

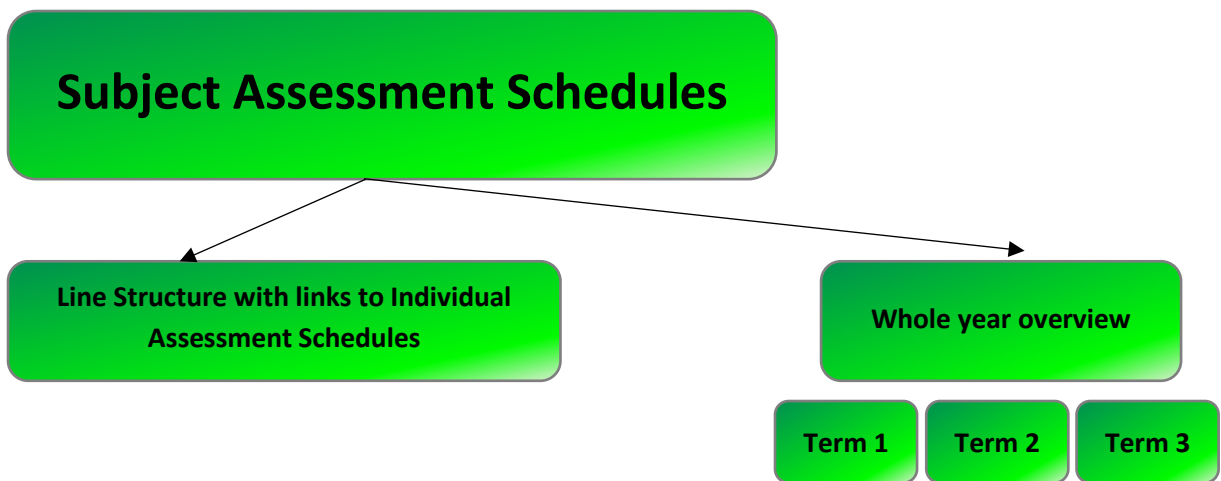
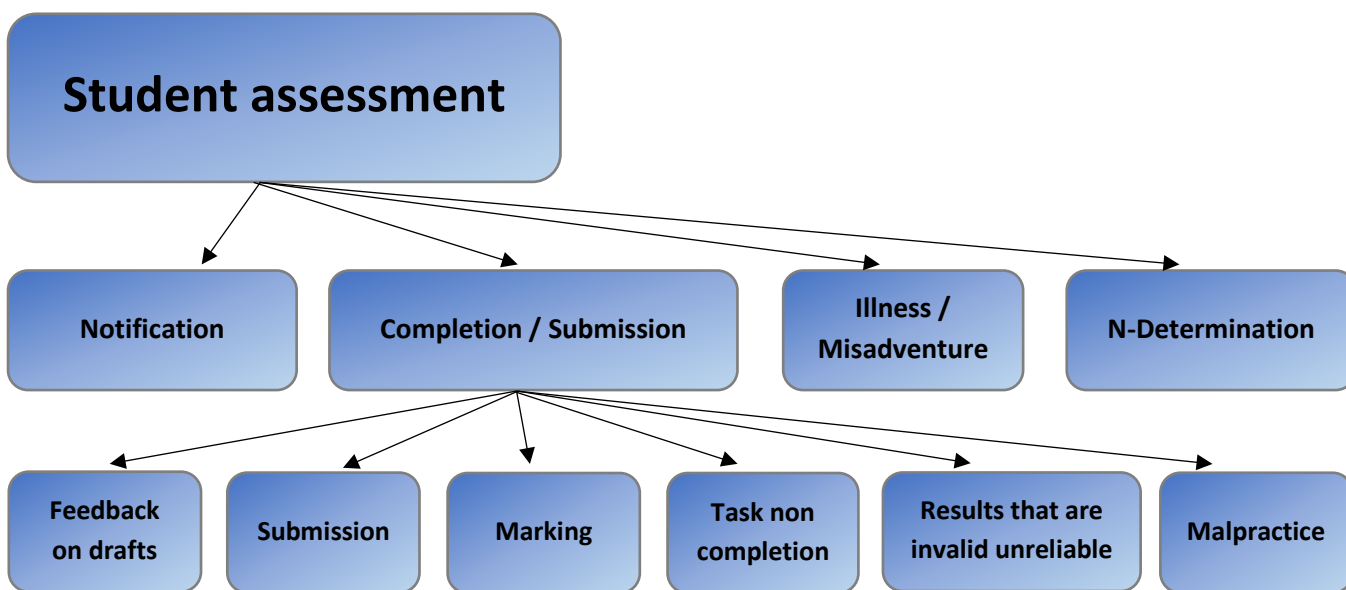
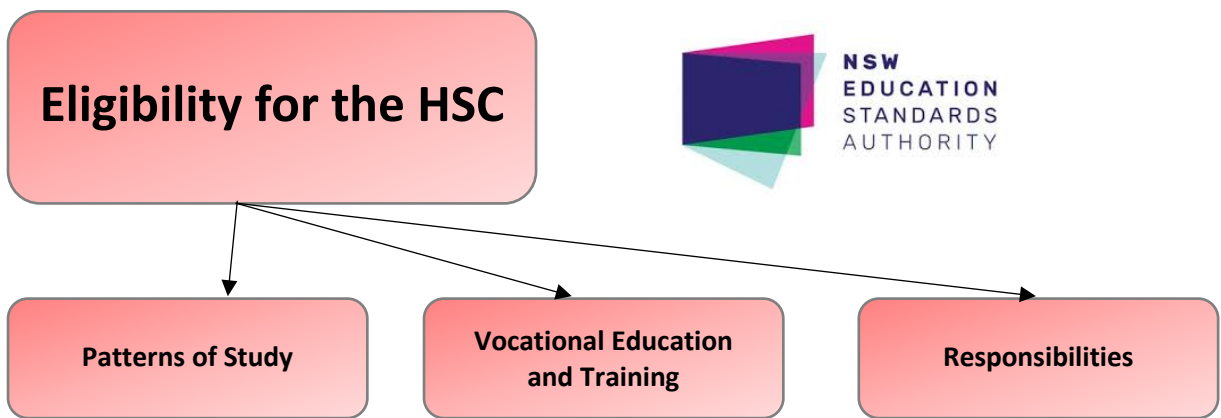
# Year 11

# 2025

## Assessment Schedule



# Mount View High School - Assessment Policy



## Eligibility for the HSC

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams

Students undertaking a pattern of study that comprises Stage 6 Life Skills courses only, are not required to complete AMOW.

## Patterns of Study

To qualify for the HSC students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- At least four (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

### Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

### Life Skills

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

## Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements.

Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an 'N' determination. Students will be supported in completing 35 hours of work placement in Year 11 and 35 hours of work placement in Year 12 during designated weeks.

## Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

At the commencement of the HSC this handbook informs students with written advice about the school's policies and procedures for school-based assessment, which includes:

- the school's malpractice policy and procedures for managing malpractice, and
- details of administrative requirements, including:
  - student absence on the day of an assessment task, and
  - late submission of assessment tasks, and
  - the school's illness/misadventure procedures for illness/misadventure suffered immediately before or during an assessment task; and
- procedures to be implemented if assessment tasks produce invalid or unreliable results, and
- procedures for reviewing student appeals arising from individual assessment tasks, and
- procedures for final rank order appeals, which must be:
  - based on a student's rank order placement during the course, and
  - focused on the procedures for determining the final school-based assessment mark for the course; and
- procedures for final grade appeals for English Studies, and Mathematics Standard 1 which must be:
  - based on a student's final grade at the end of the course, and
  - focused on the procedures used by the school for determining the grade(s) and whether they align with NESA's advice and the school's policy regarding the grading of student achievement, and
  - resolved within the school, where possible.
- the formal assessment program for each of their HSC courses, excluding Life Skills courses. The formal assessment program must adhere to course-specific requirements, including assessment schedules that detail:
  - the number and type of assessment tasks, and
  - syllabus outcomes assessed in each assessment task, and
  - the components and weightings allocated to each assessment task, and when each assessment task is to be attempted or submitted

The Mount View High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcome.

## Student assessment

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subject's HSC assessment program, Mount View High School will submit a school-based assessment mark to NESA for each student. The mark will be based on student performance in the tasks in Mount View High School's assessment program. The assessment mark submitted by Mount View High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Mount View High Schools course assessment marks are adjusted based on the performance of the Mount View High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark, and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment the general shape of the distribution of assessment marks submitted by a school is maintained. As a result all assessment marks are converted into the same 'currency' as the examination marks. These school based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final HSC examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

## Notification

As well as the Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 14 calendar days prior to the task. In some exceptional circumstances it may not be possible for schools to meet the two-week notice period. The task notification will include the:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled **single** date and time for attempting or submitting the task (For an in-class test, the task notification will also include the time allowed to complete the task), and
- marking criteria (where appropriate - for example, providing the marking criteria may be appropriate for an essay-type task, but not for a trial exam)

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Staff at Mount View High School are responsible for developing separate course-based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

### Completion / Submission

#### Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

### Submission

NSW Education Standards Authority (NESA) expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher **during the class period for that subject on the due date**. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course.

All formal assessment tasks, including those with multiple parts, must have a **single due date**, assess student achievement at one point in time, and contribute to the maximum weighting allocated for that task.

#### Student attendance / absence on the day of an assessment task

Students **must** attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

### Late / non-submission of assessment tasks

If a student does not complete a task by the due date or attend a scheduled assessment task and has their Student Illness/Misadventure/Appeal application declined, the school will record a zero mark for the assessment task. Tasks must never be left on a desk or table for collection by the teacher.

### VET

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgment is made based on evidence, which may be in a variety of forms.

### Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-school week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

Students are responsible for submitting an Illness/Misadventure/Appeal form if they wish to dispute the mark awarded for an individual assessment. Mount View High School will resolve appeals relating to marks allocated for an individual assessment task within 2 weeks of the task being returned.

1. Mount View High School has an internal review procedure for HSC school-based assessment marks and ranks, by which it will convene a school review panel (generally consisting of the Deputy and the Head Teacher) to examine student review requests of a school-based assessment task, and consider whether it:
  - a. complied with the stated formal assessment task information when determining the student's assessment mark, and
  - b. was calculated and/or entered correctly when determining the student's final assessment mark.
2. At the culmination of the review the school review panel will inform students of the outcome.

### Final course rank – requesting an internal school review

At the end of a course Mount View High School will submit school-based assessment marks to NESAs the rank of students in a course and the relative gap between students. Whilst schools are not allowed to advise students of their final submitted HSC school-based assessment mark they can provide to students their final course rank.

1. Students may request a school review of their placement in the rank order for a course based on their performance during the course, however they cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks.
2. Mount View High School has an internal review procedure for HSC school-based assessment marks and ranks, by which it will convene a school review panel (generally consisting of the Principal, Deputy, and Head Teacher) to examine student review requests of a school-based assessment program, and consider whether it:
  - a. has weighted the assessment tasks in line with NESAs requirements, and
  - b. complied with the stated formal assessment program when determining the student's final assessment mark, and
  - c. was calculated or entered correctly when determining the student's final assessment mark.

3. At the culmination of the review the school review panel will inform students of the outcome of rank order reviews and advise students of the provision for a subsequent appeal to NESAs, including information about grounds for appeal, and retain all documentation for 24 months.
4. If the school review panel:
  - a. upholds the appeal, then revised final assessment marks must be provided to NESAs as requested
  - b. declines the appeal, then no changes to the rank order will be made.

**Final course grades – requesting an internal school review** (See ACE Manual 40 - 45 – Calculating and confirming grades and marks)

At the end of the English Studies, Mathematics Standard 1 and other Content Endorsed Courses, Mount View High School will submit school-based assessment grades to NESAs. Teachers make professional, on-balance judgements about which grade best matches each student's level of achievement. Students may request a school review of their final grade awarded to them by their school in any NESAs Stage 6 course with the understanding that they cannot seek a review of results in a single or multiple individual assessment tasks.

Students appealing their final grade in a Stage 6 course must:

1. submit their appeal, in writing, to their principal, and
2. provide evidence that the grade awarded in the course was inconsistent with the progressive reporting from their school.

Mount View High School's internal review procedure for HSC school-based assessment grades involves convening a school review panel (generally consisting of the Principal, Deputy, and Head Teacher). The school review panel examines student review requests of their final grade, and considers whether the A to E grade given reflects the level of achievement demonstrated by the student at the end of the course and has been based on valid teacher judgement of all assessment opportunities. Students will be informed of the outcome of their final grade appeal, and revised grade(s) or advise students of the provision of a subsequent appeal to NESAs if the appeal is declined.

### Task non-completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Illness/Misadventure/Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are mandatory components of the HSC course, the student would be expected to make a serious attempt at the assessment task when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.



## Tasks that produce invalid or unreliable results

If it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a rule, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration. Mount View High School will retain all records of student assessment results in the event of an appeal.

## Malpractice

Malpractice includes any attempt to gain an unfair advantage over other students. Malpractice in any form including **misrepresentation, plagiarism, collusion, and breach of assessment conditions** is unacceptable. In addition to the afore mentioned malpractice forms, **non-serious attempts** at assessment tasks will also be considered under the assessment malpractice procedures. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Students found to engage in malpractice in any form may be given a **zero mark** and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents (eg medical certificates), and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

### Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

**Collusion**

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

**Breach of assessment conditions**

1. Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
2. Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.
3. All students undertaking a formal assessment task must comply with the assessment conditions set by the classroom teacher.
4. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the teacher / invigilator. At all other times, students must adhere to the rules prescribed by Mount View High School.
5. A breach of assessment conditions includes:
  - a. Student behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
  - b. Bringing into the exam room equipment that is not approved on the exam equipment list. The list is made available to students well before the start of exams.
  - c. Students must not have notes, paper, unauthorised material or any unauthorised communication or electronic devices in their possession once the exam commences. They are allowed to remove them without penalty before the exam starts.
6. By breaking assessment conditions and/or engaging in malpractice, students risk being ineligible for the HSC.
7. Malpractice also occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

**Non-Serious attempts**

1. For an assessment task attempt to be considered a serious attempt, students must:
  - a. respond to and demonstrate academic engagement, and
  - b. answer in English, unless specifically instructed otherwise.
2. Non-serious attempts include but are not limited to:
  - a. answering only multiple-choice questions, and/or
  - b. responses containing objectionable material:
    - i. abuse directed at a member of school staff and or Presiding Officers and/or
    - ii. obscene symbols, drawings, or comments.

## Managing Malpractice

In managing malpractice Mount View High School will:

1. Provide procedural fairness in investigating suspected malpractice by collecting appropriate sources of evidence including a formal student interview.
2. Form a panel to investigate and decide on whether the behaviour constituted as malpractice. A panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to the investigation. The decision will be conveyed to the student and to the parent(s) of the student.
3. Students found guilty of malpractice may be given a zero mark and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.
4. Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.
5. In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.
6. Provide student with an opportunity to appeal the decision of the malpractice panel. The assessment illness / misadventure form is to be used in this case. The Principal and or representative will conduct a review of the evidence and decision. The decision will be conveyed to the student and to the parent(s) of the student.

## Illness / Misadventure

The Illness/Misadventure appeal process **supports** students who:

- experience illness or misadventure immediately before / during a scheduled school-based assessment; and
- are prevented from attending or impacted during a school-based assessment.

Examples include but are not limited to: sudden incidents like a severe asthma attack or a diabetic hypoglycaemic event which could impair a student's ability to perform in an exam, or unexpected traumatic events like a car accident on the way to the exam or a family emergency that occurs just before an exam.

Illness/Misadventure **does not** cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESAs has already granted disability provisions, unless:
  - *an unforeseen episode occurs during the assessment (eg, a diabetic student has a hypoglycaemic event); or*
  - *further difficulties with the approved provision(s) occur during the assessment; or*
- long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- matters avoidable by the student (eg. misreading a due date)
- Issues with technology

Students who are absent (due to illness) from school on the day an assessment task, test or examination is due or who fall ill or experience misadventure during a task are advised to complete and submit an Illness/Misadventure/Appeal Form within two days after their return to school. The Student Illness/Misadventure/Appeal Form may be lodged with either their class teacher or the Head Teacher of the faculty concerned.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

An appeals panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

The panel will be determined from the following options in addressing the Illness/Misadventure appeal:

1. Extension of time to complete the original assessment task
2. Completion of a substitute assessment task
3. Reason unacceptable, mark confirmed of zero or otherwise

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment. The evidence used may vary from task to task depending on the nature of the task and the professional judgement of the teacher calculating the estimate. Whilst the student's current rank and historical rank may be considered, it should not be the determining factor in the calculation of the estimate. Estimate marks determined by the school may result in changes to a student's rank.

**Note:**

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

**Leave**

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

## N-Determination

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

- Followed the course developed or endorsed by the NESAs and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

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

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task
- The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESAs. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

If a student wishes a school review of an 'N' determination, a NESAs appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESAs. Information is available from the Principal.

An 'N' determination will have the following consequences:

- In a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.

# Curriculum Pattern

Main Menu

<b>7</b>	English (8)	Maths (8)	Science (8)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Visual Arts (6)	Language (6)	Wellbeing (2)	Sport (4)
<b>8</b>	English (9)	Maths (9)	Science (9)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Music (6)	Ag / Drama (3) Rotation	Wellbeing (2)	Sport (4)
<b>9</b>	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
<b>10</b>	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
<b>11</b>	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)
<b>12</b>	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)

[Subject Assessment Schedules](#)

[Line Structure](#)

[Main Menu](#)

### Year 11 lines 2025

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
English Advanced	Mathematics Advanced	Business Studies	Exploring Early Childhood	Agriculture	Ancient History	English Extension
English Standard	Mathematics Standard	Community and Family Studies	IT Timber	Health & Movement Science	Biology	Mathematics Extension
English Studies		Geography	Modern History	IT Metal	Engineering Studies	
		Music	Sport, Lifestyle & Recreation	Legal Studies	Photography and Digital Media & Visual Arts	
		Physics	Society and Culture	Textiles & Design	VET Hospitality	
		Work Studies	VET Retail	VET Construction	VET Manufacturing and Engineering	

<b>Week</b>	<b>Term 1 - 2025</b>						
<b>1</b>							
<b>2</b>							
<b>3</b>							
<b>4</b>							
<b>5</b>							
<b>6</b>	BUSINESS STUDIES						
<b>7</b>	CAFS	WORK STUDIES	MUSIC	BIOLOGY			
<b>8</b>	MODERN HISTORY	EEC	SLR	SOCIETY & CULTURE	ENGINEERING STUDIES	PVDI/ VISUAL ARTS	
<b>9</b>	TEXTILES & DESIGN	LEGAL STUDIES	HEALTH & MOVEMENT SCIENCE	PHYSICS	GEOGRAPHY		
<b>10</b>	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES		



Week	Term 2 - 2025						
1	ANCIENT HISTORY						
2	AGRICULTURE	MATHEMATICS EXTENSION	ENGLISH EXTENSION				
3	IT TIMBER	IT METAL					
4							
5	TEXTILES & DESIGN	BIOLOGY					
6	WORK STUDIES	SLR					
7	BUSINESS STUDIES	CAFS	LEGAL STUDIES				
8	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	HEALTH & MOVEMENT SCIENCE				
9	EEC	MODERN HISTORY	SOCIETY & CULTURE	PHYSICS	MUSIC	MATHEMATICS EXTENSION	
10	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES	PVDI/ VISUAL ARTS	ANCIENT HISTORY		

Week	Term 3 - 2025						
1	AGRICULTURE	ENGLISH EXTENSION					
2	GEOGRAPHY						
3	WORK PLACEMENT						
4	SLR						
5	WORK PLACEMENT						
6	ENGINEERING STUDIES	PVDI/ VISUAL ARTS	MUSIC				
7	IT TIMBER	SLR	IT METAL				
8 & 9 Exam Weeks	ENGLISH ADVANCED	ENGLISH STANDARD	ENGLISH STUDIES	MATHEMATICS ADVANCED	MATHEMATICS STANDARD	MATHEMATICS EXTENSION	ENGLISH EXTENSION
	BUSINESS STUDIES	CAFS	GEOGRAPHY	PHYSICS	WORK STUDIES		
	EEC	IT TIMBER	MODERN HISTORY	SOCIETY & CULTURE	ANCIENT HISTORY	BIOLOGY	ENGINEERING STUDIES
	AGRICULTURE	HEALTH & MOVEMENT SCIENCE	IT METAL	LEGAL STUDIES	TEXTILES & DESIGN		
10	LIFEREADY CAMP						

## Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Animal Growth and Nutrition Trial</b>	<b>Farm Case Study</b>	<b>Yearly Examination</b>
<b>Nature of Task</b>		Portfolio	Second-hand investigation	Examination
<b>Timing</b>		<b>T2W2</b>	<b>T3W1</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of: <ul style="list-style-type: none"> <li>the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.</li> <li>the impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	<b>40%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.	<b>40%</b>	<b>5%</b>	<b>15%</b>	<b>20%</b>
Skills in effective research, experimentation and communication.	<b>20%</b>	<b>15%</b>	<b>5%</b>	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1.2, P2.2, P4.1	P1.1, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1

## Course Outcomes

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

# Ancient History

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Historical Investigation	Case Study	Yearly Examination
Nature of Task		Research Task	Essay	Yearly Examination All Topics
Timing		T2W1	T2W10	T3W8/9
Assessment Component				
Knowledge and understanding of course content	40%	5%	10%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%	15%	5%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>Outcomes Assessed</b>		AH11.2, AH11.4, AH11.8, AH11.9	AH11.6, AH11.7, AH11.10	AH11.1, AH11.3, AH11.5, AH11.9

## Course Outcomes

### Knowledge and Understanding

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world

### Skills

- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Depth Study 1</b>	<b>Depth Study 2</b>	<b>Yearly Examination</b>
<b>Nature of Task</b>		FHI - Enzymes	FHI - Natural Selection	Examination
<b>Timing</b>		<b>T1W7</b>	<b>T2W5</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
<ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communication</li> </ul>	<b>60%</b>	25%	20%	15%
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>the structure and function of organisms</li> <li>the Earth's biodiversity and the effect of evolution</li> </ul>	<b>40%</b>	5%	10%	25%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		BIO11-1 BIO11-2 BIO11-3 BIO11-5 BIO11-6 BIO11-7 BIO11-8	BIO11-1 BIO11-4 BIO11-5 BIO11-7 BIO11-10	BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

## Course Outcomes

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

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Nature of Business	Business Planning	Yearly Examination
Nature of Task		Research essay and class task	Business Report	Examination All Topics
Timing		T1W6	T2W7	T3W8/9
Assessment Component				
Knowledge and Understanding of Course Content	40%	5%	15%	20%
Stimulus Based Skills	20%	10%		10%
Inquiry and Research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%		10%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
Outcomes Assessed		P1, P2, P6, P7	P4, P8, P9	P3, P5, P8, P9, P10

## Course Outcomes

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

# Community and Family Studies (CAFS)

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Core 1 Resource Management Needs and Goal Setting</b>	<b>Core 2 Individuals and Groups</b>	<b>Core 1, Core 2 and Core 3 Families and Communities</b>
<b>Nature of Task</b>		Research Task	Leadership Report and Analysis	Yearly Exam
<b>Timing</b>		<b>T1W7</b>	<b>T2W7</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and Understanding of course content	<b>40%</b>	15%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	<b>60%</b>	15%	25%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>Outcomes Assessed</b>		1.1, 4.1, 4.2, 5.1	1.1, 2.1, 2.3, 4.2	1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 5.2, 6.1, 6.2

## Course Outcomes

- 1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- 1.2 proposes effective solutions to resource problems
- 2.1 accounts for the roles and relationships that individuals adopt within groups
- 2.2 describes the role of the family and other groups in the socialisation of individuals
- 2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- 2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- 3.1 explains the changing nature of families and communities in contemporary society
- 3.2 analyses the significance of gender in defining roles and relationships
- 4.1 utilises research methodology appropriate to the study of social issues
- 4.2 presents information in written, oral and graphic form
- 5.1 applies management processes to maximise the efficient use of resources
- 5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- 6.1 distinguishes those actions that enhance wellbeing
- 6.2 uses critical thinking skills to enhance decision-making
- 7.1 appreciates differences among individuals, groups and families and values their contribution to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations



# Engineering Studies

Subject Lines

Course Components	Syllabus Weightings	AT1	AT2	AT3
Task Title		Vector Calculations	Bio-Engineering	Examination
Nature of Task		Report	Individual/ Group Report	Examination
Timing		T1W8	T3W6	T3W8/9
Assessment Component				
Knowledge and understanding of course content	60%	15%	15%	30%
Knowledge and skills in research, problem solving, and communication related to engineering practice	40%	10%	20%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P3.1, P3.3	P1.1, P2.1, P3.2, P3.3, P4.1, P5.1, P5.2, P6.1	P1.1, P2.1, P3.1 P4.1 P4.2 P4.3

## Course Outcomes

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

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Common Module: Reading to Write</b>	<b>Module B: Critical Study</b>	<b>Module A: Narratives that Shape Our World and Reading</b>
<b>Nature of Task</b>		Portfolio	In Class Essay	Examination
<b>Timing</b>		<b>T1W10</b>	<b>T2W10</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>50%</b>	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	20%	15%	15%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-8	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7

## Course Outcomes

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

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Imaginative Response</b>	<b>Multimodal Task</b>	<b>Yearly Examination</b>
<b>Nature of Task</b>		Assignment	Presentation	Examination
<b>Timing</b>		<b>T2W2</b>	<b>T3W1</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of complex texts and of how and why they are valued.	<b>50%</b>	15%	20%	15%
Skills in: -complex analysis -sustained composition -independent investigation.	<b>50%</b>	15%	20%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5

## Course Outcomes

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

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Common Module: Reading to Write</b>	<b>Mod A: Contemporary Possibilities</b>	<b>Mod B: Close Study of Literature</b>
<b>Nature of Task</b>		Portfolio	In Class Task	Examination
<b>Timing</b>		<b>T1W10</b>	<b>T2W10</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>50%</b>	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	20%	15%	15%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	11EN-1, EN11-2, 11EN-3, EN11-4 EN11-7	EN11-1, EN11-2, EN11-3, EN11-5, EN11-8

## Course Outcomes

- 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
- EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** investigates and explains the relationships between texts
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Mandatory Module: Achieving Through English	Elective Module: Playing the Game	All Modules
Nature of Task		Oral Presentation	In class test	Portfolio
Timing		T1W10	T2W10	T3W8/9
Assessment Component				
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Outcomes Assessed		ES11-1, ES11-4, ES11-6, ES11-10	ES11-3, ES11-7	ES11-2, ES11-5, ES11-7, ES11-8, ES11-9

## Course Outcomes

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

# Exploring Early Childhood (EEC)

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Amniocentesis / Chorionic Villus Sampling	Child Social Development	Examination
Nature of Task		Research	Research/ Product	Yearly Examination
Timing		T1W8	T2W9	T3W8/9
Assessment Component				
Knowledge and Understanding	50%	20%	10%	20%
Skills	50%	10%	30%	10%
Total	100%	30%	40%	30%
Outcomes Assessed		1.1, 1.4, 2.1, 5.1, 6.2	1.2, 1.3, 1.4, 2.2, 2.4, 4.2, 5.1	2.4, 3.1, 4.1, 4.3

## Course Outcomes

- 1.1 analyses prenatal issues that have an impact on development proposes effective solutions to resource
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years of young children problems
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

# Geography

## Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Earth's Natural Systems</b>	<b>Senior Geography Project</b>	<b>All topics and skills</b>
<b>Nature of Task</b>		In-Class Essay	Senior Geography Project	Yearly Examination
<b>Timing</b>		<b>T1W9</b>	<b>T3W2</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Geographical tools and skills	<b>20%</b>		10%	10%
Geographical inquiry and research, including fieldwork	<b>20%</b>		15%	5%
Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>	10%	5%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		GE-11-01, GE-11-02, GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09

## Outcomes

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

# Health and Movement Science

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Focus Area 2: The Body and Mind in Motion	Focus Area 1 OR 2: Health for individuals and communities OR The Body and Mind in Motion	Focus Areas 1 & 2: Health for Individuals and Communities and The Body and Mind in Motion
Nature of Task		Research and Response	Collaborative Investigation	Yearly Exam
Timing		T1W9	T2W8	T3W8/9
Assessment Component				
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	25%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
Outcomes Assessed		HMS 11-03, HMS 11-06, HMS 11-10	HMS 11-XX, HMS 11-05, HMS 11-09, HMS 11-10	HMS 11-01, HMS 11-02, HMS 11-03, HMS 11-04, HMS 11-06, HMS 11-07, HMS 11-08, HMS 11-09

## Course Outcomes

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



# Industrial Technologies

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Joint exercise</b>	<b>Furniture</b>	<b>Examination</b>
<b>Nature of Task</b>		Practical Project 1	Practical Project 2	Examination
<b>Timing</b>		<b>T2W3</b>	<b>T3W7</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Industry Study	<b>15%</b>			15%
Design	<b>10%</b>	5%	5%	
Management and Communication	<b>20%</b>	10%	10%	
Production	<b>40%</b>	15%	25%	
Industry Related Manufacturing Technology	<b>15%</b>			15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P2.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	P2.2 ,P3.1, P3.2, P3.3 P4.1, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P6.1, P7.1, P7.2

## Course Outcomes

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

Course Components	Syllabus Weightings	AT1	AT2	AT3
Task Title		The Legal System	The Individual and the Law	Yearly Examination
Nature of Task		Scaffolded Extended Response	Media File Inquiry	Examination
Timing		T1W9	T2W7	T3W8/9
Assessment Component				
Knowledge and understanding of course content	40%	10%	5%	25%
Analysis and evaluation	20%		15%	5%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
Outcomes Assessed		P3, P4,P6, P9	P5, P7,P8, P9, P10	P1, P2, P7, P8, P9

## Course Outcomes

- P1 Identifies and applies legal concepts and terminology
- P2 Describes the key features of Australian and international law
- P3 Describes the operation of domestic and international legal systems
- P4 Discusses the effectiveness of the legal system in addressing issues
- P5 Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 Explains the nature of the interrelationship between the legal system and society
- P7 Evaluates the effectiveness of the law in achieving justice
- P8 Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 Communicates legal information using well-structured responses
- P10 Accounts for differing perspectives and interpretations of legal information and issues

# Mathematics Advanced

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Class Test &amp; Summary Sheet</b>	<b>Class Test</b>	<b>Yearly Examination</b>
<b>Nature of Task</b>		Class Test	Class Test	Formal Examination
<b>Timing</b>		<b>T1W10</b>	<b>T2W8</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Functions MA-F1.1, F1.2, F1.3		✓		✓
Trigonometric Functions MA-T1.1, T1.2, T2			✓	✓
Functions MA-F1.4			✓	✓
Statistical Analysis MA-S1.1, S1.2			✓	✓
Calculus MA-C1.1, C1.2, C1.3, C1.4				✓
Understanding, Fluency and Communicating	<b>50%</b>	20%	15%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	10%	15%	25%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

## Course Outcomes

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

# Mathematics Extension 1

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Class Test &amp; Summary Sheet</b>	<b>Class Test</b>	<b>Formal Examination</b>
<b>Nature of Task</b>		Class Test	Class Test	Formal Examination
<b>Timing</b>		<b>T2W2</b>	<b>T2W9</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Combinatorics ME-A1.2, A1.2		✓		
Functions ME-F1.1, F1.2, F1.3, F1.4		✓		✓
Trigonometric Functions ME-T1, T2			✓	✓
Polynomials ME-F2			✓	✓
Calculus (Rates of Change) ME-C1.1, C1.2, C1.3				✓
Understanding, Fluency and Communicating	<b>50%</b>	20%	15%	15%
Problem Solving, Reasoning and Justification	<b>50%</b>	10%	15%	25%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6	ME11-1, ME11-2, ME11-3, ME11-4

## Course Outcomes

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

# Mathematics Standard

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Research/ Modelling Task	Portfolio of Learning	Formal Examination
Nature of Task		Assignment	Portfolio and Class Test	Formal Examination
Timing		<b>T1W10</b>	<b>T2W8</b>	<b>T3W8/9</b>
Assessment Component				
F1.2 - Earning and Managing Money		✓		✓
A1 - Formulae and Equations		✓		✓
F1.3 - Budgeting and Household Expenses		✓		✓
M1.1 - Practicalities of Measurement			✓	✓
M1.3 - Units of Energy and Mass			✓	✓
M1.2 - Perimeter, Area & Volume			✓	✓
S1.1 - Classifying and Representing Data			✓	✓
A2 - Linear Relationships				✓
F1.1 - Interest and Depreciation				✓
S1.2 - Exploring and Describing Data				✓
M2 – Working With Time				✓
<b>Understanding, Fluency and Communication</b>	<b>50%</b>	15%	15%	20%
<b>Problem Solving, Reasoning and Justification</b>	<b>50%</b>	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		MS11-2, MS11-5, MS11-6	MS11-3, MS11-4, MS11-7	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7

## Course Outcomes

### Outcomes:

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

# Modern History

## Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
Task Title		The Decline and Fall of the Romanov Dynasty	Historical Investigation	Yearly Examination
Nature of Task		Topic Test	Research Task	Yearly Examination All Topics
Timing		T1W8	T2W9	T3W8/9
Assessment Component				
Knowledge and understanding of course content	40%	10%		30%
Historical Skills in the Analysis and Evaluation of Sources and Interpretations	20%	5%	10%	5%
Historical Inquiry and Research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	10%	5%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Outcomes Assessed		MH11- 2, MH11-3, MH11-7, MH11-9, MH11-10	MH11-4, MH11-6, MH11-8, MH11-9	MH11-1 MH11-3 MH11-5 MH11-9

## Course Outcomes

### Knowledge and Understanding:

- MH11-1** Describes the nature of continuity and change in the modern world
- MH11-2** Proposes ideas about the varying causes and effects of events and developments
- MH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** Accounts for the different perspectives of individuals and groups
- MH11-5** Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

### Skills:

- MH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** Discusses and evaluates differing interpretations and representations of the past
- MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10** Discusses contemporary methods and issues involved in the investigation of modern history

# Music

## Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Methods of Notating Music</b>	<b>Music of the 20th and 21st Centuries</b>	<b>Elective Topic Study</b>
<b>Nature of Task</b>		Composition Portfolio	Performance and Aural Analysis	Musicology Research with Viva Voce and Aural Analysis
<b>Timing</b>		<b>T1W7</b>	<b>T2W9</b>	<b>T3W6</b>
<b>Assessment Component</b>				
Performance	<b>25%</b>		25%	
Composition	<b>25%</b>	25%		
Musicology	<b>25%</b>			25%
Aural	<b>25%</b>		10%	15%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P3, P8	P1, P4, P9	P4, P6

## Course Outcomes

*Objective: 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.*

*Through activities in performance, composition, musicology and aural, a student:*

- 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

*Objective: to develop the skills to evaluate music critically.*

- P5:** comments on and constructively discusses performances and compositions
- P6:** observes and discusses concepts of music in works representative of the topics studied

*Objective: to develop the understanding of the impact of technology on music*

- 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

*Objective: to develop personal values about music.*

- P9:** performs as a means of self-expression and communication
- P10:** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11:** demonstrates a willingness to accept and use constructive criticism

# Photography, Video and Digital Imaging (PVDI)

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Core</b>	<b>Modules</b>	<b>Resolution</b>
<b>Nature of Task</b>		Research / Journal	Practical Work/ Research	Practical Work/ Journal
<b>Timing</b>		<b>T1W8</b>	<b>T2W10</b>	<b>T3W6</b>
<b>Assessment Component</b>				
Making	<b>70%</b>	10%	30%	30%
Critical / Historical Studies	<b>30%</b>	20%	10%	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		M3, CH1, CH4	M2, M4, CH3, CH5	M1, M4, M5

## Course Outcomes

<p>Objectives Outcomes Modules</p> <p>A Student:</p> <p>Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment.</p>	<p><b>M1</b> generates a characteristic style that is increasingly self - reflective in their photographic and/or video and/or digital imaging practice</p> <p><b>M2</b> explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of still and/or moving works</p> <p><b>M3</b> investigates different points of view in the making of photographs and/or video and/or digital images</p> <p><b>M4</b> generates images and ideas and representations/simulations in the making of photographs and/or video and/or digital images</p> <p><b>M5</b> develops different techniques suited to artistic intentions in the making of photographs and/or video and/or digital images</p> <p><b>M6</b> takes into account issues of Work, Health and Safety in the making of photographs and/or video and/or digital images</p>
<p>All Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations and interests in the fields of photography and/or video and/or digital imaging.</p>	<p><b>CH1</b> generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p><b>CH2</b> investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p><b>CH3</b> distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p><b>CH4</b> explores ways in which histories, narratives and other accounts can be built to explain practices</p> <p><b>CH5</b> recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>
<p><i>M: outcomes for Making</i></p>	<p><i>CH: outcomes for critical and historical studies</i></p>



	Syllabus Weightings	AT1	AT2	AT3
Task Title		Practical Examination	Depth Study	Yearly Examination
Nature of Task		Practical examination	Scientific investigation	Written examination
Timing		<b>T1W9</b>	<b>T2W9</b>	<b>T3W8/9</b>
Assessment Component				
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communication</li> </ul>	<b>60%</b>	15%	25%	20%
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of fundamental mechanics</li> <li>Develop knowledge and understanding of energy</li> </ul>	<b>40%</b>	10%	10%	20%
<b>Total</b>	<b>100%</b>	25%	35%	40%
<b>Outcomes Assessed</b>		PH11-3, PH11-5, PH11-6, PH11-11	PH11-1, PH11-2, PH11-3, PH11-4, PH11-7, PH11-8	PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

## Course Outcomes

- PH11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5** analyses and evaluates primary and secondary data and information
- PH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

# Sport, Lifestyle & Recreation (SLR)

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		Module 11 Outdoor Education	Module 10 Individual Games and Applications	Module 10 Individual Games and Applications	Module 4 First Aid
<b>Nature of Task</b>		Portfolio	Practical Skills	Practical Skills	Stimulus Response
<b>Timing</b>		T1W8	T2W6/7	T3W4/5	T3W7
<b>Assessment Component</b>					
<b>Knowledge and understanding of:</b> -the factors that influence health and participation in physical activity -the principles and processes impacting on the realisation of movement potential	50%				
<b>Skills in:</b> -the ability to analyse and implement strategies that promote health, physical activity and enhanced performance -the capacity to influence the participation and performance of self and others	50%				
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>		<b>30%</b>
<b>Outcomes Assessed</b>		2.3, 4.2, 4.1	1.1, 2.1, 4.4		1.3, 2.5, 3.6

## Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts

# Society & Culture

Subject Lines

Course Components	Syllabus Weightings	AT1	AT2	AT3
Task Title		The Social and Cultural World	Personal and Social Identity	Yearly Examination
Nature of Task		Primary Research and In-Class Essay	Research Task	Examination – All topics
Timing		T1W8	T2W9	T3W8/9
Assessment Component				
Knowledge and understanding of course content	50%	15%	10%	25%
Application and evaluation of social and cultural research methods	30%	5%	15%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		P1, P3, P5, P8, P10	P2, P7, P8, P9, P10	P1, P2, P4, P6, P9, P10

## Course Outcomes

- 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
- 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

# Textiles and Design

Subject Lines

Course Components	Syllabus Weightings	AT1	AT2	AT3
Task Title		Design, Properties and Performance	Australian Textile, Clothing, Footwear and Allied Industries	All Units
Nature of Task		Design Task and Communication Portfolio	Project 1	Preliminary Yearly Exam
Timing		T1W9	T2W5	T3W8/9
Assessment Component				
Knowledge and understanding of course content	50%	10%	10%	30%
Skills in Design Manufacture and Management of Textile Projects	50%	20%	30%	
Total	100%	30%	40%	30%
Outcomes Assessed		P1.1, P1.2, P2.1, P2.2, P2.3	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1

## Course Outcomes

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

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Art Practice	Representation	Resolution
Nature of Task		Assignment	Body of Work Class based activities	Body of Work and VAD
Timing		<b>T1W8</b>	<b>T2W10</b>	<b>T3W6</b>
<b>Assessment Component</b>				
Artmaking Practice	<b>50%</b>		20%	30%
Historical/Critical Practice	<b>50%</b>	30%	20%	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		P7, P8, P9	P1, P6, P8, P10	P2, P3, P4, P5

**Please note:** Students will complete an end of course examination for Formative assessment purposes.

## Course Outcomes

### Artmaking Objective:

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.

**Artmaking Outcomes:** A student:

Content	Preliminary course
Practice	<b>P1:</b> explores the conventions of practice in artmaking
Conceptual framework	<b>P2:</b> explores the roles and relationships between the concepts of artist, artwork, world and audience
Frames	<b>P3:</b> identifies the frames as the basis of understanding expressive representation through the making of art
Representation	<b>P4:</b> investigates subject matter and forms as representations in artmaking
Conceptual strength and meaning	<b>P5:</b> investigates ways of developing coherence and layers of meaning in the making of art
Resolution	<b>P6:</b> explores a range of material techniques in ways that support artistic intentions

### Art Criticism and Art History Objective:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual art in their critical and historical accounts.

Content	Preliminary course
Practice	<b>P7:</b> explores the conventions of practice in art criticism and art history
Conceptual framework	<b>P8:</b> explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
Frames	<b>P9:</b> identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
Representation	<b>P10:</b> explores ways in which significant art histories, critical narratives, and other documentary accounts of the visual art can be constructed

# Work Studies

Subject Lines

	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>My Working Life</b>	<b>Preparing Job Applications</b>	<b>Yearly</b>
<b>Nature of Task</b>		Research Task	Job Application and Simulated Interview	Portfolio
<b>Timing</b>		<b>T1W7</b>	<b>T2W6</b>	<b>T3W8/9</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>30%</b>	5%	5%	20%
Skills	<b>70%</b>	25%	25%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		WS-1, WS-2, WS-3,WS-4	WS-5,WS-7, WS-9	WS-6, WS-7,WS-8,

## Course Outcomes

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

## Appendices

***1. Common Assessment Questions***

***2. Useful internet links***

***3. Requirements of the Education Act 1990 in relation to the NSW Higher School Certificate***

***4. Pattern of study requirements checklist for the Higher School Certificate***

***5. Sample Mount View High School Student Appeal Form***

## ***Common Assessment Questions***

### **What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?**

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Principal well before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

### **What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?**

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness without a medical certificate presented
- Illness with a medical certificate provided by a member of the family
- Lateness due to sleeping in
- Early holidays
- Loss of task
- Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late)
- Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

### **What to do if you are not at school on the day a task is to be sat or submitted?**

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the medical certificate to the Deputy Principal before the conclusion of the second day of return to school and keep a copy for the student's own records
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed



## ***Useful internet links***

- NESA Homepage - <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Past HSC Examinations - <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>
- HSC Syllabus documents - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- HSC examination advice and resources - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources>
- Vocational Education and Training (VET) <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>
- NESA Parents Page - <https://www.nsw.gov.au/education-and-training/nesa/about/who-we-are/information-for-parents-and-carers>
- NESA Dates and Events - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables>
- Assessment Resource Centre - <https://ace.nesa.nsw.edu.au/>
- Standards Packages - <https://arc.nesa.nsw.edu.au/go/hsc/std-packs/>
- HSC on-line multiple choice questions - <https://arc.nesa.nsw.edu.au/go/hsc/mcq/>
- University Admission Centre - <http://www.uac.edu.au/>
- TAFE New South Wales - <http://www.tafensw.edu.au/>

**REQUIREMENTS OF THE *EDUCATION ACT 1990*  
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE**

**Higher School Certificate – section 95**

- (1) Higher School Certificates are to be granted by the Authority to students:
  - (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
  - (b) who:
    - (i) have attended a government school, or
    - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
    - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
  - (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  - (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
  - (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  - (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
- (2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
- (3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

**Curriculum for Higher School Certificate candidates – section 12**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

These requirements [can be found here](#) and are articulated in Attachment 2.

**PATTERN OF STUDY REQUIREMENTS CHECKLIST  
FOR THE HIGHER SCHOOL CERTIFICATE**

✓	<b>Do students who will complete the Higher School Certificate meet the following pattern of study requirements?</b>
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: <a href="#">Assessment Certification Examination (ACE), ACE 8005</a> ]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i> ) at both Preliminary and HSC level.
	At least 4 subjects – at both Preliminary and HSC level.
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
	A maximum of 6 Preliminary units and 6 HSC units from courses in Science. [Ref: <a href="#">ACE 8006</a> ]
	In the Preliminary study pattern, Senior Science has not been studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course. [Ref: <a href="#">ACE 8006, 8011</a> ] General Mathematics can be studied with no other Mathematics Course. [Ref: <a href="#">ACE 8011</a> ]
	Met eligibility requirements for the English (ESL) course. [Ref: <a href="#">ACE 8007</a> ]
	Met eligibility requirements for Continuers courses in languages where there are Heritage and Background Speakers courses; for Beginners courses in languages and for Heritage courses in languages. Relevant documentation has been completed and retained at the school. [Ref: <a href="#">ACE 8002</a> ]
	All students undertaking Preliminary or HSC courses in 2017 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2016 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. <b>Exception:</b> Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking <b>only</b> Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.
	Board Endorsed Courses have current endorsement.
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see <a href="#">ACE 7001, 8010, 8011, 8012 8018</a> PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the NESA website under <a href="#">Vocational Education</a> .
<b>REMINDERS</b>	
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2017 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the <a href="#">UAC website</a> . <b>NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.</b>
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <a href="#">ACE website: Satisfactory completion, Pathways</a> and <a href="#">Credit transfer and Recognition of Prior Learning</a> for details].
	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <a href="#">ACE website: Studying HSC Life Skills courses</a> ].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC <a href="#">Disability provisions</a> including the application process is available on the NESA website.
	Schools are responsible for overseeing the delivery of VET courses by external providers.



MOUNT VIEW HIGH SCHOOL YR 11/12  
ILLNESS/MISADVENTURE/APEAL FORM

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Name of course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of the Assessment Task: \_\_\_\_\_ Date of Assessment Task: \_\_\_\_\_

**Illness/Misadventure/Appeal Reason:** *You must state sufficient details to support your case to be considered for extension of time or being given a substitute task. Please refer to the policy statement to guide you. Eg. Attendance at a sporting or cultural event, or family holiday are **not** considered valid reasons to appeal.*

Medical Certificate from Doctor (name): \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

---

---

Class Teacher's comment (Please look at performance over course to date)

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

- Appeals Panel Decision: [ ] Extension of time to complete the original assessment task  
[ ] Completion of a substitute assessment task  
[ ] Reason unacceptable, mark confirmed of zero or otherwise

*In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.*

Signature of Appeals Panel Leader: \_\_\_\_\_ Date: \_\_\_\_\_

*(Please inform the Head Teacher and ask them to inform the class teacher and the student)*



Mount View High School  
Assessment Adjustment Referral Form

PART A: PARENT / STUDENT SECTION

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

Diagnosis/condition: \_\_\_\_\_

Reason for assessment adjustment referral: \_\_\_\_\_  
\_\_\_\_\_

Attaching Evidence (attach report)  Specialist report

Parent/Carer Name + Signature: Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

PART B: OFFICE USE ONLY

Date Received:

HT T&L signature + decision \_\_\_\_\_

- Support
- Decline

Date Raised at LST:

- Support
- Decline

Communicated to staff/student/parent:

Staff	Student	Parent
<input type="checkbox"/> Email	<input type="checkbox"/> Email	<input type="checkbox"/> Email
<input type="checkbox"/> Phone	<input type="checkbox"/> Phone	<input type="checkbox"/> Phone
<input type="checkbox"/> Person	<input type="checkbox"/> Person	<input type="checkbox"/> Person

Entered in PLAN (Date): \_\_\_\_\_

Entered spreadsheet (date) \_\_\_\_\_

## Mount View High School Assessment Adjustment Referral Form

