

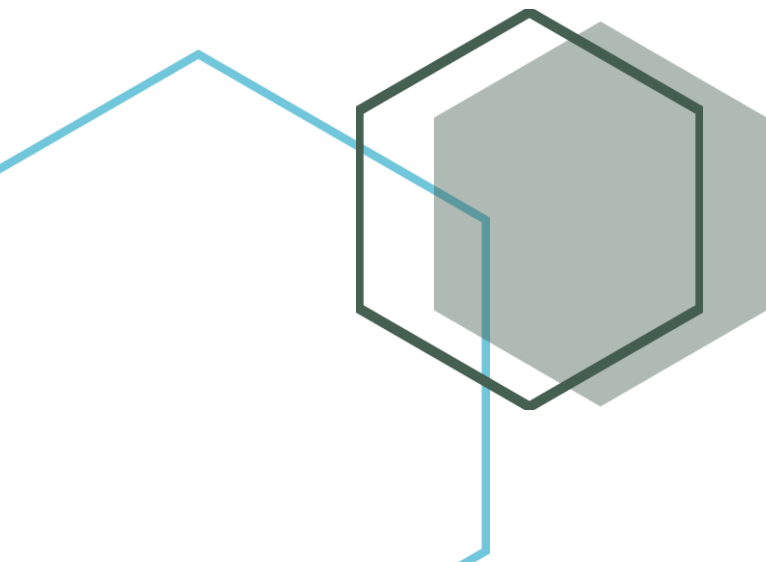


**LEETON HIGH SCHOOL**

**ASSESSMENT POLICY AND PROCEDURES**

**YEAR 11**

**2025**





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## Welcome to your senior studies.

*“When we strive to become better than we are, everything around us becomes better too.” — Paulo Coelho*

This booklet will have some information about the Higher School Certificate (HSC), as Year 11 is the foundation for Year 12.

This is one of the most important documents for your HSC. It contains the following information:

- School and NSW Education Standards Authority (NESA) rules for your assessment
- Subject assessment schedules
- Requirements for University entrance

While reminders for tasks will be provided at least two weeks before the due date of an assessment task, this booklet is to be signed for and serves as official notification for your Preliminary assessment.

To succeed in your HSC studies, you must complete all work in Year 11, including classwork, homework, and assessments, to the best of your ability.

While teachers are responsible for informing students of the requirements for their course, students should become familiar with the NESA documents in relation to syllabuses for their courses (documents are available in the Library and on the NESA website, [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au)).

Planning and organisation are important steps toward gaining a successful Preliminary and Higher School Certificate. Read this document carefully and ask for advice and assistance from your teachers, Year Adviser or Deputy Principal.

Attendance at school is key. The School’s Attendance Policy can be found on Page 17 of this booklet. Long term absences (i.e. those exceeding 5 days) could impact on satisfactory progression and should be discussed with the Principal.

## Meeting HSC eligibility requirements

To be eligible for the Higher School Certificate, students must satisfy Preliminary and HSC course requirements in addition to sitting for state-wide HSC examinations.

**To be eligible for the award of the HSC, you must:**

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed [All My Own Work \(AMOW\)](#) or its equivalent before you submit any work for Preliminary or HSC courses, and
- d. have demonstrated the [minimum standard of literacy and numeracy](#), and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

Successfully completed [Vocational Educational and Training \(VET\)](#) and [Life Skills](#) course are reported differently to graded courses.

### Certain patterns of study and course requirements apply.

You must satisfactorily complete:

- a Preliminary pattern of study that includes a minimum of 12 units.
- a HSC pattern of study that includes a minimum of 10 units.

Both patterns of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units or greater (either Board Developed or Board Endorsed Courses)
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

There are also specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered in. You can find out more about [HSC Rules and Procedures](#) on the NESA website.

## Types of HSC courses

**Board Developed courses** are the substantial number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

**Board Endorsed courses** are developed by schools, TAFE, and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses, and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

## What is the HSC All My Own Work program?

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing, and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete *HSC: All My Own Work* (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

## Record of School Achievement (RoSA)

The **Record of School Achievement (RoSA)** is the credential available to all students, following the completion of Year 10, who leave school prior to the completion of the HSC, or who are not eligible for the HSC credential.

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

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

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.



## Sample Preliminary RoSA Credential



More information on the RoSA can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>.

The Higher School Certificate will indicate a scaled examination mark and a moderated assessment mark for each Year 12 course of study. The assessment mark before moderation will be determined by your class teacher based on components prescribed by NESA.

The inclusion of the assessment mark on the Higher School Certificate can be very much to your advantage, as it is not based on the mark obtained in a single test or task. The assessment allows your performance in a wide range of activities to be judged. Often these activities cannot be assessed by testing. Tasks will vary according to the subject but may include oral work, assignments, field work, practical work, and essays.

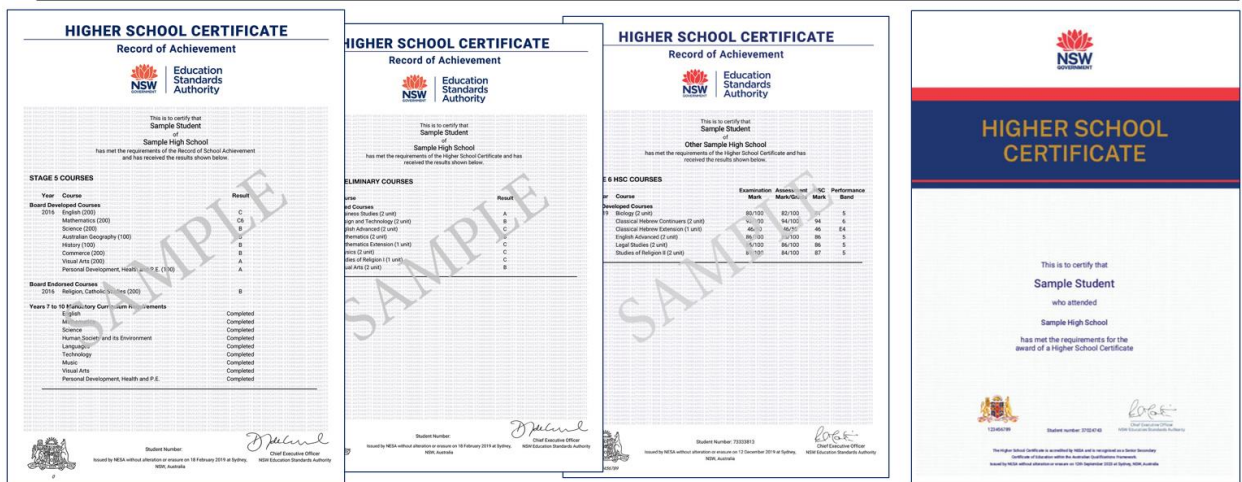
## The HSC Record of Achievement

This provides formal recognition of students' senior secondary school achievements.

- **Moderated assessment mark (MA):** This is the final assessment mark from school-based assessment tasks, after NESA has put it through a process of moderation to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course.
- **HSC mark:** The HSC mark in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and their school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.

- The HSC testamur shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award.
- Performance band: A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is Band 2 (50–60 marks). For 1-unit extension courses, four performance bands, E1–E4 are used to report student achievement.
- Year 11 (Stage 6 Preliminary) grades: Schools use the Common Grade Scale for Preliminary courses to award A–E grades for Year 11 courses, except Life Skills and Vocational Educational and Training (VET) courses which use a different structure.
- Year 10 (Stage 5) grades: Schools use the Common Grade Scale and course performance descriptors to award A–E grades for Year 10 courses, except for Life Skills and Vocational Education and Training (VET) courses which use a different structure.
- The HSC does not report a single, overall score.

### Sample Higher School Certificates:



## The Australian Tertiary Admission Rank (ATAR)

The ATAR:

- is for students wishing to gain a place at a university
- is a rank NOT a mark
- is calculated by the University Admissions Centre (UAC)
- UAC will only consider Board Developed Courses in the calculation of the ATAR.

- The ATAR is calculated on the student's best 10 units, which must include 2 units of English.
- The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (namely all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).
- Universities use the ATAR to help them select students for their courses and admission to most tertiary courses are based on your selection rank (your ATAR + any applicable adjustments).

### How is the ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English
- best 8 units from your remaining units

Although eligibility for an ATAR requires completion of at least four subjects in your HSC year, the aggregate may be based on fewer subjects: for example, English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1, and Extension 2, and one other 2-unit course. You must still satisfactorily complete at least four subjects to be eligible for an ATAR.

### NESA Course completion requirements

In accordance with the NESA Assessment Certification Examination (ACE), a student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

## School assessment

The Year 11 assessment period begins in Term 1 of Year 11 and continues until the last assessment task for Year 11 at the end of Term 3. HSC assessment begins in Term 4.

The assessment program for each course is determined by the school. This handbook includes the assessment schedules for all HSC courses offered at Leeton High School. The schedules show:

- The number and type of assessment tasks, and
- Syllabus outcomes assessed in each assessment task, and
- The components and weightings allocated to each assessment task, and
- When each assessment task is to be attempted or submitted.
- The nature of each assessment task (e.g., assignment, class essay, oral task, research project).
- Assessment tasks with more than one part will have the same due date.

HSC Assessment will begin at the start of the HSC course, normally in Term 4 of Year 11.

The purpose of school assessment in Stage 6 (Year 11 and Year 12) is to provide measures of your achievement in each of your Preliminary and HSC Courses. These assessment marks are based on:

- A wider range of syllabus outcomes than may be measured by the external examination alone, and
- Multiple measures and observations made throughout each course rather than at a single, final examination.

### Notification of assessment tasks

A written notification will be issued for each assessment task. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule.

Notification of school-based assessment tasks:

- A minimum of **two weeks written notice** will be given prior to the due date of each assessment task.
- A scheduled date and time for attempting or submitting the task will be provided.
- Assessment tasks with more than one part will have the same due date.
- Students will sign an assessment task register to acknowledge receipt of the assessment task notification.

Students are encouraged to write the assessment dates for each of their subjects in a diary or use the Assessment Task Summary provided (Appendix III). There will be a moratorium of two weeks before your final Year 11 Examinations in Term 3. During this period, there will be no assessments tasks due.

There may be occasions when assessment schedules are adjusted. This will be done by negotiation with the School Executive at least two weeks prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any changes to them.

## Student responsibilities

- i. It is the responsibility of each student to know the assessment dates and to be in attendance.
- ii. Students returning to School after an absence must check with each of their subject teachers as to whether any additional information regarding assessment dates and tasks have been issued.
- iii. When the initial calendar is issued, any problems should be immediately notified in writing to the Head Teacher concerned.
- iv. When the precise details of the nature of the task are given, any concern related to these details must be brought to the attention of the Head Teacher.
- v. Any unexpected clashes that arise, e.g., due to an excursion or sporting fixture must be immediately communicated to the Head Teacher.
- vi. It is the responsibility of the student to be prompt and present for an assessment task, and to submit non-examination assessment tasks by the due date, according to instructions given about the method and timing of submission. Failure to do this may result in zero marks for that task.
- vii. In the case of illness, or any other reason for absence or non-submission of an assessment task, students must telephone the school on the due date of the assessment task and submit an illness / misadventure claim within 48 hours of the task. Penalty for failure to adhere to the above-mentioned procedures could result in the award of a zero mark for that task. The onus is on the student to contact the Head Teacher of the subject immediately on return to School.
- viii. Students should expect to sit/submit the task or a substitute task on the day of return to school.
- ix. All documentation used to support claims must be honestly obtained and used. Where there is no valid reason for non-completion of an assessment task, a zero mark will be

recorded for that task. In the case of extension courses, students who fail to meet the assessment requirements for any co-requisite will not receive a result in either course.

If you have questions about any of your assessments, speak to your teachers. You can also find information [about the HSC](#) on the NESAs website.

## Assessment and course requirements

A student's work must be consistent and of as high a standard as possible throughout the entire Preliminary course in assessment and non-assessment tasks. Non-assessment tasks must be completed to meet course completion requirements as set out by the NESAs. Such tasks are also designed to prepare students for assessable tasks and examinations.

Where a student is in danger of not meeting the course requirements in one or more criteria, normal procedures for contacting parents will apply.

## Late submission of non-examination assessment tasks

If a student submits a non-examination assessment task late or fails to submit an assessment task without a legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. (See student responsibilities).

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Ensure backups and hard copies are made well in advance of the due date of the assessment task. Failure to back up your work is not a valid reason for misadventure.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your first.surname@education.nsw.gov.au email account).

## Examination tasks

If a student fails to sit for an examination without legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. Students will not be permitted to leave during the examination. Failure to adhere to this rule will result in zero (0) marks being awarded. (See student responsibilities).

## Disruption

Any student found deliberately disrupting an assessment task or examination shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and be given a zero mark for that task. This will also result in receiving a N-Award Warning.

## Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own.
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source.
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own.
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially.
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement.
- breaching school examination rules.
- cheating in an in-class assessment/examination, including having access to mobile devices.
- using non-approved aids during an assessment task.
- providing false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.
- unauthorised use of artificial intelligence technologies.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students.

Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

## Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement.
- Paraphrasing the work of others by altering a few words, changing their order, or closely following their structure without acknowledgement.
- Failing to acknowledge the sources you use to produce your work.
- Inaccurate referencing/citation of another's work.
- Unauthorised collaborating and colluding with other students.
- Copying, buying, stealing, or borrowing someone else's work in part or in whole.
- Copying from the Internet, books, journals, and other types of printed and electronic media.
- Submitting work that contains a large contribution from another person, such as, a parent, tutor, or another student.

In the case of suspected malpractice and plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing electronic documents that show edits and version history.
- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

The Head Teacher together with the Deputy Principal will make the final determination to record a mark of zero. An N Warning letter will be issued and the student will be required to re-attempt the task or complete an alternative task.



All Stage 6 students must have completed the NESA 'All My Own Work' mandatory program at the start of Stage 6. A Year 12 student guilty of suspected malpractice will have their name recorded on the NESA Register of Malpractice for HSC assessment tasks and a N Warning letter will be issued.

You can refresh your understanding at this link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>.

## Non-serious attempt of assessment tasks

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions),
- making minimal effort to complete an in-class or take-home assessment task,
- using inappropriate language (such as, obscene language, derogatory remarks, obscene diagrams etc.) or purposefully writing irrelevant information,
- re-writing questions rather than responding to them,
- Inappropriate behaviour during an examination

The Head Teacher, in consultation with the teacher/s involved, shall determine whether the attempt is non-serious. If the Head Teacher agrees that the attempt is non-serious, an N-Award Warning will be given, and the student will receive a mark of zero for the task.

## Illness / Misadventure or Extension Requests

On some occasions, you may have a legitimate reason to be absent for a task, or you may experience difficulty in submitting a task. You are advised to lodge an application for Illness/Misadventure or Extension depending on your circumstances. (see APPENDIX I). All decisions will be recorded in writing and communicated to the student.

Acceptable cases for special consideration for assessment tasks are as follows:

- **Medical reasons** - Should you be sick and not attend on the day of an assessment task or not be able to submit the task you must provide a Medical Certificate as evidence of your illness. Contact must be made with your teacher on or before the due date, documents are to be submitted to the Head Teacher of the subject within **48 hours** of the task due date. You must notify the school of your absence for an assessment task or examination due to illness.

- On the day you return to school, you must be prepared to sit your assessment task.
- **Misadventure** - Should an accident, or a mishap occur, students are to submit a written statement and provide supporting evidence such as a Statutory Declaration. The statement and Illness/Misadventure Form should be submitted to the Principal.
- **School Excursions/Sports Trips/VET Work Placement** - The school encourages participation in these activities. Students should prioritise school-based assessment over non-essential excursions. However, it is vital that activities do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:
  - Notify your teacher if you have a school endorsed activity that clashes with an assessment task. Notice must be provided no less than five (5) days before the due date, to make alternative arrangements where possible. It is not appropriate to miss an in-class task or examination without previously notifying your teacher.
  - Assignment tasks must be submitted prior to or on the due date to the teacher.

Where the Head Teacher and Deputy Principal decides that a valid reason has been supplied, the following special procedures may be implemented in all courses in all subjects:

- an extension of time, or
- providing the student with a substitute assessment task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Head Teacher and Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

NB: Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESA.

## Review of assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording. See Appendix II.

## The N-Warning process

If a student is not meeting the course requirements or fails to complete an assessment task by the due date they are given what is termed a non-completion warning letter. A copy of the N Warning letter is issued to the student and posted home, the letter outlines:

- Any issues of concern or outstanding work.
- The date by which students should redeem the outcomes of the missed work.
- If a student is to 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 that course, the principal will inform NESA.

If a student fails to meet course completion criteria, they may be at risk of not successfully completing their course.

A student who is N-Awarded for assessment tasks weighting 50% or more may be given an N-Determination. If this occurs, the student would be ineligible to receive the HSC credential.

An N-Award Warning letter will be issued for a range of reasons, including:

- Missing an assessment task, or failure to submit an assessment task as indicated on the assessment notification. Please note that failure of technology is not deemed a reasonable excuse for non-submission of a task.
- Making a non-serious attempt to complete a task or course work.
- Engaging in malpractice or failing to demonstrate sustained effort to complete coursework
- Significant absence which could show unsatisfactory completion of a course as required by NESAs.

### **First warning**

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter, the opportunity to fulfil the requirements of the tasks or missed work will be given.
- The student may be interviewed by the Class Teacher or Head Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.
- The N-Award Warning provides a minimum of two weeks for the student to submit/sit the missed task. If the student submits/sits the missed task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared; however, the student will receive a zero mark, as a result of not sitting/submitting the task by the original due date.

### **Second warning**

- If the task is not completed by the date stated, a second N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given again.
- An interview with parents may be sought to additionally support students at risk of not satisfactorily completing a course as per school and NESAs requirements.
- If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.
- If the student does not redeem the N-Award warning, the Head Teacher will complete a referral to the Senior Review Panel.

If a student does not redeem two or more N-Award warnings for a subject, he/she can receive an N-Determination, as they have not met NESAs requirements. This may preclude the student from obtaining the HSC.

Students at Leeton High School who have outstanding N-Award warnings cannot represent the school as per our School Representation Agreement.

### Senior Review Panel

Students who appear to be in danger of not meeting course requirements, through lack of application and/or attendance, will be referred to the Senior Review Panel. This panel consists of the Year Adviser, Deputy Principal and Head Teacher – Learning and Welfare. The role of the panel is to provide guidance and support, with the aim to help students better their learning outcomes.

### Attendance Policy

The NSW Department of Education’s attendance policy states:

*“All students who are enrolled at school, regardless of their age, are expected to attend that school. Regular attendance at school is essential to assist students to maximise their potential.”*

Under legislation in NSW, students are required to remain at school until they turn 17.

Until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

School attendance is monitored. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequence of not doing so.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

Leave may be granted to cover periods of absence from the school’s educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving an “N” determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an ‘independent student’ this advice will be in writing.

- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is responsible for confirming that attendance requirements have been met for Commonwealth funded schemes, such as Ab Study and Youth Allowance. If a student is absent from school for unapproved reasons for more than 5 days in a term this may affect their allowance.

## Assessment Advice for Life Skills Courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. Life Skills outcomes and content will be assessed on the student's achievement of selected outcomes.

## Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio, or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

# Assessment Schedules

## Agriculture

### Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Agriculture in Australia	Animal Production	Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
	Outcomes: P1.1, P1.2, P2.1, P2.3, P3.1, P5.1	Outcomes: P2.1, P3.1, P5.1	Outcomes: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding, and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation, and communication	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus outcomes

A student:

- P1.1** describes the complex, dynamic and interactive nature of agricultural production systems.
- P1.2** describes the factors that influence agricultural systems.
- P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems.
- P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems.
- P2.3** describes the farm as a basic unit of production.
- P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
- P4.1** applies the principles and procedures of experimental design and agricultural research.
- P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products.

# Ancient History

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Historical Investigation	Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
	Outcomes: AH11-4, AH11-5, AH11-6, AH11-10	Outcomes: AH11-2, AH11-3, AH11-6, AH11-8, AH11-9	Outcomes: AH11-1, AH11-3, AH11-5, AH11-6, AH11-9, AH11-10	
Knowledge & understanding of course content	10	10	20	40
Historical skills in the analysis & evaluation of sources & interpretations	10	5	5	20
Historical inquiry & research	5	15	0	20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

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



# Biology

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Skills Task	Depth Study	Yearly Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
	Outcomes: BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8	Outcomes: BIO11-1, BIO11- 5, BIO11-6, BIO11-7, BIO11- 10	Outcomes:  All outcomes may be assessed.	
Skills in working scientifically	15	30	15	60
Knowledge and understanding of course content	10	10	20	40
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

### Syllabus outcomes

A student:

- BIO11-1** develops and evaluates questions and hypotheses for scientific investigation.
- BIO11-2** designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11-3** conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11-5** analyses and evaluates primary and secondary data and information.
- BIO11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
- BIO11-9** 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.
- BIO11-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
- BIO11-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

# Business Studies

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Case Study	Research Task	Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
	Outcomes: P1, P2, P6, P7, P8	Outcomes: P2, P4, P7, P8, P9	Outcomes: P2, P3, P5, P6, P10	
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	5	5	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas, and issues in appropriate forms	5	5	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Community and Family Studies

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Podcast Analysis	In Class Task	Yearly Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
	Outcomes: P1.1, P1.2, P4.2	Outcomes: P2.2, P2.4, P3.1, P4.1, P4.2, P6.1	Outcomes: All outcomes may be assessed.	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	25	20	15	60
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Chemistry

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Quantitative Chemistry	Depth Study	Yearly Examination	
	Term 2 Week 2	Term 3 Week 1	Term 3 Week 9	
	Outcomes: CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-9	Outcomes: CH11-1, CH11-2, CH11-3, CH11-5, CH11-6, CH11-7, CH11-10	Outcomes: All outcomes may be assessed.	
Skills in working scientifically	20	25	15	60
Knowledge and understanding	10	15	15	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

- CH11-1** develops and evaluates questions and hypotheses for scientific investigation.
- CH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH11-3** conducts investigations to collect valid and reliable primary and secondary data and information.
- CH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH11-5** analyses and evaluates primary and secondary data and information.
- CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- CH11-8** explores the properties and trends in the physical, structural, and chemical aspects of matter.
- CH11-9** describes, applies, and quantitatively analyses the mole concept and stoichiometric relationships.
- CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
- CH11-11** analyses the energy considerations in the driving force for chemical reactions.

# Design and Technology

## Year 11 Course 2025

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	Designer Case Study	Preliminary Project	Yearly Examination	
	Term 1, Week 8	Term 3, Week 5	Term 3, Weeks 9	
	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and Understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing, and evaluating design projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

- P1.1** examines design theory and practice and considers the factors affecting designing and producing in design projects.
- P2.1** identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2** explains the impact of a range of design and technology activities on the individual, society, and the environment through the development of projects.
- P3.1** investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1** uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2** uses resources effectively and safely in the development and production of design solutions.
- P4.3** evaluates the processes and outcomes of designing and producing.
- P5.1** uses a variety of management techniques and tools to develop design projects.
- P5.2** communicates ideas and solutions using a range of techniques.
- P5.3** uses a variety of research methods to inform the development and modification of design ideas.
- P6.1** investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2** evaluates and uses computer-based technologies in designing and producing.

# Drama

## Year 11 Course 2025

	Task 1	Task 2	Task 3	
<b>Components</b>	Monologue and Group Improvisation	Elements of Production (individual project)	Theatrical Traditions and Performance Styles (Log Book and essay)	<b>Weighting %</b>
	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	
	Outcomes: P1.1, P1.2, P1.3, P1.5 P1.6, P1.7, P1.8, P2.1 P2.3, P2.4, P2.5, P2.6	Outcomes: P1.1, P1.2, P1.3, P1.4 P1.5, P1.6, P1.8, P2.1 P2.2, P2.4, P2.5, P2.6 P3.2, P3.3	Outcomes: P1.2, P1.3, P1.4, P1.5 P1.6, P2.1, P2.3, P2.4 P2.5, P2.6, P3.1, P3.2 P3.3, P3.4	
	<b>Making</b>	20	20	
<b>Performing</b>	20	0	10	<b>30</b>
<b>Critically Studying</b>	0	10	20	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

#### **Making**

- P1.1** develops skills in order to adopt and sustain a variety of characters and roles.
- P1.2** explores ideas and situations, expressing them imaginatively in dramatic form.
- P1.3** demonstrates performance skills appropriate to a variety of styles and media.
- P1.4** understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively.
- P1.5** demonstrates directorial and acting skills to communicate meaning through dramatic action.

#### **Performing**

- P2.1** understands the dynamics of the actor-audience relationship.
- P2.2** understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff, and producers.
- P2.3** demonstrates directorial and acting skills to communicate meaning through dramatic action.
- P2.4** performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance spaces.

#### **Critically Studying**

- P3.1** critically appraises and evaluates, both orally and in writing, personal performances, and the performances of others
- P3.2** understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques.
- P3.3** analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements.

# English Advanced

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative composition and reflection	Multimodal	Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
	Outcomes: EA11.1, EA11.3, EA11.4, EA11.5, EA11.9	Outcomes: EA11.1, EA11.2, EA11.3, EA11.5, EA11.7, EA11.9	Outcomes: EA11.1, EA11.3, EA11.5, EA11.6, EA11.8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

**EA11-1** responds to, composes, and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.

**EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies.

**EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.

**EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

**EA11-5** thinks imaginatively, creatively, interpretively, and critically to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments.

**EA11-6** investigates and evaluates the relationships between texts.

**EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.

**EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning.

**EA11-9** reflects on, evaluates, and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

## English Extension

### Year 11 Course 2025

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	Creative Composition	Independent Research Project	Examination	
	Term 1 Week 11	Term 3 Week 6	Term 3 Week 9	
	Outcomes: EE11-1, EE11-2, EE11-3	Outcomes: EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	Outcomes: EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and understanding of texts and why they are valued.	15	15	20	<b>50</b>
Skills in complex analysis composition and investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus outcomes

A student:

- EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience, and context, across a range of modes, media, and technologies.
- EE11-2** analyses and experiments with language forms, features, and structures of complex texts, evaluating their effects on meaning in familiar and new contexts.
- EE11-3** thinks deeply, broadly, and flexibly in imaginative, creative, interpretive, and critical ways to respond to, compose and explore the relationships between sophisticated texts.
- EE11-4** develops skills in research methodology to undertake effective independent investigation
- EE11-5** articulates understanding of how and why texts are echoed, appropriated, and valued in a range of contexts.
- EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity.



# English Standard

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Creative Composition and Reflection	Multimodal Presentation	Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
	Outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	Outcomes: EN11-2, EN11-5, EN11-9	Outcomes: EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

- N11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression, and pleasure.
- EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies.
- EN11-3** analyses and uses language forms, features, and structures of texts, considers appropriateness for purpose, audience, and context, and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
- EN11-5** thinks imaginatively, creatively, interpretively, and analytically to respond to and compose texts that include considered and detailed information, ideas, and arguments.
- EN11-6** investigates and explains the relationships between texts.
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses, and monitors own learning.

# English Studies

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Multimodal Research Task	Collection of Classwork	Yearly Examination	
	Term 1 Week 11	Term 3 Week 5	Term 3 Week 9	
	Outcomes: ES11-1, ES11-2, ES11-3, ES11-6, ES11-7, ES11-8 ES11-9	Outcomes: ES11-2, ES11-4, ES11-7, ES11-10	Outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-7	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Geography

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task	Geographical Investigation	Yearly Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
	Outcomes: GE-11-01, GE-11-03, GE-11-09	Outcomes: GE-11-05, GE-11-06, GE-11-07, GE-11-09	Outcomes: GE-11-01, GE-11-02, GE-11-04, GE-11-07, GE-11-08	
Knowledge and understanding of course content	10	10	20	40
Geographical skills and tools	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas, and issues in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time

GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments

GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses

GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability

GE-11-05 analyses and synthesises relevant geographical information from a variety of sources

GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-11-08 applies mathematical ideas and techniques to analyse geographical data

GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## Hospitality

### Year 11 Course 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Safety in the kitchen	Service please
			Week 10	Week 5
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 4/7/25	Date 22/8/25
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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

# Industrial Technology Metals and Engineering

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study	Preliminary Projects and Folio	Examination	
	Term 1 Week 11	Term 3 Week 5	Term 3 Weeks 9	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication, and production of projects	10	30	20	60
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Mathematics Advanced

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Take home task and/or In-class Test. Working with functions	Investigation Assignment Trigonometry	Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
	Outcomes: MA11-1, MA11-2, MA11-8, MA11-9	Outcomes: MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes: All outcomes may be assessed	
Understanding, fluency, and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Mathematics Extension 1

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Investigation Assignment Further work with functions	In-class Topic Test Trigonometry	Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Week 9	
	Outcomes: ME11-1, ME11-2, ME11-6, ME11-7	Outcomes: ME11-1, ME11-3, ME11-6, ME11-7	Outcomes: All outcomes may be assessed	
Understanding, fluency, and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems.
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems.
- ME11-4** 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.
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering.
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts.
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams, and graphs.

# Mathematics Standard

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment/ In- Class Test Practicalities of measurement, perimeter, area, and volume	Financial Mathematics Investigation	Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
	Outcomes: MS11-3, MS11-4, MS11-9, MS11-10	Outcomes: MS11-2, MS11-5, MS11-9, MS11-10	Outcomes: All outcomes may be assessed	
Understanding, fluency, and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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



# Modern History

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Historical Investigation	Examination	
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 9/10	
	Outcomes: MH11-3, MH11-4, MH11-5, MH11-6, MH11-7	Outcomes: MH11-2, MH11-3, MH11-6, MH11-8, MH11-9, MH11-10	Outcomes: MH11-1, MH11-2, MH11-3, MH11-5, MH11-9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10	0	20
Communication of historical understanding in appropriate forms	0	10	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Music 1

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	Solo Performance Aural Analysis	Film Composition Film Music Analysis and Outline	Solo Performance Film Music Viva Aural Skills Exam	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	
	Outcomes: P1, P2, P4, P5, P7, P9, (P10, P11)	Outcomes: P2, P3, P4, P5, P6, P8, (P10, P11)	Outcomes: P1, P4, P5, P6, P7, P9, (P10, P11)	
Core Performance	15	0	10	25
Core Composition	0	25	0	25
Core Musicology	0	10	15	25
Core Aural	10	0	15	25
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

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

# Physics

## Year 11 Course 2025

Components	Task 1	Task 2	Task 3	Weighting %
	First-Hand Investigation	Depth Study	Yearly Examination	
	Term 2 Week 2	Term 3 Week 1	Term 3 Week 9	
	Outcomes: PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	Outcomes: PH11-1, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	Outcomes: All outcomes may be assessed.	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

A student:

- PH11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5** analyses and evaluates primary and secondary data and information
- PH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** 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
- PH11-9** 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
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

# Sport, Lifestyle & Recreation (SLR)

## Year 11 Course 2025

Component	Task 1	Task 2	Task 3	Weighting %
	Healthy Lifestyle Media Presentation (Theory)	First Aid Practical Application (Practical)	Outdoor Recreation  Field Research and Analysis	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	
	Outcomes 1.5, 3.5, 4.3	Outcomes 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Outcomes 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	
Knowledge and Understanding	15	15	20	50
Skills	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 explains the relationship between physical activity, fitness, and healthy lifestyle.
- 1.3 demonstrates ways to enhance safety in physical activity.
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 describes administrative procedures that support successful performance outcomes.
- 2.1 explains the principles of skill development and training.
- 2.2 analyses the fitness requirements of specific activities.
- 2.3 selects and participates in physical activities that meet individual needs, interests, and abilities.
- 2.4 describes how societal influences impact on the nature of sport in Australia.
- 2.5 describes the relationship between anatomy, physiology, and performance.
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 designs programs that respond to performance needs.
- 3.3 measures and evaluates physical performance capacity.
- 3.4 composes, performs, and appraises movement.
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations.
- 3.7 analyses the impact of professionalism in sport.
- 4.1 plans strategies to achieve performance goal.
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 makes strategic plans to overcome the barriers to personal and community health.
- 4.4 demonstrates competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety, and physical activity.

## Work Studies

### Year 11 Course 2025


<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>	
	Research and Media presentation My Working Life	Research Task In the Workplace	Case Study Workplace Communication		
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6		
	Outcomes: 2, 4, 5	Outcomes: 1, 2, 3, 4, 5, 6, 8	Outcomes: 1, 2, 5, 6, 7, 8, 9		
Knowledge and understanding of course content	10	10	10	<b>30</b>	
Skills	30	20	20	<b>70</b>	
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

#### Syllabus outcomes

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training, and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

# Appendix I: Illness/Misadventure/ Extension Application Form

	<h2 style="margin: 0;">ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM</h2>
Student Name:	Year:
Subject:	Teacher:
Task Name:	Weighting:          %          Date of Task:
<p><b>Details of Illness/Misadventure/Extension Request</b></p>	
Please tick all that apply:	
<input type="checkbox"/> School contacted <input type="checkbox"/> Medical Certificates <input type="checkbox"/> Written Statements Provided	
<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p>	
Student Signature:	Date:
Parent Name:	Parent / Guardian Signature:
Head Teacher Signature:	Date:
<p><b>Decision – STAFF USE ONLY (tick one box only)</b></p>	
<input type="checkbox"/> Zero Score to be recorded (N Award Warning Letter to be issued)	
<input type="checkbox"/> Alternate Assessment Task to be set	
<input type="checkbox"/> Extension of time granted until _____	
<input type="checkbox"/> Estimate provided	
<input type="checkbox"/> Other Action	
Principal / Deputy Principal Signature:	Date:



## Appendix III: Yr 11 Assessment Task Planner

Week	Term 1
1	
2	
3	
4	
5	
6	
7	<b>Task 1:</b> Modern History, Music 1
8	<b>Task 1:</b> Agriculture, CAFS, Design and Technology, Drama, Mathematics Advanced
9	<b>Task 1:</b> Ancient History, Biology, SLR, Work Studies
10	<b>Task 1:</b> Business Studies, Geography, Mathematics Standard
11	<b>Task 1:</b> English Advanced, English Extension, English Standard, English Studies, Industrial Technology Metals and Engineering



<b>Week</b>	<b>Term 2</b>
<b>1</b>	<b>Task 1:</b> Mathematics Extension
<b>2</b>	<b>Task 1:</b> Chemistry, Physics
<b>3</b>	<b>Task 2:</b> Modern History
<b>4</b>	<b>Task 2:</b> Drama
<b>5</b>	
<b>6</b>	<b>Task 2:</b> Agriculture, Mathematics Advanced, Work Studies
<b>7</b>	<b>Task 2:</b> CAFS
<b>8</b>	<b>Task 2:</b> Music 1, SLR
<b>9</b>	<b>Task 2:</b> Ancient History, Business Studies, Geography
<b>10</b>	<b>Task 2:</b> Biology, English Advanced, English Standard, Mathematics Standard

<b>Week</b>	<b>Term 3</b>
<b>1</b>	<b>Task 2:</b> Chemistry, Mathematics Extension, Physics
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	<b>Task 2:</b> Design and Technology, English Studies, Industrial Technology Metals and Engineering
<b>6</b>	<b>Task 2:</b> English Extension <b>Task 3:</b> Work Studies
<b>7</b>	<b>Assessment Moratorium Period</b>
<b>8</b>	
<b>9</b>	<b>Task 3:</b> Agriculture, Ancient History, Biology, Business Studies, CAFS, Chemistry, Design and Technology, Drama, English Advanced, English Extension, English Standard, English Studies, Geography, Industrial Technology Metals and Engineering, Mathematics Advanced, Mathematics Extension, Mathematics Standard, Modern History, Music 1, Physics
<b>10</b>	