

COLYTON HIGH SCHOOL

PRELIMINARY COURSE ASSESSMENT HANDBOOK

2025



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1. Assessment Overview

1.1: What is assessment?

- A. Assessment is the process of identifying, gathering and interpreting information about student achievement against course outcomes. Assessments represent a key component of the teaching and learning process which is why all assessment tasks must be completed.
- B. A range of formal and informal assessments are used to determine student achievement.
- C. Informal tasks and class work are not included in the formal assessment schedule but remain significant as they:
 - Assist in skill and knowledge acquisition.
 - Identify areas of strength or weakness for the teacher and the student.
 - Provides opportunities for students to consolidate their understanding.
 - Provide evidence of sustained and diligent effort.

1.2: What format will these assessments be?

- A. Some of all of the following may form the assessment program:
 - Oral/aural tests
 - Reports
 - Essays
 - Assignments
 - Research
 - Submitted practical tasks.
 - Field work
 - Lectures and oral presentations
 - Formal examinations

1.3: Assessment requirements for board developed courses and board endorsed courses.

- A. Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed course, with the exception of Life Skills courses and Vocational Education and Training (VET) courses.
- B. The assessment marks submitted to NESA are derived from school-based assessment tasks from across the year which have been set according to the published assessment schedule. Marks are calculated on the basis of the components and weightings in the syllabus for each course. The assessment marks provide the rank order of students.

1.4: Assessment requirements for Vocational Education and Training courses

- A. Vocational Education and Training (VET) courses are competency based. The student's performance is judged as being either competent or not yet competent against a prescribed standard. The determination is made across evidence collected across a variety of tasks.
- B. NESA requires that all VET courses:
 - are delivered under the supervision of a registered training organisation (RTO).
 - use a competency-based approach to assessment.
 - maintain a record of all the competencies achieved by each student.
 - progressively record the achievement and of each unit of competency.
 - use qualified assessors to conduct assessment.
 - report to NESA via Schools Online both the unit of competency each student studies in a year and the units of competency achieved by each student in each course.
 - verify that students have completed the mandatory work placement hours for each course.

- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to sit the examination.
- C. For the HSC, schools are not required to submit school-based assessment marks for VET courses. They are required to submit an estimated examination mark for all students entered for any of the optional VET examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement in a task or tasks similar in nature to the HSC examination such as a trial HSC examination. This must be submitted at the same time as the school assessment marks for other HSC courses but will only be used in the case of a successful illness/misadventure appeal.

1.5: School assessment programs

- A. It is a requirement of the Preliminary (Year 11) school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the Preliminary course. Each task has a weighting determined by the school within guidelines determined by NESAs.
- B. A separate course schedule is distributed to Preliminary students detailing the program of assessments for each course.
- C. The assessment program for preliminary courses is concluded by the end of Term 3
- D. The assessment program for the HSC course commences in Term 4.

1.6: Marking school assessment tasks

- A. School-based assessment tasks are linked to the Standards. Because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- B. Each task enables teachers to collect information about the students' achievement in relation to one (1) or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements.
- C. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- D. Curriculum head teachers will oversee the development of assessment marking processes by teachers and course coordinators to ensure fairness and consistency in assessment marking.
- E. When marking formal assessment tasks for multiple classes or across a cohort, teachers will implement common marking practices. For single marked assessment tasks, consistency is improved by one (1) teacher marking the task, or part of the task, for the entire cohort.
- F. Where there is more than one (1) teacher responsible for the marking process, a shared understanding of the expectations and standards of the assessment task is developed through double marking or pilot marking.
- G. Teachers must provide timely and constructive feedback to students on their assessments. While specific timeframes may vary based on factors such as the complexity of the assessment task and the number of students, teachers are encouraged to aim for reasonable turnaround times. As a guideline, a turnaround time of two (2) weeks for marking and providing individual feedback is recommended.

1.7: Recording Preliminary (Year 11) student assessment marks

- A. At the end of the course, the marks for each task are aggregated using the school's electronic Markbook. The Markbook will employ processes that ensure that the appropriate weightings previously published in the school's

assessment schedules are correctly used to arrive at a final assessment mark for each student. Teachers and course coordinators will record the marks and ranks in the Markbook.

- B. Each Markbook with student marks and ranks is stored on Sentral and is regularly backed up. The Markbook is used to cross-check and confirm student raw marks, weightings and ranks before reporting to parents.
- C. Students are graded according to the NESA Common Grade Scale for Preliminary Courses and are awarded a grade aligned to the A to E common grade scale. The grade awarded is reported on the students' Record of School Achievement (RoSA) a cumulative credential that allows students to accumulate their academic results until they leave school.
- D. For more information about the NESA Common Grade Scale for Preliminary courses see: [Awarding grades | NSW Education Standards](#)

1.8: Reporting student assessment marks

- A. Students will be provided with their cumulative ranking along with the course outcomes achieved, in their end of semester reports.
- B. Students will be issued with an end of course report providing the students with their Final Examination mark, Final Examination rank and their cumulative course rank. **As per NESA policy, students will not be provided with their final, cumulative, school-based assessment mark.**
- C. If a student thinks that the rank order is not correct, they can seek advice from the school about the rank order appeal process.
- D. Students will be awarded a grade of A to E aligned to the statewide NESA Common Grade Scale, on their RoSA credential.

2. Role of the Assessment Review Panel

The Assessment Review Panel will be made up of Executive staff including Principal, Deputy Principals, Head Teachers and/or class teachers. The prime responsibility of the Assessment Review Panel is to ensure consistent application of the policy as described below.

2.1: Review of policy

The assessment policy should be reviewed annually. The following should be reviewed:

- A. The assessment procedures outlined in the policy.
- B. Assessment schedules completed for each course reflect mandatory components and weightings and details of tasks.
- C. Procedures for recording assessment marks, including entering marks and VET competencies for NESA.
- D. Procedures for notifying students of assessment tasks. This includes the calendar of tasks and specific notifications of assessment.
- E. Procedures of illness/misadventure appeals and appeals around the process of assessment procedure.

2.2: Oversee appeals.

- A. The appeals process includes appeals based on illness and misadventure as well as appeals involving the application of the assessment procedure.
- B. All appeals must be submitted using the relevant form.
- C. At least three members of the Assessment Review Panel will be from the senior executive and will review such appeals.

- D. The Assessment Review Panel will acknowledge appeals submitted by students when the appeal has been submitted. Students will be notified in writing of the outcome of their appeal.

2.3: Adjudicate issues involving malpractice.

- A. Any issue involving alleged student malpractice, once investigated by the course Head Teacher, will be adjudicated by the Assessment Review Panel.
- B. At least two (2) members of the Assessment Review Panel with one (1) member being either the Principal or Deputy Principal, will adjudicate such issues.
- C. The Review Panel will notify students of the issue of student malpractice raised by the course Head Teacher. The student will be given the opportunity to respond to the allegation of malpractice. The Assessment Review Panel will deliberate a course of action to address the issue. The student and their parents/caregivers will be notified in writing of the nature of the alleged malpractice and the outcome of the Review Panel's decision.

3. Communication of assessment guidelines and schedules

3.1: NESA published documents for students.

- A. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate.
- B. **Studying for the NSW Higher School Certificate** (a NESA support booklet issued to students whilst in Year 10) and the **Rules and Procedures for the NSW Higher School Certificate** (a NESA support booklet issued to students when commencing their HSC year). Electronic copies of both documents can be found on the NESA website.
[Rules and procedures | NSW Government](#)

3.2: School communication to students

- A. Each student will receive Preliminary assessment schedules for every subject, outlining assessment task types, outcomes, and weightings, along with the Colyton High School Preliminary Assessment Handbook and assessment calendar. Students are required to sign an acknowledgement of receiving the assessment policy, assessment schedules and the assessment calendar.
- B. The school's assessment procedures, assessment schedules and assessment calendar can be found on our school website under the **Assessment** tab.
- C. Students undertaking Stage 6 courses are given detailed information on eligibility requirements and pattern of study for the HSC through comprehensive subject selection booklets, information seminars and year meetings. Students check and confirm their subjects enrolled and their confirmation of pattern of study. Students undertake the HSC: **All My Own Work** program to develop their understanding about 'Honesty in HSC Assessments'.
- D. In addition to this, the following information sessions support student understanding of requirements for the Higher School Certificate:
- Year 11 subject selection session – held whilst students are in Year 10.
 - Information sessions conducted at various intervals during the year.
 - Year assemblies may provide opportunities to explain specific details of the assessment policy to students.

4. Assessment process

4.1: Assessment schedules

Students will be provided with an assessment schedule for courses studied. This assessment schedule will:

- A. inform each student of the assessment requirements for each course.
- B. Indicate the types of tasks that will be used to measure performance in each syllabus component of the course.
- C. Outline the weightings for each syllabus component.
- D. Specify values for each of these tasks.
- E. Provide a calendar with tasks listed showing the term and week that each task is due.

4.2: Assessment task notifications

- A. Students will receive an assessment task notification at least **two (2) weeks** prior to the submission date. For each assessment task, the notification will include:
 - clear indication of the outcomes being assessed.
 - details of the assessment task.
 - clear instructions to allow the assessment to be understood and completed.
 - specific nature of the task and method of submission.
 - due date and time (task may be submitted prior to due date).
 - weighting of the task.
 - marking guidelines/criteria.
- B. Each student will be required to sign an acknowledgement of the receipt of the assessment notification

4.3: Variations to assessment notifications

Under extenuating circumstances variations to a task, including timing and date and other details of the task, may occur when:

- A. approval from the Assessment Review Panel has been gained.
- B. all students (including absent students) have been notified of the variation in writing with a new notification provided. This notification should be issued at least two (2) weeks in advance of the due date of the assessment task.
- C. Students will be required to sign an acknowledgement of having received the amendment.

4.4: Submission of tasks

- A. Students must complete and submit all set tasks. The non-completion and/or non-submission of a task will result in a written 'N' determination warning letter notification to parents/guardians and a zero-mark awarded.
- B. Submission methods of tasks will be specified on the assessment task notification and must be adhered to.
- C. Students will attend all timetabled lessons or scheduled school activities (e.g. incursions) on the day of an assessment task. **Where a task is scheduled after period 1 in the school day, students must attend all lessons prior to the task and must be at school on time.** Any variations to this need to be negotiated with the Principal or a Deputy Principal.
- D. Where a student is late on the day of a task submission, they **MUST** submit an illness/misadventure form to the Assessment Review Panel within 3 days outlining with evidence, their reasons for lateness.

- E. It is every student's responsibility to ensure that work prepared on a computer is regularly backed up and saved so that work is not lost. It is the student's responsibility to ensure that the relevant computer files for digital task submissions are complete and able to be accessed. Allowances cannot be made for incomplete or corrupt files after they have been handed in. Such tasks will be considered a non-submission and will incur a mark of zero for all sections that are unreadable or corrupted.

4.5: More than one class following the same course

- A. This refers to groups of students within the same year across different timetabled lines.
- B. Common assessment programs will be followed with common tasks, conditions and marking procedures.
- C. Assessment tasks will be either delivered at the same time or in a manner that prevents students being able to communicate the tasks to each other or put one group at a significant advantage over the other. This may result in students withdrawn from their timetabled classes for other classes to complete the in-class assessment task.

4.6: Providing meaningful feedback.

- A. Teachers will provide effective feedback to students on their assessment task submission to assist their learning.
- B. When providing feedback to students about their performance in a task, teachers may use outcomes, marking guidelines and/or performance bands to help students understand the strengths and areas for improvement.
- C. Teachers are expected to provide timely and constructive feedback to students on their assessments including guidance on how to improve.
- D. Teachers and head teachers will use the electronic markbook on Sentral to keep records of each student's performance in each task and must provide students with information concerning their performance in individual tasks.
- E. In the case of VET courses, the assessment of competencies is based on performance against the performance criteria as set out in each competency. A student is assessed as either competent or not yet competent.

5. Illness/misadventure process

5.1: Applying for illness/misadventure

- A. The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of an assessment task. Illness/Misadventure applications are for cases where an illness or mishap affected your performance so that your results do not properly measure your achievement.
- B. Students will be required to submit an Illness/Misadventure form and supporting evidence of illness or misadventure. These forms can be collected from the school office or the course teacher. These can also be downloaded from our school's website under the **Assessment** tab.
- C. All applications of this nature will be assessed by the Assessment Review Panel.
- D. Unacceptable grounds for these applications include, but are not limited to the following:
- attendance at a sporting or cultural event, or family holiday.
 - alleged inadequacies of teaching or long-term matters relating to loss of preparation time, difficulty preparing, loss of study time or facilities. (There may be cases involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals).
 - disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic 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 judged by the presiding officer.

A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s).
- conditions for which you should have applied for Disability Provisions.
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

5.2: Student attendance before an assessment task

- A. Students will attend all timetabled lessons or scheduled school activities (e.g. excursions) on the school day prior to an assessment task. Where a task is scheduled after period 1 in the school day, students must attend all lessons prior to the task. Any variations to this need to be negotiated with the Principal or a Deputy Principal.
- B. If a student is absent on a day as prescribed in the point above, suitable documentary evidence must be provided to explain the absence by a relevant independent expert (not a family member). If the reason for absence is illness or injury, then a certificate from a Medical Practitioner is mandatory and must be issued on the day of absence and must cover the entirety of the absence.
- C. Where a student is late on the day of hand-in task submission, they **MUST** submit a misadventure form within 3 days to the Assessment Review Panel outlining, with evidence for their reason for lateness.
- D. In the event of an explained absence prior to an assessment, the Assessment Panel Review will determine the documentary evidence submitted, and the student will be notified in writing of the outcome. The student can appeal the decision in writing.

5.3: Student lateness or absence from an in-class assessment task or examination due to illness or misadventure

- A. All Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence.
- B. **Illness** - If a student is absent on the day of an assessment task (in-class task or examination) due to illness they must attend the doctor’s surgery on the day of the assessment task and obtain a Doctor’s Certificate. The student must lodge an illness/misadventure application within 3 days of their return to school. The student must see their course teacher in or before the next timetabled lesson to discuss sitting the task.
- C. If a student becomes ill and leaves during an in-class task or examination, they must inform their teacher immediately. The illness/misadventure process remains the same. The student must attend a doctor on the same day and will not be able to re-sit the task.
- D. **Misadventure** - Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school on the date a task was due. For example, a car accident. A misadventure appeal must be submitted with supporting evidence. This may include a Statutory Declaration from parents/caregivers or an appropriate adult e.g. police officer, detailing the specifics of the misadventure and its impact on the completion or submission of the task.
- E. Where a student is late for an in-class task or examination, they undertake the task in the time remaining and submit a misadventure form to the Assessment Review Panel outlining, with evidence, their reasons for lateness. No extension of time is granted during the period. All Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence.
- F. Any student absent from an in-class task will be presented with a substitute task upon their return to school. The missed assessment task will be completed under the same conditions as set at school after their absence. An Illness/Misadventure Form with the correct documentation MUST also be submitted within three days of their return to school. If the student does not return on the day after the assessment task, the whole duration of the leave must be covered by a doctor’s certificate or evidence.

- G. It should not be assumed that the application for Illness/Misadventure will be approved. However, if the illness/misadventure is approved, an extension of time may be granted or a mark may be awarded based on a substitute task.
- H. The Assessment Review Panel will notify the student regarding the outcome of an Illness/Misadventure application. The outcome notification will be sent as an email to the student, with the course Head Teacher and class teacher included in the email. This will also be documented on Sentral. Copies of all forms will be retained for student records. Should a student feel that this decision is inappropriate, an appeal can be lodged with the Assessment Review Panel.
- I. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task. Failure to complete/submit an Assessment Task on the due date will result in a **'N' Determination Warning** issued to students regardless of any Illness/Misadventure Appeal. This NESAs requirement ensures that all students must be notified of missed tasks to meet outcomes.
- J. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

5.4: Student lateness or non-completion/submission of hand-in assessment tasks

- A. If a student is aware of an absence in advance of the due date of a hand-in task, the student must still submit the task on the due date. In this exceptional circumstance, the task may be submitted via email, through a family member or through another person by the set time for hand-in tasks. It is the student's responsibility to ensure that the attachments are correct and are correctly formatted. If a student cannot submit their hand-in task using these means, then the student **must submit an Illness/Misadventure Application and submit the hand-in task on the first day of their return to school**. The Assessment Review Panel will then decide whether to uphold the Illness/Misadventure application, thereby awarding the mark, or whether to deny the application. The student can appeal the decision in writing.
- B. Where a student is late on the day of hand-in task submission, they **MUST** submit a misadventure form to the Assessment Review Panel outlining, with evidence, their reasons for lateness. The Assessment Review Panel will then decide whether to uphold the Illness/Misadventure application, thereby awarding the mark, or whether to deny the application. The student can appeal the decision in writing.
- C. It should not be assumed that the application for Illness/Misadventure will be approved. However, if the illness/misadventure is approved, an extension of time may be granted or a mark may be awarded based on a substitute task.

5.5: Illness/Misadventure Considerations

- A. If a student submits more than one (1) illness/misadventure form per course, the Assessment Review Panel will utilise teacher professional judgement to best determine the appropriate result. This may result in a zero-mark awarded for the second or subsequent tasks, aligned to NESAs assessment guidelines.
- B. A student cannot complete an in-class unseen assessment task before or after the due date unless they have consulted with the Assessment Review Panel and submitted an illness/misadventure form prior to the due date of the task. The student must have a valid explanation for why they need to sit the task at an alternate date. **A holiday is not a valid reason for the application for Illness/Misadventure**. Depending on the Assessment Review Panel's decision, the student may be required to sit the same task or a substitute task at an alternate date under strict examination conditions.

5.6: Invalid or unreliable tasks

- A. In the event of an invalid, unreliable or compromised assessment task, the principal, in consultation with the Assessment Review Panel, can declare the task null and void. An alternate task will be created and rescheduled with another due date. Parents/Carers will be notified if there is an invalid, unreliable or compromised task, students will receive two (2) weeks notification prior to the due date of the new assessment task. Any student who

has been involved in the breach; collusion or malpractice will receive a zero mark and will be reported to NESA for malpractice.

- B. In the situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Assessment Review Panel will determine a suitable approach to address the issue. They may undertake a variety of measures including reducing the weighting assigned to the task, adding an additional task (with sufficient notice) and adjusting weightings accordingly. In some cases, an invalid task may be discarded completely, or a replacement task may be organised. **The results of assessment tasks that have been completed by students will NOT be discarded.**

5.7: Students who complete the assessment task and suffer illness/misadventure

- A. Students may lodge an Illness/Misadventure form if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, **significantly diminished** their assessment performance.
- B. In such cases, students need to provide documentary evidence via the Illness/Misadventure form clearly detailing and supporting, through signed statements by Medical Practitioners or appropriate persons, the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- C. Students should submit all documents to the Assessment Review Panel (see section 2. The Role of the Assessment Review Panel). This should be done as soon as possible after the student is back at school (either for lessons or other assessments) but **within three (3) school days** of the assessment task date.
- D. The illness/misadventure outcome communication remains the same as per process.

6. Disability provisions for the HSC examination

6.1: NESA determines disability provisions for the HSC examination

- A. Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education (2005) can apply for disability provisions. This includes the following categories:
- Physical
 - Intellectual
 - Psychiatric
 - Sensory
 - Neurological
 - Significant illness
- B. Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantages in an exam situation.
- C. Disability provisions also apply to temporary and emergency related disabilities such as where a student breaks their arm a week before the exam.
- D. Students who become ill during an exam may be eligible to make an illness/misadventure application rather than a disability provisions application.
- E. Types of provisions provided by NESA:
- Small group supervision for the examination
 - Additional time
 - Rest breaks throughout the exam.
 - Supervised medical breaks.
 - A reader and/or writer/scribe

It is important to understand that NESA determines the appropriate provision that will be provided.

For more information see: <https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions>

6.2: Applying for disability provisions for the HSC examinations.

- A. Disability provisions applications forms are completed during Term 1 of Year 12. Students will need to provide evidence of the special examination adjustments and forms completed by a medical professional.
- B. The school does not grant disability provisions, only NESA makes this decision.

For more information see: [Applying for disability provisions | NSW Government](#)

7. Disability provisions for school based assessment tasks

7.1: NESA policies and guidelines

- A. Principals have the authority to decide on, and to implement disability provisions for school-based assessment including examinations.
- B. When determining the adjustment to be provided to students at school level, Colyton High School closely follows NESA's advice relating to exam modifications to ensure that the adjustments provided are consistent with disability provisions granted by NESA for the HSC.

7.2: Applying for disability provisions for school-based assessment tasks.

- A. Students who wish to seek adjustments for school-based assessments should discuss this with the learning support team as early as possible. School based adjustments are determined based on evidence supplied by the student, the learning support team and in consultation with the Principal or Principal's delegate.

7.3: Student responsibilities regarding reasonable adjustments for school-based assessment tasks

- A. Students who have been provided with disability provisions for school-based assessment tasks should check with the learning support team as soon as they receive the assessment task notification so that arrangements can be made in time for the task. It is the student's responsibility to make the learning support team aware of upcoming tasks.
- B. An adjustment using a laptop will only be given in exceptional circumstances that reflect NESA's guidance on the use of laptops in examinations. It is important to note that in many cases, NESA's provided adjustment will be a scribe rather than access to a laptop.

8. Malpractice in assessment tasks

8.1: Defining malpractice

- A. Malpractice is any activity that allows a student to gain an unfair advantage over others. Malpractice includes but is not limited to:
 - Plagiarism, copying someone else's work in part or in whole and presenting it as your own.
 - Using material directly from books, journals, or the internet without reference to the source.
 - Building on the ideas of others without reference to the source.
 - Buying, stealing or borrowing another person's work and presenting it as their own.
 - Having someone else significantly contribute to the task, submitting work which another person such as a parent/carer, tutor or expert has contributed to substantially.
 - Paying someone to write or prepare material.
 - Breaching school or NESA examination rules.

- Using non-approved aids during an assessment task.
 - Not making a genuine effort on an assessment task.
 - Falsifying documentation or providing false explanations to explain a non or late submission or an assessment task.
 - Assisting another student to engage in malpractice.
 - Cheating in a test situation, including any form of communication to other students in a formal task, or being deemed to have gained an unfair advantage.
- B. This may apply to an individual student or to multiple students where students have colluded to gain an advantage for either or both of them.
- C. Students arriving late to school on the day of an assessment task can gain an unfair advantage. All students are expected to arrive by the end of roll call. Arriving later than this requires students to complete an illness/misadventure application.
- D. Students must make a genuine attempt at all assessment tasks. Further, students must demonstrate diligence and sustained effort in their courses. Students who are deemed to make a non-serious attempt may include only 1 section of an examination or not making a genuine attempt to complete all sections of an assessment task.

8.2: Managing issues of malpractice

- A. Issues of malpractice need to be investigated by the head teacher of the subject and reported to the Assessment Review Panel with documentation. Assessments in which malpractice is proven will receive a zero mark and parents will be notified. Students must redo the task, and an N-warning letter will be issued. All acts of malpractice are documented at the school level and reported to NESAs where students involved are added to the NESAs malpractice register.
- B. All assessment tasks requiring the research of information must include referenced sources according to the subject's nominated referencing system, e.g.: Harvard, MLA
- C. Students need to ensure that the work they submit is their own. Students MUST NOT use Artificial Intelligence (AI) in creating or copying and pasting information into their final assessment and then claiming that it is their own work. They need to ensure that the work they submit aligns with the 'All My Own Work' policy. If students are suspected of using AI malpractice, an investigation will be conducted by the class teacher and Head Teacher. Teachers, in conjunction with the head teacher will use their professional judgement to determine if a student's attempt at an assessment task is a genuine one. Staff use draft submissions, student interviews and feedback cycles between the teacher and students to ensure that students are submitting their own work. If a teacher suspects that an assessment has been AI generated, it will be the responsibility of the student to prove that the work submitted is their own. If students are found to have used AI, they will receive a mark of zero, a N warning letter and the malpractice will be reported to NESAs, Students will be required to resubmit the task to clear the N warning.
- D. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour that is not consistent with examination rules, school rules or causes disruption to the assessment

9. Procedures for students in danger of not meeting course requirements

9.1: Preliminary and HSC eligibility requirements

- A. To be eligible for the award of the HSC, students must satisfactorily complete a Preliminary pattern of study, comprising at least 12 units.
- B. The Preliminary pattern of study must include:
- 2 units of English
 - At least 4 more units of Board Developed courses

- At least 3 courses of 2 or more units (Board Developed or Board Endorsed)
 - At least 4 subjects
 - Students may study a maximum of 6 units of Preliminary Science courses
- C. Students undertaking Stage 6 courses receive detailed information about eligibility requirements and the pattern of study for the Preliminary and HSC through comprehensive subject selection booklets, information seminars and year meetings.
- D. Students verify their enrolled subjects and confirm their pattern of study for the Preliminary and HSC, indicating whether they are pursuing the ATAR option of HSC only.
- E. Additionally, students participate in the HSC: All My Own Work program to enhance their understanding of integrity in Preliminary and HSC assessments.

9.2: Satisfactory completion of courses

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

- A. Followed the course developed/endorsed by NESA.
- B. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- C. Achieved some or all of the course outcomes.

9.3: To receive the HSC students must:

- A. Meet the minimum standard requirements in Literacy and Numeracy. Failure to meet this will result in students receiving a Record of Student Achievement (ROSA) only.
- B. Complete mandatory work placement, if applicable.
- C. Make a genuine attempt at assessment tasks and examinations. Failure to complete assessments and/or examinations can result in a N determination.

9.4: Minimum standards online tests

- A. Students need to achieve a level three or four in a short online reading, writing and numeracy tests of skills that represent the required levels in everyday life in order to meet the HSC minimum standard. Students will receive multiple chances to sit these tests. Schools learning and support teams will support students to achieve this.
- B. Please refer to the following for further information: [Taking the minimum standard tests | NSW Government](#)

9.5: Preliminary course satisfactory completion

- A. Students must satisfactorily complete the Preliminary component of a course to be eligible to proceed into the HSC component in Year 12.
- B. It may be determined by the principal that prolonged or frequent absence prohibits a student from meeting these requirements.
- C. The Assessment Review Panel will confirm at the time of NESA HSC entries that the student has completed preliminary course work requirements to progress to the HSC.
- D. Where a student is at risk of N determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded zero in an assessment task, this warning and advice will be given.

9.6: Non-serious attempts

- A. If a student's attempts at a particular task scores zero the teacher will use their professional judgement to determine whether the submission was a genuine attempt.
- B. Students studying for a Preliminary course must make a genuine attempt to complete course requirements.
- C. These requirements include students applying themselves with diligence and sustained effort to all the set task even where these are not a formal assessment.

- D. Students may communicate their concerns with the Head Teacher if they feel the warning letter was unwarranted.

9.7: N determinations process

- A. Students who do not satisfactorily complete the required class work, practical components (where required), homework and assessment tasks may receive a N determination warning letter.
- B. Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to meet satisfactory completion. The letter will give students two weeks to complete the outstanding work.
- C. Students will receive a warning letter for each task. It is the student's responsibility to complete the outstanding work by the due date. If the task remains unresolved, students will receive follow up warning letters that the N determination work has not been completed.
- D. Students who have not complied with course completion criteria despite being issued with N warnings may be regarded as not having satisfactorily completed the course at the time of finalising grades.
- E. The final decision of N determination is made by the principal at the end of the course under delegated authority from NESAs.

10. Appeals against assessment procedures

- A. When a student feels that the grade applied to their work is not consistent with the school's assessment procedures they may appeal. The first appeal MUST be to the Head Teacher of the course within 3 school days of receiving the grade.
- B. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, they may appeal to the Assessment Review Panel using the relevant form.
- C. The Assessment Review Panel will determine if:
- The weightings specified by the school in its assessment task were followed and conform with syllabus requirements as outlined by NESAs.
 - The task administered was valid.
 - The procedures used to determine the final assessment marks conform with the issued assessment program and
 - There are no adding or clerical errors in the determination of the assessment mark.
- D. If the Assessment Review Panel finds there may be errors in the process, it may ask the course Head Teacher to review the process and make adjustments.
- E. The Assessment Review Panel will give a written reply to students who submit an appeal via email. The principal is the final decision maker on any matters regarding assessment appeals.

10.2: Grounds for an appeal

- A. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student matters such as illness or misadventure.
- B. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement for a teacher is not grounds for an appeal.

10.3: Student appeals against Preliminary grades

- A. Students wishing to appeal against overall grades awarded by the school should submit a written appeal, with evidence to the Assessment Review Panel.
- B. Students are not entitled to seek a review of teacher's judgements of individual performance in assessment tasks. Any dispute over an individual task must be raised at the time the task is returned.

- C. To seek an appeal, students must be able to demonstrate that the grade awarded in the course was inconsistent with progressive reporting from the school. If the appeal is upheld, the Assessment Review Panel will inform the principal, and this will be notified to NESAs.

11. General Examination Procedures

11.1: General Examination Procedures

- A. Preliminary school assessments should include a formal examination calendar for all courses.
- B. With the exception of project-based courses, all courses will include assessments from the issued assessment schedule in the formal examination period.
- C. An activity/excursion free period will be implemented for two weeks prior to the formal examination period.
- D. For formal examinations students are to arrive at least 15 minutes prior to the designated start time. Students who arrive late will not be given extra time to complete the examination.
- E. Students may not leave the examination early.
- F. Students are not to take any writing materials, pencil cases, books or other non-approved items into the examination. Approved equipment may be carried in a clear plastic sleeve or pencil case and will be checked by supervising staff.
- G. Mobile phones are to be switched off before entering the examination room and placed in bags. Bags are to be left at the back of the room for duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- H. Smart watches and other electronic devices are not permitted in the examination room.
- I. Students are not to talk or interfere with other students or their equipment once they enter the examination room.

11.2: Misconduct in formal examinations and other assessment tasks.

- A. Misconduct during any task or examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task.
- B. All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language or images in answers will be referred to the Assessment Review Panel as an issue of malpractice any may be awarded zero for the task.

12. Vocational Education and Training (VET)

12.1: Overview

- A. VET courses are competency-based courses. In a competency-based course, assessment of competencies is standards-reference. This means that students are judged against a prescribed standard not against the performance of other students.
- B. Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards. When students successfully demonstrate competence against a particular standard they will be judged as competent. There is no pass or fail. Students are judged as either competent or not yet competent.
- C. The unites of competency students achieve will be recognised as vocational qualification. Students therefore are being continually assessed and attendance is extremely important.

- D. Students studying vocational courses can still be determined as being at risk of N determination and will be given written warning of this.
- E. Where a student receives an N determination in a VET course, that course will not appear on the students record of school achievement.

12.2: Mandatory Work Placement

- A. Work placement is a mandatory requirement for the completion and accreditation of VET courses. Students who do not complete at least 70 hours of work placement over two years will not have the course recognised by NESAs and will not receive a certificate of attainment.
- B. Work placement requires students to participate in relevant industry placement for up to one week in each year of the course. During work placement students are expected to practice and develop the competencies that are part of the course. The workplace supervisor will assess the students' performance.
- C. Students who do not undertake Work Placement at the venue organised by the school will receive a non-completion of work placement warning letter which may jeopardise the requirements for successful completion of the course.
- D. If a student cannot attend their allocated placement, they must source their own placement, allowing up to 6 weeks for the location to be approved.
- E. It is the student's responsibility to submit assessment tasks on time. Where work placement overlaps with scheduled assessment tasks, students must advise their teacher immediately. Students are required to submit hand-in tasks before they commence work placement. Alternate arrangements for any in-class tasks must be negotiated with the head teacher of the course. Work placement is not an acceptable reason for non-completion of assessment tasks.



Illness/Misadventure application form Year 10 - 12

PART 1: STUDENT TO COMPLETE			
Name			
Course			
Teacher			
Task		In-class/Hand in	
Due Date			
Reason for application			
Student Signature		Date:	

PART 2: STUDENT TO COMPLETE			
Supporting Documentation (e.g.: medical certificate)			
How has the reason provided affected the completion of the task?			
Parent signature		Date	

SUBMIT THIS FORM TO YOUR CLASSROOM TEACHER

PART 3: STAFF TO COMPLETE			
Teacher Comment			
Head Teacher Comment			
Teacher Signature		Date	
Head Teacher Signature		Date	

HEAD TEACHER TO SUBMIT COMPLETED FORM TO THE ASSESSMENT REVIEW PANEL VIA TILE ON TEACHING & LEARNING SHAREPOINT



Appeal of Assessment Procedure Application Form

STUDENT TO COMPLETE			
Name			
Course			
Teacher			
Task		In-class/Hand in	
Due Date			
Reason for appeal (attach any evidence to support your appeal)			
Student Signature		Date:	

SUBMIT THIS FORM TO THE HEAD TEACHER OF THE FACULTY

EXECUTIVE STAFF MEMBER TO COMPLETE			
Head Teacher Comment			
Decision	<input type="checkbox"/> Upheld	<input type="checkbox"/> Declined	
Procedure changes recommended			
Head Teacher Signature		Date	

HEAD TEACHER TO SUBMIT COMPLETED FORM TO THE ASSESSMENT REVIEW PANEL VIA TILE ON TEACHING & LEARNING SHAREPOINT

Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
	In-Class Source Based Task – The archaeological site of Petra	Features of the Ancient World - Historical Investigation	Yearly examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
	Outcomes assessed AH11-1, AH11-9	Outcomes assessed AH11-6, AH11-8, AH11-9	Outcomes assessed AH11-2, AH11-3, AH11-4, AH11-5, AH11-7, AH11-10	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	25	35	40	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study	Practical Investigation	Yearly Exam	
	Term 1, Week 9-10	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-8, BIO11-9	Outcomes assessed BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	Outcomes assessed BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Knowledge and Understanding	10%	10%	20%	40%
Skills in working Scientifically	30%	20%	10%	60%
Total %	40%	30%	30%	100

Course Outcomes:

Knowledge and Understanding	Skills in working Scientifically
BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes	BIO11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
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	BIO11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
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	BIO11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem	BIO11/12-4 Processing data and information-selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	BIO11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
	BIO11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	BIO11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Ceramics

Component	Task 1	Task 2	Task 3	Weighting %
	Art Making	Art Making and Theory	Yearly Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9-10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	M2, M3, M4	M1, M5, M6	CH1, CH2, CH3	
Art Making	40	30		70
Critical and Historical Study		10	20	30
Total %	40	40	20	100

Course Outcomes:

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

Chemistry

Component	Task 1	Task 2	Task 3	Weighting %
	Data Analysis	Depth Study	Yearly Exam	
	Term 1, Week 10	Term 2, Week 9-10	Term 3, Week 9-10	
	Outcomes assessed CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	Outcomes assessed CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-9, CH11-10	Outcomes assessed CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Knowledge and understanding	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total %	30%	40%	30%	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>CH11 – 8 explores the properties and trends in the physical, structural and chemical aspects of matter</p> <p>CH11 – 9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</p> <p>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</p> <p>CH11 – 11 analyses the energy considerations in the driving force for chemical reactions</p>	<p>Skills in working scientifically</p> <p>CH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information</p> <p>CH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
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Community and Family Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Resource Management Written Report	Case Study Leadership	Yearly Examination	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed P1.1, P1.2, P5.1, P6.1	Outcomes assessed P2.1, P2.3, P4.2	Outcomes assessed P2.1, P2.3, P3.1, P5.1, P5.6	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Course Outcomes:

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

Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study - Report on the results of a field study	Yearly exam	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11-8	Outcomes assessed EES 11-1, EES 11-2, EES 11-3, EES11/12-6, EES11/12-7, EES 11-11	Outcomes assessed EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	
Knowledge and understanding	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total %	30%	40%	30%	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Engineering Report – Domestic Lawnmowers	Engineering Report – Biomedical Devices	Yearly Exam	
	Term 1, Week 11	Term 3, Week 4	Term 3, Week 9-10	
	Outcomes assessed P1.1, P2.1, P3.2, P3.3, P4.1, P4.3, P5.1	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.2, P4.1, P4.2, P5.2, P6.1	Outcomes assessed P1.1, P1.2, P2.2, P3.1, P3.3, P4.2, P5.2, P6.2	
Knowledge and understanding	20%	15%	25%	60%
Skills in research, problem solving and communication	10%	15%	15%	40%
Total %	30%	30%	40%	100

Course Outcomes:

Knowledge and Understanding	Communication and Reporting
<p>P1.1 - identifies the scope of engineering and recognises current innovations</p> <p>P1.2 - explains the relationship between properties, structure, uses and applications of materials in engineering</p> <p>P2.1 - described the types of materials, components and processes and explains their implications for engineering development</p> <p>P2.2 - describes the nature of engineering in specific fields and its importance to society</p> <p>P3.1 - uses mathematical, scientific and graphical methods to solve problems of engineering practice</p> <p>P3.2 - develops written, oral and presentation skills and applies these to engineering reports</p> <p>P3.3 - applies graphics as a communication tool</p>	<p>P4.1 - describes the developments in technology and their impact on engineering products</p> <p>P4.2 - describes the influence of technology change on engineering and its effect on people</p> <p>P4.3 - identifies the social, environment and cultural implications of technological change in engineering</p> <p>P5.1 - demonstrates the ability to work both individually and in teams</p> <p>P5.2 - applies management and planning skills related to engineering</p> <p>P6.1 - applies knowledge and skills in research and problem-solving related to engineering</p> <p>P6.2 - applies skills in analysis, synthesis and experimentation related to engineering</p>

English Advanced

Component	Task 1	Task 2	Task 3	Weighting %
	Common Module: Reading to Write - Learning Journal	Module A: Narratives That Shape Our World – Multimodal Presentation	Final Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8/9	
	Outcomes assessed EA11-1, EA11-3, EA11-4, EA11-5, EA11-6	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-6	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

Course Outcomes:

<p>Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>	<p>Use language to shape and make meaning according to purpose, audience and context</p> <p>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</p> <p>EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>
<p>Think in ways that are imaginative, creative, interpretive and critical</p> <p>EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 investigates and evaluates the relationships between texts</p>	<p>Express themselves and their relationships with others and their world</p> <p>EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
<p>Learn and reflect on their learning through their study of English</p> <p>EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p>	

English Standard

Component	Task 1	Task 2	Task 3	Weighting %	
	Common Module: Reading to Write – Learning Journal	Module A: Contemporary Possibilities – Multimodal Presentation and Reflection	Final Examination		
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8/9		
	Outcomes assessed EN11-1, EN11-3, EN11-4, EN11-5, EN11-6	Outcomes assessed EN11-1, EN11-4, EN11-7, EN11-9	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-8		
Knowledge and understanding of course content	20	15	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50	
Total %	40	30	30	100	

Course Outcomes:

<p>Communicate through listening, reading, writing, viewing and representing EN11-1 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</p>	<p>Use language to shape and make meaning according to purpose, audience and context 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</p>
<p>Think in ways that are imaginative, creative, interpretive and critical 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</p>	<p>Express themselves and their relationships with others and their world 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</p>
<p>Learn and reflect on their learning through their study of English EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>	

English Studies

Component	Task 1	Task 2	Task 3	Weighting %	
	Mandatory Module: Achieving Through English – Resume and Job Poster	Module E: Playing the Game – Transcript and Podcast	Module B: Telling Us About It – Portfolio (Cover Letter, Motivational Speech, and News Report)		
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7		
	Outcomes assessed ES11-3, ES11-4, ES11-5, ES11-6	Outcomes assessed ES11-1, ES11-2, ES11-3, ES11-5	Outcomes assessed ES11-4, ES11-6, ES11-7, ES11-9		
Knowledge and understanding of course content	15	15	20	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50	
Total %	30	30	40	100	

Course Outcomes:

<p>Communicate through listening, reading, writing, viewing and representing 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 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES11-4 composes a range of texts with increasing accuracy and clarity in different form</p>	<p>Use language to shape and make meaning according to purpose, audience and context 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</p>
<p>Think in ways that are imaginative, creative, interpretive and critical ES11-7 represents own ideas in critical, interpretive and imaginative texts ES11-8 identifies and describes relationships between texts</p>	<p>Express themselves and their relationships with others and their world 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</p>
<p>Learn and reflect on their learning through their study of English ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>	

Food Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry	Food Manufacture	Trial Examination	Food product development	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 9/10	Term 3, Week 4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H1.2, H1.4, H3.1	H1.1, H4.2	H1.1, H1.3, H1.4, H5.1	H2.1, H3.2, H4.1, H5.1	
Knowledge and understanding of course content			30	10	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10		5	30
Skills in experimenting with and preparing food by applying theoretical concepts		15		15	30
Total %	15	25	30	30	100

Course Outcomes:

Knowledge and Understanding	Skills
<p>H1.1- explains manufacturing processes and technologies used in the production of food products</p> <p>H1.2- examines the nature and extent of the Australian food industry</p> <p>H1.3- justifies processes of food product development and manufacture in terms of market, technological and environmental considerations</p> <p>H1.4- evaluates the impact of the operation of an organisation within the Australian Food - Industry on the individual, society and environment</p> <p>H2.1- evaluates the relationship between food, its production, consumption, promotion and health</p>	<p>H3.1- investigates operations of one organisation within the Australian food industry</p> <p>H3.2- independently investigates contemporary nutrition issues</p> <p>H4.1- develops, prepares and presents food using product development processes</p> <p>H4.2- applies principles of food preservation to extend the life of food and maintain safety</p> <p>H5.1- develops, realises and evaluates solutions to a range of food situations</p>

Geography

Component	Task 1	Task 2	Task 3	Weighting %
	In-Class Skills Task	Geographical Investigation	Yearly examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
	Outcomes assessed GE-11-01, GE11-02, GE-11-04	Outcomes assessed GE-11-06, GE-11-07, GE-11-09	Outcomes assessed GE-11-01, GE-11-03, GE-11-09, GE11-08, GE11-07, GE11-05	
Knowledge and understanding of course content	15		25	40
Geographical skills and tools	5	10	5	20
Geographical inquiry and research, including fieldwork		20		20
Communication of geographical information, ideas, and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Course Outcomes:

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

Health and Movement Science

Component	Task 1	Task 2	Task 3	Weighting %
	<i>Research Task</i>	<i>Collaborative Investigation</i>	<i>Yearly Examination</i>	
	Due Date Week 9, Term 1	Due Date Week 6, Term 2	Due Date Week 9/10, Term 3	
	Outcomes assessed HM-11-03, HM-11-06, HM-11-07, HM-11-10	Outcomes assessed HM-11-05, HM-11-09, HM-11-10, HM-11-XX* *Determined in partnership with students, based on the nature of the investigation.	Outcomes assessed HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-09	
Knowledge and understanding of course content.	20	5	15	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research.	20	25	15	60
Total	30%	30%	40%	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Folio and Practical Project 1	Industry Study	Yearly Examination	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P2.1, P3.1, P4.1, P4.3	Outcomes assessed P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	30	20	60
Knowledge and skills in the design and development of information systems	15	10	15	40
Total %	25	40	35	100

Course Outcomes:

<p>1. Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry.</p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p>	<p>4. Knowledge and skills in producing quality products.</p> <p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p>
<p>2. Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment.</p> <p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p>	<p>5. Knowledge and skills in communication and information processing related to the industry focus area.</p> <p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p>
<p>3. Competence in designing, managing and communicating within a relevant industry context.</p> <p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>	<p>6. An appreciation of quality products and the principles of quality control.</p> <p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p>

Industrial Technology – Timber

Component	Task 1	Task 2	Task 3	Weighting %
	Folio and Practical Project 1	Industry Study	Yearly Examination	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10	
	Outcomes assessed P2.1, P3.1, P4.1, P4.3	Outcomes assessed P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	30	20	60
Knowledge and skills in the design and development of information systems	15	10	15	40
Total%	25	40	35	100

Course Outcomes:

<p>1. Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry.</p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p> <p>2 Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment.</p> <p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p> <p>3. Competence in designing, managing and communicating within a relevant industry context.</p> <p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>	<p>4. Knowledge and skills in producing quality products.</p> <p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p> <p>5. Knowledge and skills in communication and information processing related to the industry focus area.</p> <p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p> <p>6. An appreciation of quality products and the principles of quality control.</p> <p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p>
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Legal Studies

Component	Task 1	Task 2	Task 3	Weighting %
	In-Class Legal System Task	Hand-In Multi-Media File	Preliminary Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P1, P2, P10	Outcomes assessed P5, P7, P8	Outcomes assessed P6, P7, P9, P8, P3, P4	
Knowledge and understanding of course content	20	10	20	50
Analysis and evaluation		10		10
Inquiry and research		20		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total %	30	40	30	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment - Application task	Test with student-prepared notes	Yearly Examination - Formal written examination	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9	
	Outcomes assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-3, MA11 -5, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-4, MA11 -5, MA11- 6, MA11 -7, MA11-8, MA11-9	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Course Outcomes:

<p>Develop knowledge, understanding and skills about efficient strategies for pattern recognition, generalisation and modelling techniques MA11-1; uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</p>	<p>Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability</p> <p>MA11-2: uses the concepts of functions and relations to model, analyse and solve practical problems</p> <p>MA11-3: uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</p> <p>MA11-4: uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</p> <p>MA11-5: interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</p> <p>MA11-6: manipulates and solves expressions using the logarithmic and indicial laws, and uses logarithms and exponential functions to solve practical problems</p> <p>MA11-7: uses concepts and techniques from statistics and probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions</p>
<p>Develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms</p> <p>MA11-9: provides reasoning to support conclusions which are appropriate to the context</p>	<p>Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations</p> <p>MA11-8: uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</p>

Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment - Application task Earning money & Applications of	Test with student-prepared notes	Yearly Examination - Formal written examination	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9	
	Outcomes assessed MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes assessed MS11-3, MS11-4, MS11-8, MS11-9, MS11-10	Outcomes assessed MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Course Outcomes:

<p>Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts</p> <p>MS11-1; uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2; represents information in symbolic, graphical and tabular form</p>	<p>Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks</p> <p>MS11-3; solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4; performs calculations in relation to two-dimensional figures</p> <p>MS11-5; models relevant financial situations using appropriate tools</p> <p>MS11-6; makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7; develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8; solves probability problems involving multistage events</p>
<p>Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</p> <p>MS11-9; uses appropriate technology to investigate, organise and interpret information in a range of contexts</p>	<p>Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs</p> <p>MS11-10; justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>

Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Investigation	Hand in Extended Response	Yearly Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed MH11-2, MH11-6, MH11-8, MH11-9	Outcomes assessed MH11-3, MH11-7, MH11-10	Outcomes assessed MH11-1, MH11-4, MH11-5, MH11-6, MH11-9, MH1110	
Knowledge and understanding of course content	10	10	20	40
Historical Skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical Inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	35	30	35	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Performance and Musicology	Composition and Musicology	Performance and Aural	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10	
	Outcomes assessed P1, P6, P7, P8	Outcomes assessed P3, P5, P7, P8	Outcomes assessed P1, P4, P9, P11	
Performance	15		10	25
Composition		25		25
Musicology	10	15		25
Aural			25	25
Total %	25	40	35	100

Course Outcomes:

<p>To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.</p> <p>P1 - performs music that is characteristic of the topics studied P2 - observes, reads, interprets and discusses simple musical scores characteristic of 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</p>	<p>To develop the skills to evaluate music critically</p> <p>P5 - comments on and constructively discusses performances and compositions P6 - observes and discusses concepts of music in works representative of the topics studied</p>
<p>To develop an understanding of the impact of technology on music.</p> <p>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</p>	<p>To develop personal values about music</p> <p>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</p>

Numeracy CEC

Component	Task 1	Task 2	Task 3	Weighting %
	Assignment - Application task	Assignment - Application task	Assignment - Application task	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 7-9	
	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Course Outcomes:

<p>Develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language</p> <p>N6-1.1: recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p>	<p>Develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts</p> <p>N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p>
<p>Develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations</p> <p>N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	

Photography and Digital Media

Component	Task 1	Task 2	Task 3	Weighting %
	Digital Image Portfolio	Digital Image Portfolio	Yearly Examination	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
	Outcomes assessed M1, M3, M5	Outcomes assessed M2, M6, CH4, CH5	Outcomes assessed CH1, CH2, CH3	
Making	40	30		70
Critical and historical studies		10	20	30
Total %	40	40	20	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study	Yearly exam	
	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-8	Outcomes assessed PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH 11/12-6, PH11/12-7, PH11-9	Outcomes assessed PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Knowledge and understanding	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total %	30%	40%	30%	100

Course Outcomes:

Knowledge and Understanding	Skills in working scientifically
<p>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</p> <p>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</p> <p>PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles</p> <p>PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism</p>	<p>PH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation</p> <p>PH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>PH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>PH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>PH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information</p> <p>PH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>PH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>

Society and Culture

Component	Task 1	Task 2	Task 3	Weighting %
	Technology Research Task	Mini PIP	Year 11 Exam	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10	
	Outcomes assessed P1, P9, P10	Outcomes assessed P5, P8, P10	Outcomes assessed P1, P2, P3, P4, P6, P10	
Knowledge and understanding of course content.	20	20	10	50
Application and evaluation of social and cultural research methods.	5	10	15	30
Communication of information, ideas and issues in appropriate forms.	5	10	5	20
Total %	30	40	30	100

Course Outcomes:

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

Component	Task 1	Task 2	Task 3	Weighting %
	Semester 1 Practical Assessment and personal reflection	Semester 2 Practical Assessment and personal reflection	Yearly exam	
	Week 4, Term 2	Week 6, Term 3	Term 3, Weeks 9-10	
	Outcomes assessed 1.1, 3.1, 4.1, 5.2	Outcomes assessed 1.3, 2.3, 4.2, 4.4,	Outcomes assessed 1.2, 2.2, 3.6, 1.5	
Knowledge and understanding	10	10	30	40
Skills	25	25	0	60
Total %	35	35	30	100

Course Outcomes:

<p>Knowledge and Understanding</p> <p>1.1 Applies the rules and conventions that relate to participation in a range of physical activities.</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.</p> <p>1.3 Demonstrates ways to enhance safety in physical activity.</p> <p>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.</p> <p>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status.</p> <p>2.2 Analyses the fitness requirements of specific activities.</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities.</p> <p>2.5 Describes the relationship between anatomy, physiology and performance. The ability to analyse and implement strategies that promote health, physical activity and enhanced performance</p> <p>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.</p> <p>3.3 Measures and evaluates physical performance capacity.</p> <p>3.4 Composes, performs and appraises movement.</p> <p>3.6 Assesses and responds appropriately to emergency care situations.</p>	<p>Skills</p> <p>4.1 Plans strategies to achieve performance goal.</p> <p>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context.</p> <p>4.4 Demonstrates competence and confidence in movement contexts.</p> <p>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.</p> <p>5.2 Willingly participates in regular physical activity.</p> <p>5.3 Values the importance of an active lifestyle</p>
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VET Construction



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education - 90333

School Name: Colyton High School _____

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for			Task 1	Task 2	Task 3	Task 4
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			White card	Tools and equipment	Work safe	Working it out
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
*Task 2 completion may be carried over to HSC year			Week 11	Week 11	Week 10	Week 10
			Term 1	Term 1	Term 2	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".

Cohort 2024 - 2025 Stage 6 Construction Qualification CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package Version V0.27

VET Entertainment



Education

Entertainment Industry

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2025 - 2026

Training Package CUA Creative Arts and Culture

RTO - NSW Department of Education - 90333

School Name: Colyton High school _____

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5	Week	Week 10	Week 10
			Term 1	Term ongoing	Term 1	Term 2
Code	Unit of Competency	HSC Examinable	Date	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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”.

Cohort 2025 - 2026 Stage 6 Entertainment Industry Qualification CUA30420 Certificate III in Live Production and Technical Services Training Package CUA Creative Arts and Culture Version 0.6

VET Hospitality- Food and Beverage

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025- 2026

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please
		Week 4 Term 2 Date 24/5	Week 5 Term 3 Date 21/8/24
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

Optional EXAM
Week 9/10
Term 3
Date

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

*** Examinable units to be confirmed by teacher.**

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”.

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
	Developing a Contemporary Practice	Exploring Representation	Yearly Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed P1, P5, P6	Outcomes assessed P4, P7, P10	Outcomes assessed P8, P9, P10	
Making	20	30		50
Critical and historical studies	20	10	20	50
Total %	40	40	20	100

Course Outcomes:

<p>Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.</p> <p>P1: explores the conventions of practice in artmaking P2: explores the roles and relationships between the concepts of artist, artwork, world and audience P3: identifies the frames as the basis of understanding expressive representation through the making of art P4: investigates subject matter and forms as representations in artmaking P5: investigates ways of developing coherence and layers of meaning in the making of art P6: explores a range of material techniques in ways that support artistic intentions</p>	<p>Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.</p> <p>P7: explores the conventions of practice in art criticism and art history P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</p>
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Visual Design

Component	Task 1	Task 2	Task 3	Weighting %
	Art Making	Art Making	Yearly Examination	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9-10	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	DM1, DM2, DM3	DM4, DM5, DM6	CH1, CH2, CH3, CH4	
Designing and Making	40	30		70
Critical and Historical Study			30	30
Total %	40	30	30	100

Course Outcomes:

<p>Knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment</p> <p>DM - Designing and Making: DM1 generates a characteristic style that is increasingly self-reflective in their design practice DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works DM3 investigates different points of view in the making of designed works DM4 generates images and ideas as representations/simulations DM5 develops different techniques suited to artistic and design intentions in the making of a range of works DM6 takes into account issues of Work Health and Safety in the making of a range of works</p>	<p>Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design</p> <p>CH - Critical and Historical Studies CH1 generates in their critical and historical practice ways to interpret and explain design CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations CH3 distinguishes between different points of view, using the frames in their critical and historical investigations CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>
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