialisation of individuals
<b>P2.3</b>	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
<b>P2.4</b>	analyses the inter-relationships between internal and external factors and their impact on family functioning
<b>P3.1</b>	explains the changing nature of families and communities in contemporary society
<b>P3.2</b>	analyses the significance of gender in defining roles and relationships
<b>P4.1</b>	utilises research methodology appropriate to the study of social issues
<b>P4.2</b>	presents information in written, oral and graphic form
<b>P5.1</b>	applies management processes to maximize the efficient use of resources
<b>P6.1</b>	distinguishes those actions that enhance wellbeing
<b>P6.2</b>	uses critical thinking skills to enhance decision-making
<b>P7.1</b>	appreciates differences among individuals, groups and families within communities and values their contribution to society
<b>P7.2</b>	develops a sense of responsibility for the wellbeing of themselves and others
<b>P7.3</b>	appreciates the value of resource management in response to change
<b>P7.4</b>	values the place of management in coping with a variety of role expectations

**PDHPE**

**Health and Movement Science Year 11 Assessment Schedule 2025**

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 9 & 10
Task Type		Research and In-Class Written Assessment	Collaborative Investigation	Examination
Course Component		Health for Individuals and Communities (HIC)	HIC Body and Mind in Motion (BMM)	HIC and BMM
Knowledge and understanding of course content	40%	10%	5%	25%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	20%	25%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		HM-11-01 HM-11-02 HM-11-06 HM-11-10	HM-11-05 HM-11-07 HM-11-08 HM-11-09 HM-11-10 HM-11-XX *	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06

\* Due to the nature of the collaborative investigation, students will select content areas from the course of interest to them. HMS-XX reflects the knowledge and understanding outcome(s) to be determined by teacher in partnership with students, based on the nature and focus of the Collaborative Investigation.

**Syllabus Outcomes**

<b>HM-11-01</b>	interprets meanings, measures and patterns of health experienced by Australians
<b>HM-11-02</b>	analyses methods and resources to improve and advocate for the health of young Australians
<b>HM-11-03</b>	analyses the systems of the body in relation to movement
<b>HM-11-04</b>	investigates movement skills and psychology to improve participation and performance
<b>HM-11-05</b>	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
<b>HM-11-06</b>	Analysis: analyses the relationships and implications of health and movement concepts
<b>HM-11-07</b>	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
<b>HM-11-08</b>	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
<b>HM-11-09</b>	Problem-solving: proposes and evaluates solutions to health and movement issues
<b>HM-11-10</b>	Research: analyses a range of sources to make conclusions about health and movement concepts

## PDHPE

### Sport, Lifestyle and Recreation Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 6	Term 2 Week 1 – 9	Term 3 Week 6
Task Type		Training Program Design Task	Practical Application & Movement Analysis	Healthy Lifestyles Research Task
Course Component		Modules 8.5 and 8.12 Fitness and Resistance Training	Module 8.6 Games and Sports Applications 1	Module 8.9 Healthy Lifestyles
Knowledge and Understanding	50%	20%	10%	20%
Skills	50%	15%	20%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		1.3, 2.1, 2.2, 3.2, 4.1, 4.3	1.1, 3.1, 3.4, 4.2, 4.4	1.5, 3.5, 4.3

#### Syllabus Outcomes

Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	<b>1.1</b> applies the rules and conventions that relate to participation in a range of physical activities <b>1.2</b> explains the relationship between physical activity, fitness and healthy lifestyle <b>1.3</b> demonstrates ways to enhance safety in physical activity <b>1.4</b> investigates and interprets the patterns of participation in sport and physical activity in Australia <b>1.5</b> critically analyses the factors affecting lifestyle balance and their impact on health status <b>1.6</b> describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	<b>2.1</b> explains the principles of skill development and training <b>2.2</b> analyses the fitness requirements of specific activities <b>2.3</b> selects and participates in physical activities that meet individual needs, interests and abilities <b>2.4</b> describes how societal influences impact on the nature of sport in Australia <b>2.5</b> describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	<b>3.1</b> selects appropriate strategies and tactics for success in a range of movement contexts <b>3.2</b> designs programs that respond to performance needs <b>3.3</b> measures and evaluates physical performance capacity <b>3.4</b> composes, performs and appraises movement <b>3.5</b> analyses personal health practices <b>3.6</b> assesses and responds appropriately to emergency care situations <b>3.7</b> analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	<b>4.1</b> plans strategies to achieve performance goal <b>4.2</b> demonstrates leadership skills and a capacity to work cooperatively in movement context <b>4.3</b> makes strategic plans to overcome the barriers to personal and community health <b>4.4</b> demonstrates competence and confidence in movement contexts <b>4.5</b> recognises the skills and abilities required to adopt roles that support health, safety, and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	<b>Values and Attitudes</b> <b>5.1</b> accepts responsibility for personal and community health <b>5.2</b> willingly participates in regular physical activity <b>5.3</b> values the importance of an active lifestyle <b>5.4</b> values the features of a quality performance <b>5.5</b> strives to achieve quality in personal performance



## SCIENCE

### Biology Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3 TASK 4
<b>Date of Task</b>		<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Task Type</b>		Practical Investigation	Depth Study – Cell Model & Research Task	Yearly Examinations
Skills in Working Scientifically <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and information</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	25%	25%	10%
Knowledge and Understanding of Course Content	<b>40%</b>	10%	15%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		BIO11 - 1,2,3,4,5,6,7,8	BIO11 – 5,6,7,9	BIO11- 1,2,3,4,5,6,7,8,9,10, 11

#### Syllabus Outcomes

<b>Objective - Students: develop skills in applying the processes of Working Scientifically</b>
<b>Stage 6 course outcomes - A student:</b>
<b>Questioning and predicting</b>
<b>BIO11-1</b> develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations</b>
<b>BIO11-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations</b>
<b>BIO11-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information</b>
<b>BIO11-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information</b>
<b>BIO11-5</b> analyses and evaluates primary and secondary data and information
<b>Problem solving</b>
<b>BIO11-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating</b>
<b>CH11-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Objective - Students: develop knowledge and understanding of the fundamentals of chemistry</b>
<b>Year 11 course outcomes – A student:</b>
<b>BIO11-8</b> describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b> explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
<b>Objective - Students: develop knowledge and understanding of the Earth's biodiversity and the effect of evolution</b>
<b>Year 11 course outcomes - A student:</b>
<b>BIO11-10</b> describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b> analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## SCIENCE

### Earth and Environmental Science Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 4</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Task Type</b>		<b>First-hand Investigation</b>	<b>Depth Study</b>	<b>Yearly Exam</b>
Skills in Working Scientifically <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and information</li> <li>• Analysing Data and information</li> <li>• Problem Solving</li> <li>• Communicating</li> </ul>	<b>60%</b>	20%	20%	20%
Knowledge and Understanding of Course Content	<b>40%</b>	10%	20%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		EES1, 2, 3, 4, 7	EES1, 2, 3, 4, 5, 6, 7, 8, 11	EES4, 5, 6, 7, 8, 9, 10, 11

#### Syllabus Outcomes

<b>EES11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>EES11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>EES11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere, and biosphere and how they are interrelated
<b>EES11-9</b>	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	describes human impact on the Earth in relation to hydrological processes, geological processes, and biological changes

## SCIENCE

### Investigating Science Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3 TASK 4
<b>Date of Task</b>		<b>Term 2 Week 3</b>	<b>Term 3 Week 3</b>	<b>Term 3 Week 9 &amp; 10</b>
<b>Task Type</b>		<b>Depth Study: Testing Assumptions</b>	<b>Scientific Model</b>	<b>Yearly Examination</b>
Skills in working scientifically <ul style="list-style-type: none"> <li>· Questioning and Predicting</li> <li>· Planning Investigations</li> <li>· Conducting Investigations</li> <li>· Processing Data and information</li> <li>· Analysing Data and information</li> <li>· Problem Solving</li> <li>· Communicating</li> </ul>	<b>60%</b>	25%	30%	5%
Knowledge and Understanding of Course Content	<b>40%</b>	5%	10%	25%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		INS11- 1,2,3,4,5,7,9	INS11- 1,4,5,6,7,10	INS11 –5,6,8,9, 10, 11

#### Syllabus Outcomes

<b>INS11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>INS11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS11-5</b>	Analyses and evaluates primary and secondary data and information
<b>INS11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11-8</b>	Identifies that the collection of primary and secondary data initiates scientific investigations
<b>INS11-9</b>	Examines the use of inferences and generalisations in scientific investigations
<b>INS11-10</b>	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
<b>INS11-11</b>	Describes and assesses how scientific explanations, laws and theories have developed

## SCIENCE

### Marine Studies Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 6	Term 2 Week 6	Term 3 Week 6
Task Type		Core Module 1 (First Aid)	Core Module 4 (Humans in Water)	Core Module 5 (Marine and Maritime Employment)
Course Component		First Aid Practical and Theory Quiz	Dive Plan Depth Study	Marine and Maritime Employment Task
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		1.2, 2.1, 2.2, 3.1, 5.1, 5.2, 5.3	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3, 5.4	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.3, 5.4

#### Syllabus Outcomes

<b>1.1</b>	relates with a respectful and caring attitude to the ocean and its life forms
<b>1.2</b>	identifies the roles of individuals or groups involved in maritime activities
<b>1.3</b>	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
<b>1.4</b>	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
<b>1.5</b>	demonstrates an awareness of the value of the ocean as a source of historical information
<b>2.1</b>	appreciates the importance of effective management practice
<b>2.2</b>	works effectively within a group
<b>2.3</b>	communicates information by writing reports, giving short talks and contributing to discussions
<b>3.1</b>	evaluates information, situations, equipment manuals and written or manual procedures
<b>3.2</b>	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating graphing
<b>3.3</b>	generates information from data by calculating, inferring, interpreting and generalising
<b>3.4</b>	carries out planned research activities using appropriate measurements, observations, classification and recording skills
<b>4.1</b>	identifies marine vocations and a range of leisure pursuits
<b>4.2</b>	appreciates marine environments as sources of employment and leisure
<b>5.1</b>	values the rules and operating principles of marine equipment and applies them`
<b>5.2</b>	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
<b>5.3</b>	interprets and follows instructions, with accuracy
<b>5.4</b>	selects, organises, assembles, dismantles, cleans, and returns equipment

## SCIENCE

### Physics Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 2 Week 1</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 * 10</b>
<b>Task Type</b>		<b>Depth Study</b>	<b>Practical Investigation</b>	<b>Yearly Examination</b>
Knowledge and Understanding <ul style="list-style-type: none"> <li>· Develop knowledge and understanding of the fundamentals of Mechanics</li> <li>· Develop knowledge and understanding Energy</li> </ul>	<b>40%</b>	5%	5%	30%
Working Scientifically <ul style="list-style-type: none"> <li>· Questioning and Predicting</li> <li>· Planning Investigations</li> <li>· Conducting Investigations</li> <li>· Analysing Data and information</li> <li>· Problem Solving</li> <li>· Communicating</li> </ul>	<b>60%</b>	35%	20%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>25%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		PH 11- 1,2,3,4,5,6,7,8, 9,11	PH11- 1,2,3,4,5,6,7,10	PH 11- 1,2,4,5,6,7,8,9,10,1

#### Syllabus Outcomes

<b>11-1-</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>11-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>11-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>11-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>11-5</b>	analyses and evaluates primary and secondary data and information
<b>11-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>11-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>11-8</b>	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
<b>11-9</b>	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
<b>11-10</b>	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>11-11</b>	explains and quantitatively analyses electric fields, circuitry and magnetism

## TAS

### Exploring Early Childhood Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 5	Term 3 Weeks 9 & 10
Content Area		Pregnancy & Childbirth	Play and the Developing Child	Yearly Examination
Task Type		Presentation	Resource	Examination
Knowledge and understanding of Exploring Early Childhood	60%	10%	15%	35%
Practical Skills in Exploring Early Childhood	40%	20%	20%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		K1.1, 2.1, 5.1	K1.3, 2.3, 4.2	K1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.2

#### Syllabus Outcomes

Objective	Outcomes
<b>K.1</b> Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	<b>K1.1</b> analyses prenatal issues that have an impact on development
	<b>K1.2</b> examines major physical, social-emotional, behavioural, cognitive and language development of young children
	<b>K1.3</b> examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
	<b>K1.4</b> analyses the ways in which family, community and culture influence the growth and development of young children
	<b>K1.5</b> examines the implications for growth and development when a child has special needs
<b>K.2</b> Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development	<b>K2.1</b> analyses issues relating to the appropriateness of a range of services for different families
	<b>K2.2</b> critically examines factors that influence the social world of young children
	<b>K2.3</b> explains the importance of diversity as a positive issue for children and their families
	<b>K2.4</b> analyses the role of a range of environmental factors that have an impact on the lives of young children
	<b>K2.5</b> examines strategies that promote safe environments
<b>K.3</b> Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	<b>K3.1</b> displays a willingness to respond to the individual needs of young children and families evaluates strategies that encourage positive behaviour in young children
<b>K4.</b> Skills in communication and interaction	<b>K4.1</b> demonstrates appropriate communication skills with children and/or adults
	<b>K4.2</b> interacts appropriately with children and adults from a wide range of cultural backgrounds
	<b>K4.3</b> demonstrates appropriate strategies to resolve group conflict
<b>K5.</b> Skills in research and analysis	<b>K5.1</b> analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>K.6</b> Skills in decision making, evaluation and reflective thinking	<b>K6.1</b> demonstrates an understanding of decision-making processes
	<b>K6.2</b> displays a willingness to respond to the individual needs of young children and families critically examines all issues including beliefs and values that may influence interactions with others
<b>V.1</b> Respect for the individuality and uniqueness of young children and their families	<b>V1.1</b> displays a willingness to respond to the individual needs of young children and families
	<b>V1.2</b> interacts with children and adults in a positive non-judgemental and accepting manner
<b>V.2.</b> An appreciation of the value and importance of supportive and responsible relationships with young children	<b>V2.1</b> appreciates the importance of facilitating responsible and supportive interactions with young children

## TAS

### Food Technology Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
<b>Date of Task</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Course Components</b>		<b>Food Availability and Selection</b>	<b>Food Quality</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	<b>30%</b>	20%		10%
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30%</b>		30%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		P1.1, 1.2, 4.2	P2.2, 3.2, 4.1, 4.4	P1.1, 1.2, 2.1, 2.2, 3.1, 4.3, 5.1

#### Syllabus Outcomes

Objectives	Outcomes
Students will develop: knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	<b>P1.1</b> identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
	<b>P1.2</b> accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	<b>P2.1</b> explains the role of food nutrients in human nutrition
	<b>P2.2</b> identifies and explains the sensory characteristics and functional properties of food
Skills in researching, analysing and communicating food issues	<b>P3.1</b> assesses the nutrient value of meals/diets for particular individuals and groups
	<b>P3.2</b> presents ideas in written, graphic and oral form using computer software where appropriate
Skills in experimenting with and preparing food by applying theoretical concepts	<b>P4.1</b> selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
	<b>P4.2</b> plans, prepares and presents foods which reflect a range of the influences on food selection
	<b>P4.3</b> selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
	<b>P4.4</b> applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
Skills in designing implementing and evaluating solutions to food situations	<b>P5.1</b> generates ideas and develops solutions to a range of food situations

## TAS

### Industrial Technology – Timber Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
<b>Date of Task</b>		<b>Term 2 Week 2</b>	<b>Term 3 Week 3</b>	<b>Term 3 Week 6</b>	<b>Term 3 Weeks 9 &amp; 10</b>
<b>Type of Task</b>		<b>Practical tasks and folio</b>	<b>Practical tasks and folio</b>	<b>Industry study</b>	<b>Yearly Examination</b>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	10%	10%
Knowledge and skills in management, communication and production of projects	<b>60%</b>	15%	25%	5%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>15%</b>	<b>25%</b>
<b>OUTCOMES ASSESSED</b>		P1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 6.1	P3.3, 4.3, 4.2, 4.2, 7.2	P1.1, 2.2, 6.2, 7.2	P1.1, 1.2, 6.2, 7.1, 7.2



**Syllabus Outcomes**

<b>P1.1</b>	describes the organisation and management of an individual business within the focus area industry
<b>P1.2</b>	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
<b>P2.1</b>	describes and uses safe working practices and correct workshop equipment maintenance techniques
<b>P2.2</b>	works effectively in team situations
<b>P3.1</b>	sketches, produces and interprets drawings in the production of projects
<b>P3.2</b>	applies research and problem-solving skills
<b>P3.3</b>	demonstrates appropriate design principles in the production of projects
<b>P4.1</b>	demonstrates a range of practical skills in the production of projects
<b>P4.2</b>	demonstrates competency in using relevant equipment, machinery and processes
<b>P4.3</b>	identifies and explains the properties and characteristics of materials/components through the production of projects
<b>P5.1</b>	uses communication and information processing skills
<b>P5.2</b>	uses appropriate documentation techniques related to the management of projects
<b>P6.1</b>	identifies the characteristics of quality manufactured products
<b>P6.2</b>	identifies and explains the principles of quality and quality control
<b>P7.1</b>	identifies the impact of one related industry on the social and physical environment
<b>P7.2</b>	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

## TAS

### Software Engineering Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 9 & 10
Type of Task		Mechatronics Task	Programming Task	Exam
Topic Area		Programming Mechatronics	Programming Fundamentals	All areas
Knowledge and understanding of course content	50%	10%	20%	20%
Knowledge and skills in the design and development of software solutions	50%	20%	20%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		SE11-03, 11-05, 11-06, 11-07	SE11-01, 11-02, 11-08, 11-09	All outcomes

#### Syllabus Outcomes

<b>SE11.01</b>	Describes methods used to plan, develop and engineer software solutions.
<b>SE11.02</b>	Explains how structural elements are used to develop programming code.
<b>SE11.03</b>	Describes how current hardware, software and emerging technologies influence the development of software engineering solutions.
<b>SE11.04</b>	Applies safe and secure practices to collect, use and store data
<b>SE11.05</b>	Describes the social, ethical and legal implications of software engineering on the individual, society and the environment
<b>SE11.06</b>	Applies tools and resources to design, develop, manage and evaluates software
<b>SE11.07</b>	Implements safe and secure programming solutions
<b>SE11.08</b>	Applies language structures to refine code
<b>SE11.09</b>	Manages and documents the development of a software project

## TAS

### Textiles & Design Year 11 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 6
Type of Task		Design Folio	Project #1	Project #2
Topic Area		Elements and principals of design & manufacturing techniques	Properties and performance of textiles	Australian textiles, clothing, footwear & allied industries
Knowledge and understanding of textiles and the textiles industry	<b>50%</b>	10%	20%	20%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end	<b>50%</b>	20%	15%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>		P1.1, 1.2, 2.2	P2.1, 2.3, 3.1, 3.2	P4.1, 5.1, 5.2, 6.1

#### Syllabus Outcomes

<b>P1.1</b>	describes the elements and principles of design and uses them in a variety of applications
<b>P1.2</b>	identifies the functional and aesthetic requirements and features of a range of textile items
<b>P2.1</b>	demonstrates the use of a variety of communication skills, including computer based technology
<b>P2.2</b>	develops competence in the selection and use of appropriate manufacturing techniques and equipment
<b>P2.3</b>	manages the design and manufacture of textile projects
<b>P3.1</b>	identifies properties of a variety of fabrics, yarns and fibres
<b>P3.2</b>	justifies the selection of fabrics, yarns and fibres for end-uses
<b>P4.1</b>	identifies and selects textiles for specific end-uses based on analysis of experimentation
<b>P5.1</b>	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
<b>P5.2</b>	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
<b>P6.1</b>	identifies and appreciates the factors that contribute to the quality and value of textiles in society

## VET COURSE ASSESSMENT SCHEDULES 2025

<a href="#">Business Services</a> .....	69
<a href="#">Construction Pathways</a> .....	70
<a href="#">Fitness</a> .....	71
<a href="#">Retail</a> .....	72
<a href="#">Hospitality</a> .....	73
<a href="#">Construction Bricklaying</a> .....	73

School Name: Wadalba Community School

Year 11 2025

Student Competency Assessment Schedule

**Course: Business Services**

Assessment Tasks for BSB30120 Certificate III in Business			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 9	Week 9	Week 1
			Term 1	Term 2	Term 4
			Date	Date	Date
Code	Unit of Competency	HSC Examinable			
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BBSB30120 Certificate III in Business.

**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: Wadalba Community School

Year 11 2025

Student Competency Assessment Schedule

**Course: Construction Pathways**

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 9	Week 10	Week 10	Week 2
*Task 2 completion may be carried over to HSC year			Term 1	Term 2	Term 1	Term 3
Code	Unit of Competency	HSC Examinable	Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	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”.

**Course: Fitness**

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 1 The fitness Industry	Task 2 Safety in fitness facilities
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 6	Week 10
		Term 1	Term 2
<b>Code</b>	<b>Unit of Competency</b>	Date	Date
BSBPEF301	Organise personal work priorities	X	
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISXFAC002	Maintain sport, fitness and recreation facilities		X
HLTWH5001	Participate in workplace health and safety		X

\* Task 1 Portfolio – Evidence collection for the portfolio is ongoing. The task can be submitted when sufficient evidence has been collected.

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIS30321 Certificate III in Fitness.

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”.



Course: Retail

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 10	Weeks 10
			Term 1	Term 2
Code	Unit of Competency	HSC Examinable	Date	Date
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”.



**Course: Hospitality**

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10	Week 5
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date	Date
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

**Course: Construction Bricklaying**

Assessment Tasks for 4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 9	Week 5	Week 3	Week 8
			Term 1	Term 1	Term 2	Term 2
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	v		X		
CPCCCM1011	Undertake basic estimation and costing				X	
CPCCOM1015	Carry out measurements and calculations	v			X	
CPCCOM2001	Read and interpret plans and specifications	v				X
CPCCOM1013	Plan and organise work	v				X

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BCPC20220 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”.

## Course: Construction Bricklaying (continued)

Assessment Tasks for 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 5.1 Bricklaying and Blocklaying	Task 6 Tools and equipment	Task 7 Group project	HSC Trial
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 6	Week 1	Week 1	Week 4+5
			Term 3	Term 4	Term 4	Term 3
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable Unit</b>	Date	Date	Date	Date
CPCCB2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BCPC20220 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".

**FSX VET TO BE INSERTED**

## 2025 ASSESSMENT CALENDAR FOR YEAR 11

	Term 1 2025	Term 2 2025	Term 3 2025	Term 4 2025
<b>Week 1</b>	Friday only (Staff Development Day)	Chemistry Physics Sport, Lifestyle & Recreation Visual Arts	Legal Studies Society & Culture Studies of Religion Visual Arts	Year 12
<b>Week 2</b>		Health & Movement Science Industrial Technology Photography, Video and Digital Imaging Sport, Lifestyle & Recreation	Chemistry	Year 12
<b>Week 3</b>		Earth & Environmental Science Investigating Science Sport, Lifestyle & Recreation	Business Studies CAFS Health & Movement Science Industrial Technology Investigating Science	Year 12
<b>Week 4</b>	Studies of Religion	CAFS Photography, Video and Digital Imaging Sport, Lifestyle & Recreation	Earth & Environmental Science Geography	Year 12
<b>Week 5</b>		Sport, Lifestyle & Recreation	Exploring Early Childhood	Year 12
<b>Week 6</b>	Marine Studies Sport, Lifestyle & Recreation	Marine Studies Sport, Lifestyle & Recreation	Ancient History English - Studies Industrial Technology Marine Studies Software Engineering Textiles & Design	Year 12
			<b>FRIDAY - NON-ASSESSMENT PERIOD</b>	
<b>Week 7</b>	Mathematics – Standard Mathematics - Advanced Society & Culture	Sport, Lifestyle & Recreation	<b>NON-ASSESSMENT PERIOD</b>	Year 12
	<b>Term 1 2025</b>	<b>Term 2 2025</b>	<b>Term 3 2025</b>	<b>Term 4 2025</b>

## 2025 ASSESSMENT CALENDAR FOR YEAR 11

	Term 1 2025	Term 2 2025	Term 3 2025	Term 4 2025
<b>Week 8</b>	Biology Business Studies	Biology Mathematics – Standard Music 1 Sport, Lifestyle & Recreation Textiles & Design	<b>MONDAY TO THURSDAY NON-ASSESSMENT PERIOD</b>	
				Year 12
<b>Week 9</b>	Ceramics Dance English - Studies Music 1 Textiles & Design	Ceramics Drama English – Studies Language – Spanish Beginners Mathematics – Extension 1 Sport, Lifestyle & Recreation	<b>YEARLY EXAMINATIONS</b>	Year 12
<b>Week 10</b>	Ancient History Drama English – Standard English – Advanced Exploring Early Childhood Food Technology Geography Language – Spanish Beginners Legal Studies Mathematics – Extension 1 Modern History Software Engineering	Dance English – Standard English – Advanced Mathematics – Advanced Modern History Physics	<b>YEARLY EXAMINATIONS</b>	Year 12
<b>Week 11</b>		n/a	n/a	n/a
<b>NOTE: VET Assessment events are not included. Please see VET Schedules.</b>				
	Term 1 2025	Term 2 2025	Term 3 2025	Term 4 2025

## APPENDIX 1 – ILLNESS/MISADVENTURE/EXTENSION FORM

Illness/Misadventure/Extension forms may be submitted online via the [SchoolBytes](#) parent portal or via the QR Code below.



## APPENDIX 2 – STUDENT AGREEMENT FORM

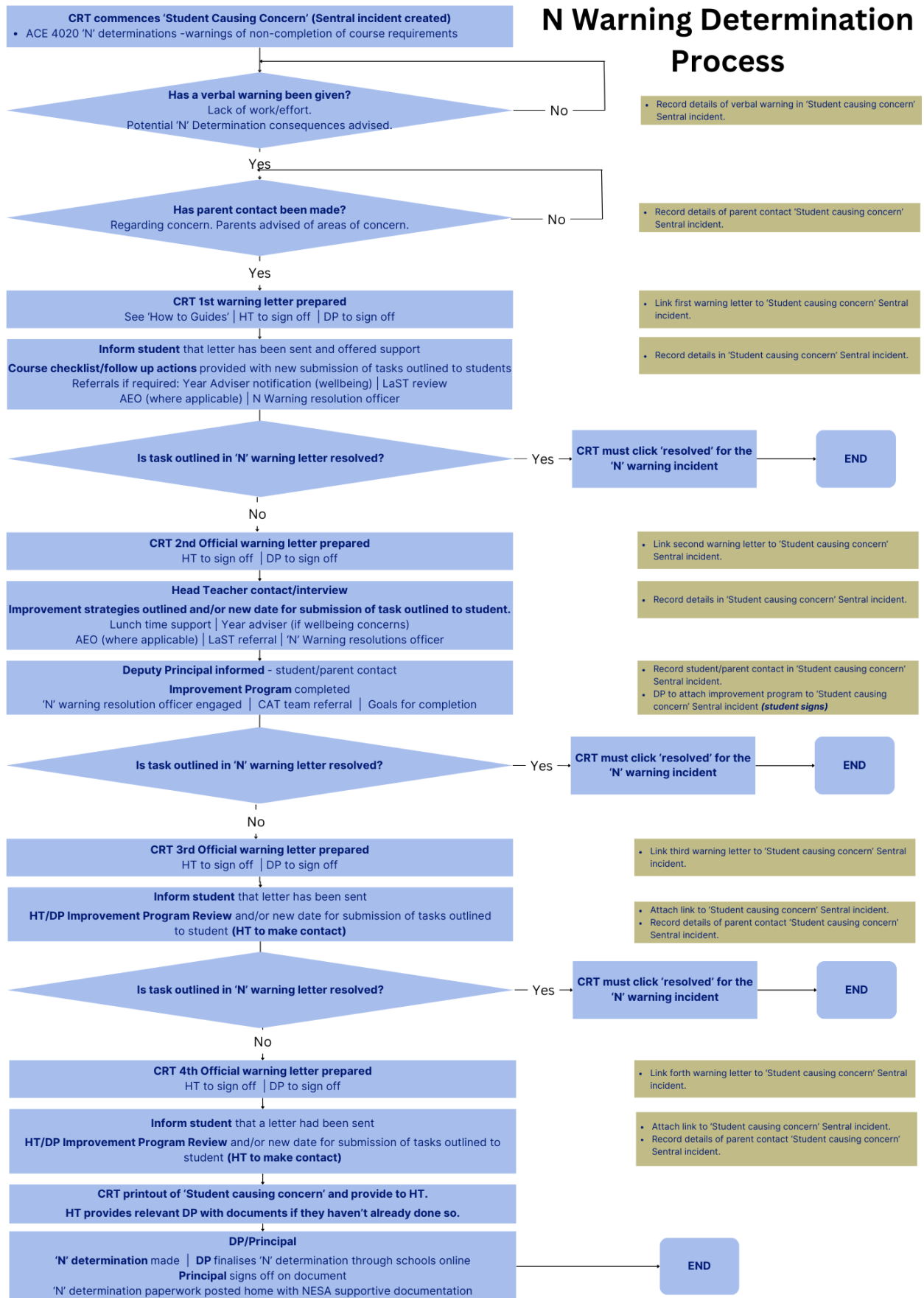
### Receipt of Assessment Policy and Procedures

- A copy of this booklet has been emailed to each student and carer at the commencement of the new year.
- A copy of this Policy can also be found on our school website under “handbooks” and under “Rules and Policies”.
- I understand that it is my responsibility to read, understand and follow the procedures for assessment set out within, and to seek help from my class teacher and/or Head Teachers and/or if I have any difficulty meeting my obligations.
- I understand that the Assessment Schedule overview for my courses are found in the relevant cohort curriculum handbook (<https://wadalba-c.schools.nsw.gov.au/about-our-school/handbooks.html>).
- The school will provide a detailed assessment notification form to students at least 2 weeks prior to the date of submission of an assessment.

**Please reply to the School Bytes email to acknowledge your receipt of this handbook.**

# APPENDIX 3 – ‘N’ WARNING’S

## ‘N’ Warning Determination Process





# Sample 'N' Warning Letter

## Wadalba Community School

Progress with Pride



Unlocking the Brilliance in Each of Us



Thursday, 27th June 2024

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear [Redacted],

I am writing to advise you that [Redacted] is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course PDHPE (Stage 6). The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as official warning number 5 that we have issued concerning your child's participation in PDHPE (Stage 6). A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- b. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record Of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. To date, [Redacted] has not satisfactorily met the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [Redacted] to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved. Please discuss the matter with [Redacted] and contact the school if further information or clarification is needed.

Yours sincerely,

Mrs Shannon Cameron

Mrs Shannon Cameron

Mrs Deanna Beecroft - Deputy Principal

Class Teacher

Head Teacher PDHPE



Orchid Way, Wadalba NSW 2259 PO Box 294, Wyong NSW 2259 T: 02 4356 2888  
Email: wadalba-c.school@det.nsw.edu.au Website: http://www.wadalba-c.schools.nsw.edu.au/

Principal: Mrs Carlie Wells  
Deputy Principals: Mrs Deanna Beecroft | Mr Matthew Sawyer | Mrs Rebecca Mace (Ret)  
Ms Roxanne Sanday | Mrs Samantha Martin



To satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by, [Redacted]

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Missed Classwork (Attachment provided with links and resources )	0%	12/2/2024	Complete missed coursework	25/3/2024
Missed Classwork (Attachment provided with links and resources )	0%	26/2/2024	Complete Course work	18/3/2024
Missed Classwork (Attachment provided with links and resources)	0%	13/3/2024	Complete tasks and submit to teacher	5/4/2024
Missed Classwork (Attachment provided with links and resources) (outcomes H1 - H5, H14-H16, H8)	0%	13/3/2024	Complete tasks and submit to teacher	29/5/2024

### Action by Parent/Guardian

To support [Redacted] in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Shannon Cameron.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Please complete and return to Mrs Shannon Cameron.

### REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

- \* I have received the letter dated 27/06/24 indicating that [Redacted] is in danger of not having satisfactorily completed PDHPE (Stage 6).
- \* I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- \* I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

27/06/24

Parent/Caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_





Orchid Way, Wadalba NSW 2259 PO Box 294, Wyong NSW 2259 T: 02 4356 2888  
Email: wadalba-c.school@det.nsw.edu.au Website: http://www.wadalba-c.schools.nsw.edu.au/

Principal: Mrs Carlie Wells  
Deputy Principals: Mrs Deanna Beecroft | Mr Matthew Sawyer | Mrs Rebecca Mace (Ret)  
Ms Roxanne Sanday | Mrs Samantha Martin



## APPENDIX 4 – SAMPLE WCS ASSESSMENT TASK PROFORMA

 <p><b>WADALBA</b> COMMUNITY SCHOOL</p>	<p style="text-align: center;">202... YEAR ... SUBJECT</p> <p style="text-align: center;">Assessment Task #</p> <p style="text-align: center;">Assessment Task Title</p>		
<p><b>TASK DESCRIPTION:</b></p> <p>To demonstrate your knowledge and understanding of the <i>TBA</i> unit of work, you will...</p>			
<b>TASK WEIGHTING</b>	TBA %	<b>TOTAL MARKS</b>	TBA
<p><b>OPTIONAL DRAFT DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>		<p><b>FINAL SUBMISSION DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>MODE OF SUBMISSION DRAFT ASSESSMENT TASK:</b></li> <li>• <b>MODE OF SUBMISSION FINAL ASSESSMENT TASK:</b></li> </ul>			
<p><b>SYLLABUS OUTCOMES ASSESSED:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p><b>ASSESSMENT CRITERIA - <i>Student will be assessed on their ability to:</i></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p><b>Late / Non-Submission</b></p> <p>Students are expected to submit original work on or before the due date in the mode described above. Neglecting to do so may attract penalties as outlined in the <a href="#">WCS Assessment and Reporting Procedures</a>. The Illness and Misadventure form linked via QR code, may be used if a student becomes sick or experiences a mishap, which impacts assessment submission.</p>			

Marking Criteria Option 1

Grade	Mark	Assessment Task Title Marking Criteria
A	-	• • •
B	-	• • •
C	-	• • •
D	-	• • •
E	-	• • •
	0	• Not attempted or plagiarised.

Marking Criteria Option 2

Assessment Task Title Marking Criteria					
Syllabus Outcome	A	B	C	D	E
<b>Total Marks: ? / ?</b>	<b>Task Rank: ? / ?</b>		<b>Final Grade: A: ? - ? B: ? - ? C: ? - ? D: ? - ? E: ? - ?</b>		

Marking Criteria Option 3

SYLLABUS OUTCOME:	MARKS
• • •	?-? A
• • •	?-? B
• • •	?-? C
• • •	?-? D
• • •	?-? E

SYLLABUS OUTCOME:	MARKS
• •	?-? A
• •	?-? B
• •	?-? C
• •	?-? D
• •	?-? E

SYLLABUS OUTCOME:	MARKS
•	?-? A
•	?-? B
•	?-? C
•	?-? D
•	?-? E

<b>Total Marks:</b> ??	<b>Task Rank:</b>
<b>Final Grade:</b> A: ?? B: ?? C: ?? D: ?? E: ??	

# APPENDIX 5 – ASSESSMENT SIGN-ON SHEET



## Assessment Sign-On Sheet ver 2 April 24

<b>Subject:</b>				<b>Teacher:</b>			
<b>Task Number / Task Title:</b>				<b>Due Date:</b>			
<b>Task Weighting:</b>				<b>Year Group / Class:</b>			
Student Name	Task Submission		Task Completion		Change of Assessment Date & or Outcome(s) Notification		
	Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____ New outcome(s): _____ DP Approval: _____		
<b><i>I have received written notification of the altered / changed date &amp; or outcome(s) for the above assessment task.</i></b>					Student initial	Date / outcome(s) change notification received	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							



## Assessment Sign-On Sheet ver 2 April 24

Student Name	Task Submission		Task Completion		Change of Assessment Date & or Outcome(s) Notification		
	Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____ New outcome(s): _____ DP Approval: _____		
<b><i>I have received written notification of the altered / changed date &amp; or outcome(s) for the above assessment task.</i></b>					Student initial	Date / outcome(s) change notification received	
14							
15							
16							
17							
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30							

## APPENDIX 6 – ASSESSMENT TASK CHECK

### ASSESSMENT TASK CHECK



SUBJECT: \_\_\_\_\_

FACULTY: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TASK NAME AND NUMBER	ADDED TO CALENDAR	HT CHECK (include date)	DP CHECK (include date) Years 10 - 12 only	CHANGE REQUIRED Y/N	FINAL DP CHECK	COMMENTS

***NB: If a task is completed by students without the final approval of the relevant DP it will be considered void and will need to be redone***

# APPENDIX 7 – REQUEST FOR ASSESSMENT REVIEW/APEAL

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Concerned: \_\_\_\_\_



I, \_\_\_\_\_ hereby apply for a review of the above assessment (within 5 school days of receiving marks). My **reasons** for requesting a review are:

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Student Signature: \_\_\_\_\_

**Head Teacher Recommendation:**

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**Head Teacher Signature:** \_\_\_\_\_

*Fully completed form to be submitted to Deputy Principal*

**Record of Decision:**

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I have noted the above request and **HAVE / HAVE NOT granted** the review as per above.

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Date Student Notified of Outcome:** \_\_\_\_\_

# APPENDIX 8 – ASSESSMENT CERTIFICATION EXAMINATION (ACE) RULES UPDATED OCT 2024

## Maintaining Records (HSC)

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

### For the HSC

1. NESA has requirements for the award of the [HSC](#).
2. For students to meet HSC curriculum requirements, schools must:
  - a. ensure students meet [pattern of study](#) requirements, and
  - b. teach and assess each course of study in accordance with the current [syllabus](#) and/or Board Endorsed course, and
  - c. ensure that the outcomes and content of all the courses are programmed, and
  - d. timetable the indicative hours specified in the [syllabus](#) and/or Board Endorsed course.
3. Students must satisfactorily complete these curriculum requirements to be eligible for the award of the HSC.

### For the RoSA

1. The RoSA is available to [eligible students](#) who leave school before completing the HSC.
2. For students to satisfactorily complete mandatory curriculum requirements to be [eligible](#) for the award of the RoSA, schools must provide courses of study for each student in each of the 8 key learning areas (KLAs) for secondary education: [English](#), [Mathematics](#), [Science](#), [HSIE](#), [Technological and Applied Studies](#), [Languages other than English](#), [Creative Arts](#), and [PDHPE](#).
3. Schools must:
  - a. provide courses of study for English, Mathematics, Science, HSIE and PDHPE in each year of Years 7 to 10, and
  - b. teach each course of study in accordance with the current [syllabus](#), and
  - c. ensure that the outcomes and content of all the courses are programmed, and
  - d. timetable the mandatory curriculum for the indicative hours specified in the syllabus.

## Retaining Work Samples

1. Schools must retain a minimum of 2 work samples that represent each grade ([A to E](#)) that the school has awarded in a course. Work samples do not need to be from the current calendar year however do need to reflect the current syllabus.
2. Schools must retain work samples for the duration that the course is being delivered at the school. However, schools may choose to retain new samples over time that best reflect the course delivery and capture any changes to the pattern of grades awarded.
3. The work samples must be:
  - a. students' original work, preferably without teachers' comments on a performance or submitted work
  - b. drawn from assessment activities conducted in the latter half of the course
  - c. based on outcomes and content from the current syllabus for the course, and
  - d. demonstrate performance towards the end of the course that is typical of students awarded a particular grade by the school.
4. Work samples may be drawn from:
  - a. written or practical assessment activities.
  - b. the same assessment activity or from different assessment activities
  - c. the same student or different students, and
  - d. past years for Stage 5 and Preliminary courses only.

**Formatting criteria for work samples:** All retained work samples must:

- a. be in a format that can be uploaded electronically to [Schools Online](#)
- b. identify the course and grade (A to E) which the sample represents
- c. have any student identifying information concealed or removed, and
- d. clearly indicate the corresponding assessment activities.



## Confirming HSC School- Based Assessment

### [Course commencement, entries and eligibility | NSW Curriculum | NSW Education Standards Authority](#)

School's must

- Generate a confirmation of Assessment report
- Check the Confirmation of Assessments reports to the Principal's certification process.
- Once all school-based assessment marks have been submitted to NESAm Principal's must certify that they entered assessment marks are complete and accurate without modification.

## Substitute Tasks

If an online Illness / Misadventure form is approved Schools MUST offer if a substitute tasks or, in exceptional circumstances, estimates based on other tasks and similar outcomes if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions outlined in the approval conditions. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

## Confidentiality of final mark (HSC)

The final HSC assessment mark for each course is confidential and cannot be given to students.

## Rank: Order of merit/final ranking.

Students will be given their rank for each assessment task and their overall (cumulative) rank.

## Starting HSC Courses

1. Schools must not commence the delivery of HSC courses before Day 1, Term 4, except for students undertaking a [compressed curriculum delivery](#) model. While [Stage 6 VET courses](#) do not distinguish between Preliminary and HSC courses the course commencement rules still apply.
2. Schools must be satisfied that students, including those undertaking a compressed curriculum delivery model, have [satisfactorily completed](#) the [Preliminary course](#) before commencing the HSC course.

## Producing confirmation of Entry

1. Schools must:
  - a. provide a Confirmation of Entry to every student entered as soon as course entries are completed
  - b. ensure students review the Confirmation of Entry
  - c. ensure a signature is recorded on the Confirmation of Entry, which may be either:
    - i. physically (a handwritten mark of approval) on a hard copy; or
    - ii. digitally, through NESA online portals
  - d. retain digital or hard copies of the Confirmation of Entry for 24 months, and
  - e. provide a digital copy of a student's physically signed Confirmation of Entry to NESA upon request.
2. Students must review and sign their Confirmation of Entry physically or digitally.
3. For students with disability that prevents them from signing, schools must 'record' the student's acknowledgment of the Confirmation of Entry.

## Changing Preliminary Courses

Schools must enter students into HSC courses no later than **30 June each year**. Students arriving after 30 September of the HSC course year may not sit for the HSC examination in the same year. Schools cannot enter students into courses after the due date published in the [Timetable of actions for secondary schools for the submission of assessment marks](#).

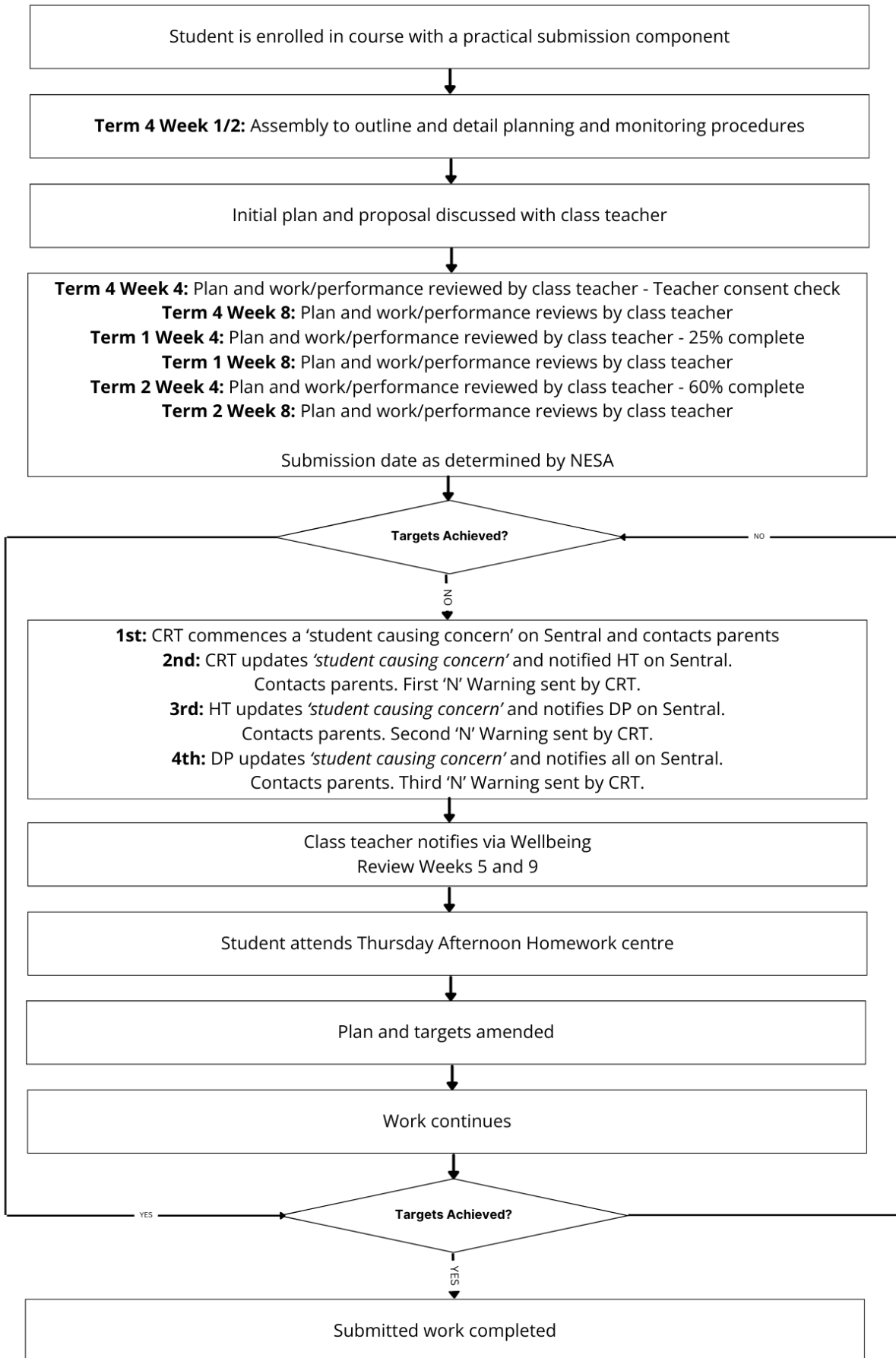
## Determining final school-based assessment HSC course marks

Calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the aggregation of the assessment task marks for each student.

For all the updated ACE Rules: [curriculum.nsw.edu.au/ace-rules](http://curriculum.nsw.edu.au/ace-rules)

# APPENDIX 9 – HSC MAJOR WORKS/PERFORMANCE TIMELINE

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W  
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R  
K  
S



NOTE: Not applicable to all courses eg. Aboriginal Studies and Society and Culture due much earlier

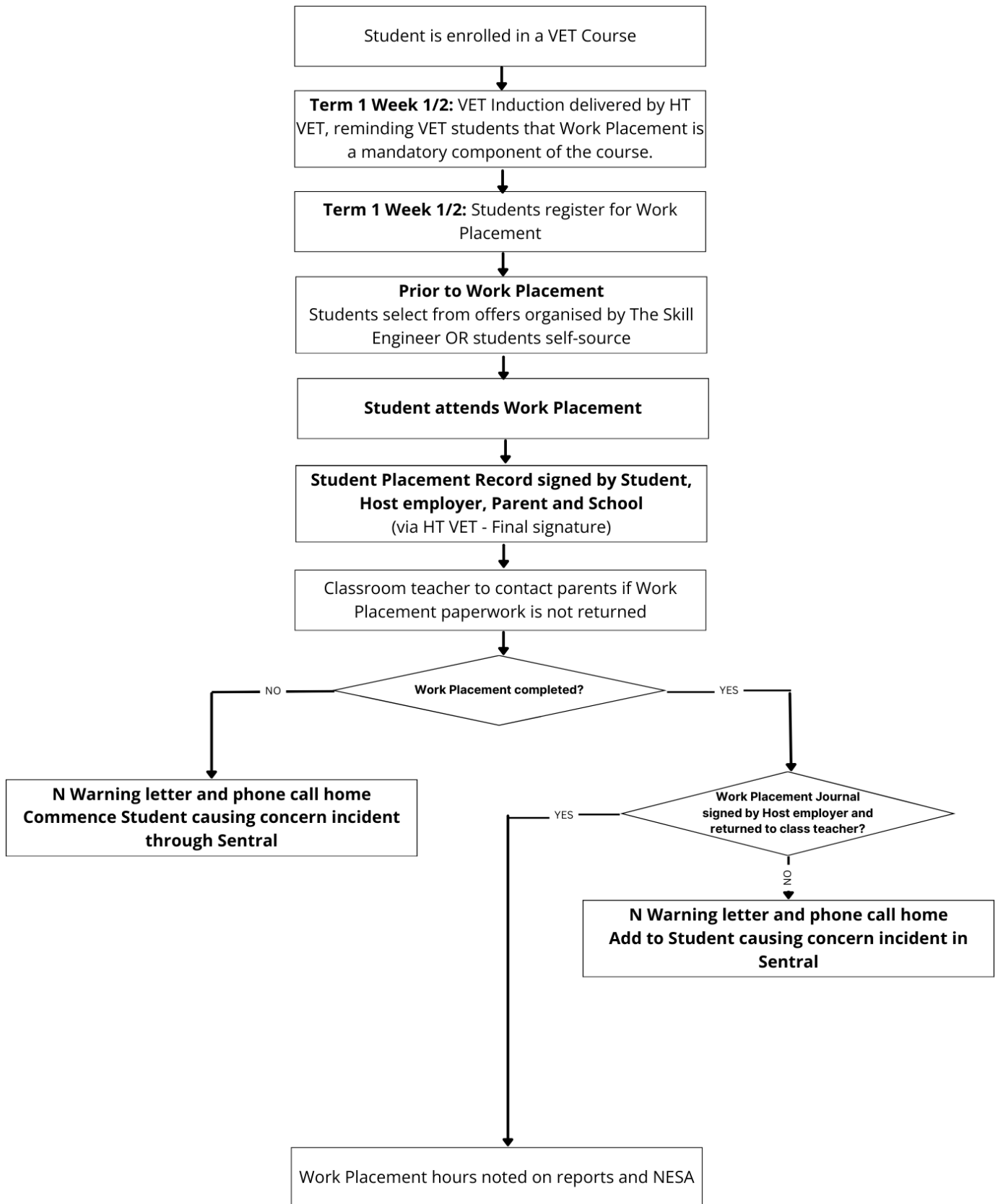
# APPENDIX 10 – PROJECTS/SUBMITTED WORKS/PERFORMANCES: RECORD OF STUDENT’S PROGRESS

Course: \_\_\_\_\_ Student: \_\_\_\_\_  
 Supervising Teacher: \_\_\_\_\_ Project/Work/Performance: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

Write a brief record of the student’s progress. Entries should be made as often as required to provide adequate documentation of the development of the project/work/performance. They should be initialised by both teacher and student.

<b>Brief record of the student’s progress</b>	
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>
Date:	<div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px dashed black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; padding-top: 5px;"> <span style="width: 45%;">Teacher Initial:</span> <span style="width: 45%;">Student Initial:</span> </div>

# VET Work Placement Timeline



## APPENDIX 12 – HSC KEY VERBS

<b>ACCOUNT FOR</b>	State reasons for, report on, explain, give an account of, narrate a series of events or transactions
<b>ANALYSE</b>	Identify components and the relationship between them, draw out and relate implications
<b>APPLY</b>	Use, utilise, employ in a particular situation
<b>ASSESS</b>	Make a judgment of value, quality, outcomes, results or size. Give your opinion with facts.
<b>CLARIFY</b>	Make clear or plain
<b>COMMENT ON</b>	Identify and write about the main issues, give reactions based on what you've read and/or researched
<b>COMPARE</b>	Show how things are similar or different (hint – use a Venn diagram), show the relevance of the similarities / differences
<b>CONTRAST</b>	Show how things are different or opposite
<b>CRITICALLY</b>	(analyse/evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
<b>DEFINE</b>	State meaning and identify essential qualities, give the exact meaning of
<b>DEMONSTRATE</b>	Show by example
<b>DESCRIBE</b>	Provide characteristics and features of the item / concept, outline the main events
<b>DISCUSS</b>	Identify issues and provide points for and/or against, investigate or examine by argument, examine the implications
<b>DISTINGUISH</b>	(between) Recognise and indicate as being distinct or different from, to note differences between things
<b>EVALUATE</b>	Make a judgment and give your opinion based on criteria, determine the value of, assess and give your judgment about the merit, importance or usefulness of something
<b>EXAMINE</b>	Inquire into, find out the facts, look closely into something
<b>EXPLAIN</b>	Relate cause and effect, make the relationships between things evident, provide the why and/or how about the item / concept, make clear why something happens
<b>EXPLORE</b>	Examine thoroughly, consider from a variety of viewpoints
<b>HOW DOES</b>	By what means – consider the processes, techniques, steps and ideas behind the issue/s or concept/s
<b>IDENTIFY</b>	Recognise and name
<b>ILLUSTRATE</b>	Make something clear and explicit, giving examples and/or evidence
<b>INTERPRET</b>	Draw meaning from, show the meaning and relevance of data or other material presented
<b>INVESTIGATE</b>	Plan, inquire into and draw conclusions about
<b>JUSTIFY</b>	Support an argument or conclusion with evidence and examples, show why a decision or conclusion/s was/were made
<b>OUTLINE</b>	Sketch in general terms, indicate the main points / features / general principles of
<b>PREDICT</b>	Suggest what may happen based on available information
<b>PROPOSE</b>	Put forward a point of view, idea, argument or suggestion for consideration or action
<b>RECOMMEND</b>	Specify a path / course / action and provide reasons in favour
<b>RELATE</b>	Show similarities and differences between items / concepts
<b>STATE</b>	Give the main features briefly and clearly
<b>SUMMARISE</b>	Concisely express the relevant details
<b>SYNTHESISE</b>	Putting together the various elements to make a whole
<b>TO WHAT EXTENT</b>	Consider how far something is true (or not true) or contributes to a final outcome
<b>WHY</b>	For what causes, reason or purpose, on what account does/did something happen/occur

For Stage 6 assessment, students should refer to the above HSC verbs to gain a better understanding of how to respond to HSC questions.

