



NORTHLAKES HIGH SCHOOL

ASSESSMENT SCHEDULES

YEAR 11

2023

Introduction to Assessment in Year 11

This booklet is issued to all students of Year 11 at Northlakes High School in Term 1 2023. The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects.

This booklet provides an outline of the school-based assessment program for the Year 11 courses offered in 2023. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

NSW Education Standards Authority (NESA) and the school place a lot of emphasis on the school-based assessments. Students should endeavour to do their best in all assessment tasks.

Detailed information is available on the NESA website www.educationstandards.nsw.edu.au

General Information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC examinations.

Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units (this includes the completion of work placement for students undertaking VET courses)
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

Students Online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please see Ms Pidgeon (Head Teacher Secondary Studies) or your Year 11 Year Advisor.

It is also important to note that at any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

Go to: <https://studentsonline.nesa.nsw.edu.au>

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#)

[About](#) | [Help](#) | [Forgotten PIN](#) | [Contact Us](#)

About Students Online

About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), HSC [exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

[Your account – My Details](#)

My Details is where you will find your personal study details, including your:

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security](#)

Click on activate your account now

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#)

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the

If there are any difficulties, refer to the Help and advice using Students Online page

<https://studentsonline.nesa.nsw.edu.au/go/help/> or see Ms Pidgeon (Head Teacher Secondary Studies) or your Year 11 Year Advisor.

HSC Record of Achievement

HSC results are available in the Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the certificate are sent in the mail in January the following year.

Samples can be viewed on NESA's HSC Credentials page.

The first page of the Record of Achievement will list your results in each HSC course you completed.

For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding.

These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

Performance Bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

HSC Minimum Standards

Students need to meet a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

Disability Provisions

Disability provisions <https://ace.nesa.nsw.edu.au/disability-provisions> are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through Schools Online. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student. Students and parents/caregivers are strongly advised to consult the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> for more information about Disability Provisions.

Formal Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to, presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

Responsibilities of the School

The school is responsible for providing:

- Students with the Year 11 Assessment Handbook 2023, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Assessment Schedules (found in the Year 11 Assessment Handbook 2023) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
 1. Will be used to measure student performance in each component of a course.
 2. Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 3. Specify a mark/weighting for each assessment task.
 4. Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that

students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

Responsibilities of the Student

Students are responsible for:

- Being familiar with the procedures and course information contained in the Year 11 Assessment Handbook 2023.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does NOT include weekends, public holidays or school holidays.

Completion of School-Based Assessment

Students are advised of the following NESA Assessment Certification Examination (ACE) policies:

ACE 8073: Completion of HSC internal assessment tasks <https://ace.nesa.nsw.edu.au/ace-8073>

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a non completion determination in a course will have neither an assessment mark nor an examination mark

awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

ACE 8078: Non-completion of HSC internal assessment: failure to submit task

<https://ace.nesa.nsw.edu.au/ace-8078>

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: Non-completion of HSC internal assessment: principals must warn students

<https://ace.nesa.nsw.edu.au/ace-8079>

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given.

The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

Notification of Assessment Tasks

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

Students are responsible for obtaining the assessment task notification from their teacher if they are absent on the day that notifications are issued. Extensions will not be granted based on the task not being received (see Responsibilities of the Student, sixth point).

Maintaining Honesty and Integrity

Honesty is Key for all Students and Staff

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standards to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on NESA's website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>. Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always Acknowledge Your Sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

HSC: All My Own Work

HSC: All My Own Work <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Northlakes High School the HSC: All My Own Work program is delivered in Term 4 of Year 10.

Malpractice

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

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.

- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Head Teacher Secondary Studies and relevant DP. The Head Teacher Secondary Studies will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary Studies within two school days of the decision being taken.

Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

Unfair Advantage in Assessment

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to absent themselves from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- For a student to absent themselves from any lessons within one day prior to a scheduled assessment task without a doctor's certificate.
- Arriving late to school on the day of a scheduled assessment task or hand-in task. If it is deemed that a student has gained an unfair advantage, a zero mark may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary studies within two school days of the decision being taken.

Submissions of Assessment Tasks

The Year 11 Assessment Handbook 2023 shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Examination Periods

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended and students will only be required at school when their specific examinations are scheduled.

School Assessments under Examination Conditions

In-school assessments are often carried out under examination conditions. NHS uses examination procedures modelled on those used for NESA external examinations. The majority of students are well behaved and will always meet expectations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

Examination Procedures and Rules

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 10 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> • Black pens • Pencils, erasers and a sharpener • A ruler • Highlighter pens • A clear bottle of water • A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam • Other equipment as specified in the exam notification, like a calculator 	<ul style="list-style-type: none"> • Mobile phones • Programmable watches, like smart watches • Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • Paper or any printed or written material (including your exam timetable) • Dictionaries (except in language exams, if allowed) • Correction fluid or correction tape.

4. Students must sit at the desk that shows their name and/or student number.

5. During the exam, students must:

- a) Always follow the exam supervisors' instructions.
- b) Complete the Student Attendance Slip as an official record of attempting the task.
- c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
- d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
- e) Write clearly with black pen (only use pencil if instructed to).
- f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
- g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
- h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
- i) Stop writing immediately when the supervisor tells you to.
- j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.

6. During each exam, students must not:

- a) Start writing until the Supervisor in Charge tells you.
- b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
- c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.

- d) Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
 - e) Leave the exam in the last 15 minutes.
 - f) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
- a) Cheat.
 - b) Include frivolous or objectionable material.
 - c) Take any prohibited items prohibited into the room.
 - d) Speak to anyone other than a supervisor.
 - e) Behave in any way likely to disturb another student or upset the exam's running.
 - f) Be affected by alcohol or illegal drugs.
 - g) Eat unless approved by NESA (for example, if you have diabetes).
 - h) Take any writing booklets or exam paper, whether used or not, out of the room.
 - i) Write on your body (for example your arms), tissues or material that is not exam material.
 - j) Leave the room if your principal requires all students to stay until each exam ends.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in zero marks being awarded. If your actions are illegal, you may also be reported to the police.

School Leave Affecting Assessment Tasks

Leave from school may be granted by the Principal upon completion of a Leave Application Form, which details all course work to be completed whilst on leave and any assessment requirements are indicated. Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy <https://education.nsw.gov.au/policy-library/policies/school-attendance-policy> in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School – Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When Student Leave Clashes with an Assessment Task

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant Faculty Head Teacher at least two weeks prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a zero mark being awarded. All hand-in tasks due during the period of leave must be submitted prior to leave commencing. Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded.

Students Completing Work Placement

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments. All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded.

Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an Assessment Task Reschedule Application Form to the Head Teacher Secondary Studies. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must see the Head Teacher Secondary studies and complete an Appeal form. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to Suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension **will NOT** be entitled to apply for an extension assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher

Secondary Studies and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- Hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- In-class assessment tasks – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher Secondary Studies.
- Examinations – the Head Teacher Secondary Studies will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Secondary Studies. The consequences of not following these procedures may result in a zero mark being awarded.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

Extensions

If there are difficulties of which students are aware before the due date students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided

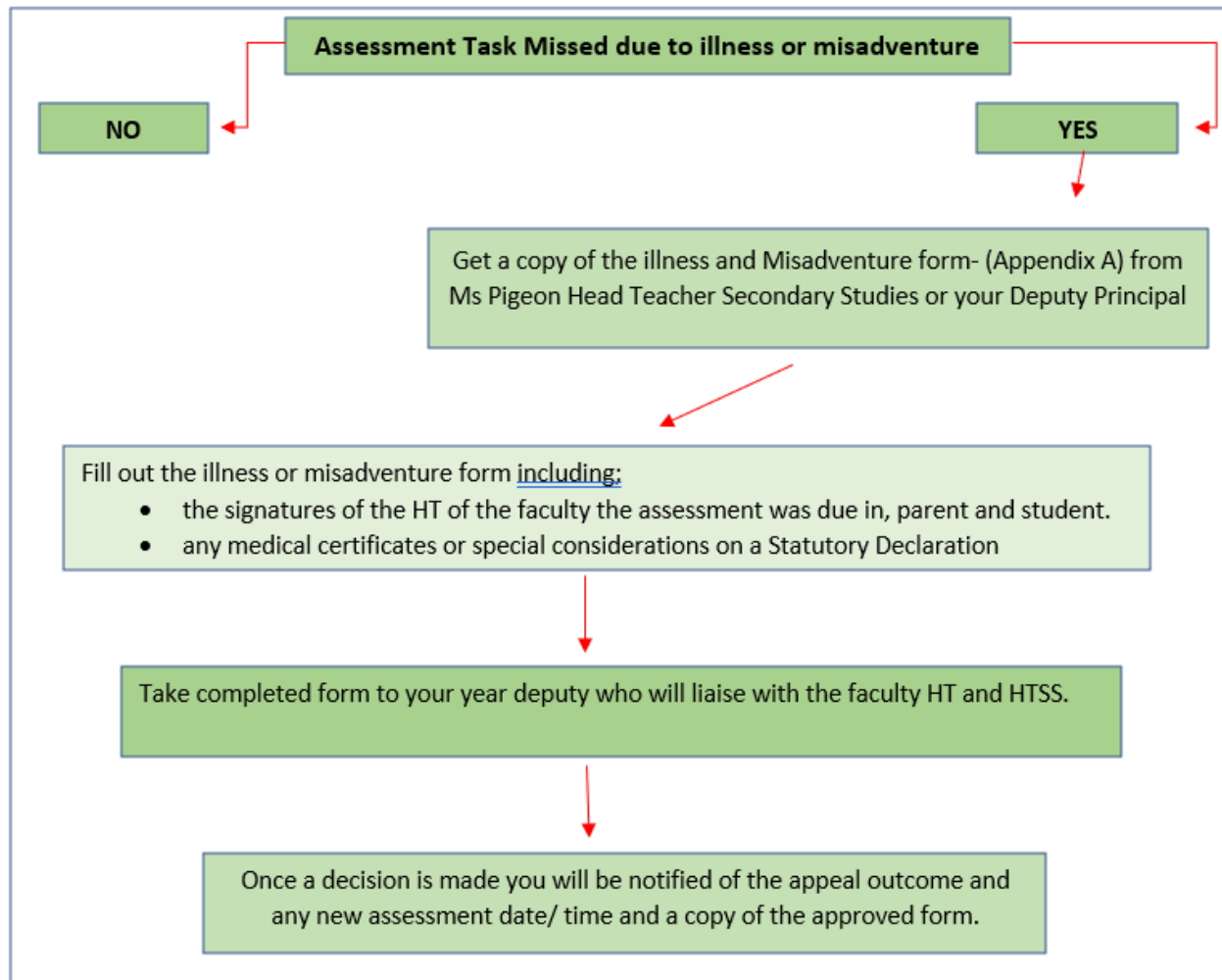
because it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness or Misadventure

If students are ill on the day an assessment task is due or is unable to attend school through circumstances beyond the student's control, the student should attempt to have it delivered to the school or submitted online. If circumstances arise unexpectedly and the task is unable to be submitted by the student, we advise that a parent or caregiver notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late.

Within 5 school days (or on return to school) an Illness or Misadventure Form must be completed. The form is available from the Deputy Principal or Ms. Pidgeon- (See attached Appendix A). Documentary evidence should be attached to the Appeal form (e.g. Medical Certificate). Failure to complete the document will result in a mark of zero for the task.

See flowchart below;



Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer-generated work should be saved in more than one location or format. Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by email or through google classroom. Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

FAILURE TO COMPLETE NESA REQUIREMENTS

NSW Education Standards Authority requires all students to:

- follow the course set
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes

- The **non-completion of a course procedures** commences when the student has not followed one of the above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview and the record of interview is completed which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- The **second official warning letter** will be issued for completely different reasons as outlined in the first official warning. In other words, a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate the course completion criteria (a), (b) and/ or (c) has not been met needs to be established.

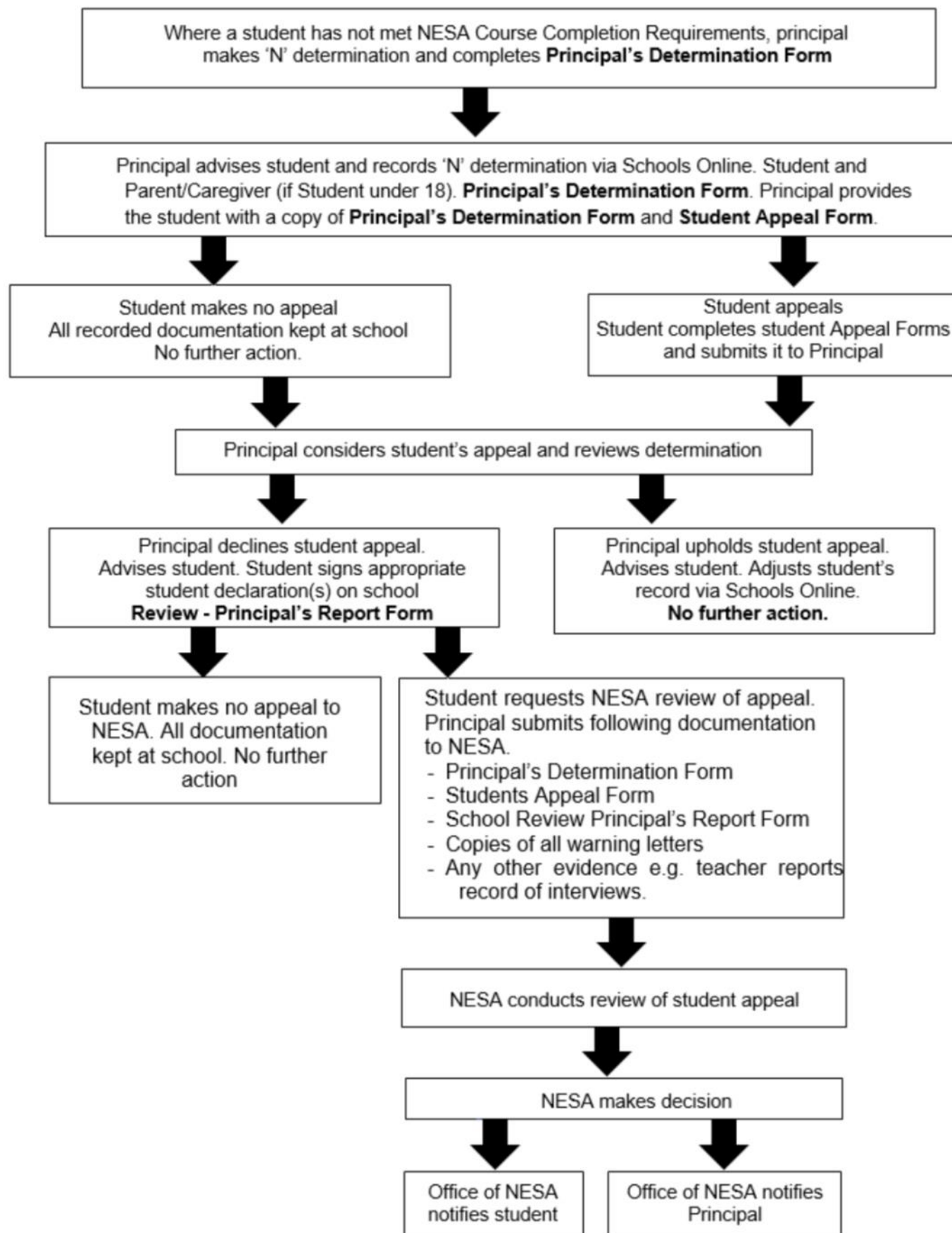
Once the second official warning letter is issued, an interview with a Deputy Principal and the student will be organised to discuss all outstanding and current concerns. At the interview a plan for improvement will be negotiated and be implemented over an agreed time. The outcome is recorded in Sentral.

- Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with Deputy Principal, parent/carer and the student. At this interview the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement. The outcome is recorded in Sentral.
- Receipt of further **official warning letters** and /or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a determination regarding an **"Determination"**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an N determination for that course. If that is the case, that subject will not count towards the satisfactory completion of 12 units of Year 11 courses. This will mean a student will not be able to progress to Year 12 in that course.

Please refer to the flow chart on the following page.

Procedures for 'N' determinations for Non-completion of HSC course requirements, and Appeals.



Reporting on Student Progress

Northlakes High School provides written student progress reports in Semester 1 and Semester 2. Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

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

Teachers, students and parents/caregivers must be aware that achievement grades do not correlate to the HSC performance bands and, therefore, cannot be used to predict results in a student's HSC Record of Achievement.

Each Year 11 and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Assessment of Life Skills Outcomes in Stage 6

Stage 6 Life Skills <https://ace.nesa.nsw.edu.au/studying-hsc-life-skills-courses> courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course. Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Frequently Asked Questions

1. What must I do to have satisfactorily completed a course?

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself "with diligence and sustained effort".

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. What do the terms "examination", "in-class" and "hand-in" assessment task mean?

An "examination" is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An "in-class assessment task" is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. "Hand-in assessment tasks" are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The Year 11 Assessment Handbook outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why may I be penalised for being absent the day before a task is due?

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury that other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You have to complete and submit an illness and misadventure form to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone:

43900555 or email: northlake-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a Medical Certificate must be attached to the illness/ misadventure form.

9. What happens if I do not submit a task or sit an examination?

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

10. What happens if I do not make a serious attempt in an assessment task or examination?

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

11. What does "non-serious attempt" mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

12. What happens if I have been found guilty of malpractice?

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

13. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

14. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

15. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

16. Can I appeal an assessment task result for an individual task?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

English Advanced

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 8, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Writing Portfolio</i>	<i>Multimodal Presentation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
TOTAL MARKS	100%	20%	40%	40%
Outcomes		EA11-1, EA11-6, EA11-9	EA11-2, EA11-7, EA11-8	EA11-3, EA11-4, EA11-5
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			

English Standard

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 8 Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Writing Portfolio</i>	<i>Multimodal Presentation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
TOTAL MARKS	100%	20%	40%	40%
Outcomes		EN11-1, EN11-6, EN11-9	EN11-2, EN11-7, EN11-8	EN11-3, EN11-4, EN11-5
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 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			

English Extension

Components	Weighting	Task 1	Task 2	Task 3
		Week 2, Term 2, 2023	Week 7-8, Term 3, 2023	Week 9, Term 3, 2023
		<i>Writing Portfolio</i>	<i>Yearly Examination</i>	<i>Independent Research Project Writing Portfolio & Presentation</i>
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
TOTAL MARKS	100%	20%	40%	40%
Outcomes		EE111, EE113	EE111, EE112, EE115	EE114, EE115, EE116
OUTCOMES				
EE111	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies			
EE112	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts			
EE113	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts			
EE114	develops skills in research methodology to undertake effective independent investigation			
EE115	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts			
EE116	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity			

English Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 6, Term 2, 2023	Week 3, Term 3, 2023
		<i>Resume, letter & mock interview task</i>	<i>Portfolio of Writing</i>	<i>Multimodal Task</i>
Skills	50%	15%	15%	20%
Knowledge	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		ES11-1, ES11-3, ES11-10	ES11-4, ES11-5, ES11-8	ES11-2, ES11-6, ES11-7, ES11-9
Course Modules		<ul style="list-style-type: none">• Mandatory Module 1: Achieving Through English- English & the Worlds of Education, Careers & Community• Elective Module 1: On the road – English and the experience of travel• Elective Module 2: Local Heroes – English and community life		
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, media, audiences, contexts and purposes			
ES11-7	Represents own ideas in critical, interpretive and imaginative texts			
ES11-8	Identifies and describes relationships between texts			
ES11-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade			
ES11-10	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning			

Mathematics Standard

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 7, Term 3, 2023
		Topic/Content MS-A1, MS-A2, MS-M1	Topic/Content MS-F1.1, MS-F1.2, MS-S1.1	Topic/Content MS-A1, MS-A2, MS-M1, MS-M2, MS-F1, MS-S1, MS-S2
		<i>Investigation task</i>	<i>Investigation task</i>	<i>Yearly Examination</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem solving, Reasoning & Justification	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
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			

Mathematics Advanced

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 7-8, Term 3, 2023
		Topic/Content MA-F1	Topic/Content MA-T1	Topic/Content MA-F1, MA-T1, MA-T2, MA-C1, MA-E1, MA-S1
		<i>Investigation Task</i>	<i>Investigation Task</i>	<i>Yearly Exam</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
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

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 7, Term 3, 2023
		Topic/Content MA-F1	Topic/Content MA-T1, MA-T2	Topic/Content MA-F1, MA-T1, MA-T2, MA-C1, MA-E1, MA-S1
		<i>Investigation Task</i>	<i>Investigation Task</i>	<i>Yearly Examination</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-3, ME11-4, ME11-8, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
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 Numeracy

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 7-8, Term 3, 2023
		Topic/Content Module 1 and Module 2	Topic/Content Module 1 and Module 2	Topic/Content Module 1 and Module 2
		<i>Investigation Task</i>	<i>Investigation Task</i>	<i>Yearly Examination</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Achievement Level Descriptions for reporting achievement.

Objectives

N6-1: develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language

N6-2: develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts

N6-3: develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical

OUTCOMES

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

Agriculture

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2023	Week 9, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Animal Production Experiment</i>	<i>Plant Production Experiment</i>	<i>Yearly Examination</i>
Knowledge and Understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage Agriculture production systems	40%	15%	15%	10%
Skills in effective research, experimentation and communication	20%	5%	5%	10%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 4.1	ALL

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	explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1	applies the principles and procedures of experimental design and agricultural research
P5.1	investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Ancient History

Components	Weightings	Task 1	Task 2	Task 3
		Term 1, Week 9, 2023	Term 2, Week 9, 2023	Term 3, Week 7, 2023
		<i>Features of a Society</i>	<i>Mystery/Controversy</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	15%	5%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
Total Marks	100%	40%	30%	30%
Outcomes		AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-4, AH11-7, AH11-8, AH11-9	AH 11-1, AH11-2, AH11-9, AH11-10

OUTCOMES

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

Biology

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2023	Week 10, Term 2, 2023	Week 7-8, Term 3, 2023
		Module 3 Biological Diversity Module 4 Ecosystem Dynamics	Module 1 Cells as the Basis of Life	Modules 1-4
		<i>Depth Study</i>	<i>Practical Examination</i>	<i>Yearly Examination</i>
Working Scientifically Skills	60%	30%	30%	
Knowledge & Understanding	40%	5%		35%
Total	100%	35%	30%	35%
Outcomes		11-3, 11-6, 11-10, 11-11	11-2, 11-3, 11-4, 11-5	11-8, 11-9, 11-10, 11-11

OUTCOMES

1	<p>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</p> <p>BIO11/12-1 - develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 - analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
2	BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
3	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.
4	BIO11-10 Describes biological diversity by explaining the relationship between a range of organisms in terms of specialisation for selected habitats and evolution of species.
5	BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within an ecosystem.

Chemistry

Components	Weighting	Task 1	Task 2	Task 3
		Week 9 Term 1, 2023	Week 9 Term 2, 2023	Week 7-8 Term 3, 2023
		Module 1 Properties and Structure of Matter	Module 2 Introduction to Quantitative Chemistry Module 3 Reactive Chemistry	Modules 1-4
		<i>Research</i>	<i>Depth Study</i>	<i>Yearly Examination</i>
Working Scientifically Skills	60%	30%	30%	
Knowledge & Understanding	40%	5%		35%
Total	100%	35%	30%	35%
Outcomes		11-5, 11-7, 11-8	11-3, 11-4, 11-5, 11-6, 11-9	11-8, 11-9, 11-10, 11-11

OUTCOMES

1	<p>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</p> <p>CH11/12-1 - develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH11/12-5 - analyses and evaluates primary and secondary data and information</p> <p>CH11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
2	CH11-8 Explores the properties and trends in the physical, structural and chemical aspects of matter
3	CH11-9 Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
4	CH11-10 Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
5	CH11-11 Analyses the energy considerations in the driving force for chemical reactions

Business Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 7, Term 1, 2023	Week 10, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Research: The Nature of Business</i>	<i>Business Plan</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	40%	5%	5%	30%
Stimulus based skills	20%	5%	5%	10%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	15%	
TOTAL MARKS	100%	20%	40%	40%
Outcomes		P2, P7, P8	P4, P9, P10	P1, P3, P5, P6
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

Components		Weighting	Task 1	Task 2	Task 3
			Week 5 Term 2, 2023	Week 3 Term 3, 2023	Week 7-8 Term 3, 2023
			<i>Resource Management and Individuals and Groups</i>	<i>Families and Communities</i>	<i>Yearly Examination</i>
• Knowledge and understanding of course content		40%	20%	10%	10%
• Skills in critical thinking, Research methodology analysing and communicating.		60%	20%		
TOTAL MARKS		100%	40%	30%	30%
Outcomes			1.1, 2.1, 2.3, 4.1, 4.2, 5.1	1.2, 2.4, 6.1, 6.2	All outcomes
OUTCOMES					
P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals				
P1.2	Proposes effective solutions to resource problems				
P2.1	Accounts for the roles and relationships that individuals adopt within groups				
P2.2	Describes the role of the family and other groups in the socialisation of individuals				
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement				
P2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning				
P3.1	Explains the changing nature of families and communities in contemporary society				
P3.2	Analyses the significance of gender in defining roles and relationships				
P4.1	Utilises research methodology appropriate to the study of social issues				
P4.2	Presents information in written, oral and graphic form				
P5.1	Applies management processes to maximise the efficient use of resources				
P6.1	Distinguishes those actions that enhance wellbeing				
P6.2	Uses critical thinking skills to enhance decision-making				

Construction Pathways

Assessment Tasks for Certificate II Construction Pathways CPC20220		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination (Optional)
		Safety	Communicate	Plans and Calculation	Formwork	
Assessment due		Week: 8 Term: 1	Week: 4 Term: 2	Week: 3 Term: 3	Week: 6 Term: 4	Week: 7-8 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry		X			
CPCCOM2001	Read and interpret plans and specifications			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM1013	Plan and organise work				X	
CPCCCM1011	Undertake basic estimation and costing				X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate II Construction Pathways CPC20220** or a **Statement of Attainment towards Certificate II Construction Pathways CPC20220**.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Dance

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 4, Term 2, 2023	Week 4, Term 3, 2023
		<i>Performance</i>	<i>Appreciation</i>	<i>Composition</i>
Performance	40%	40%		
Composition	30%			30%
Appreciation	30%		30%	
TOTAL MARKS	100%	40%	30%	30%
Outcomes		P2.1 - P2.6 P1.1 P1.4	P1.2 P1.1 P4.1, P4.2 P4.3 P4.4 P4.5	P3.1 –P3.7 P1.4 P1.3 P1.1

OUTCOMES

P1.1	Understands dance as the performance and communication of ideas through movement and in written and oral form
P1.2	Understands the use of dance terminology relevant to the study of dance as an art form
P1.3	Develops the skills of dance through performing composing and appreciating dance
P1.4	Values the diversity of dance as an art form and its inherent expressive qualities
P2.1	Identifies the physiology of the human body as it is relevant to the dancer
P2.2	Identifies the body's capabilities and limitations
P2.3	Recognises the importance of the application of safe dance practice
P2.4	Demonstrates appropriate skeletal alignment, body part articulation, strength, flexibility, agility and co-ordination
P2.5	Performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	Values self-discipline, commitment and consistency in technical skills and performance
P3.1	Identifies the elements of dance composition
P3.2	Understands the compositional process
P3.3	Understands the function of structure as it relates to dance composition
P3.4	Explores the elements of dance relating to dance composition
P3.5	Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	Structures movement devised in response to specific concept/intent
P3.7	Values their own and others' dance activities as worthwhile
P4.1	Understands the socio-historic context in which dance exists
P4.2	Develops knowledge to critically appraise and evaluate dance
P4.3	Demonstrates the skills of gathering, classifying and recording information about dance
P4.4	Develops skills in critical appraisal and evaluation
P4.5	Values the diversity of dance from national and international perspectives

Exploring Early Childhood

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 10, Term 2, 2023	Week 7-8 Term 3, 2023
		<i>Pregnancy and Childbirth – Electronic Babies</i>	<i>Child Growth Development and Play</i>	<i>Yearly Examination</i>
Knowledge	50%	5%	15%	30%
Skills	50%	30%	15%	5%
TOTAL MARKS	100%	35%	30%	35%
Outcomes		2.1, 6.1, 6.2	1.2, 1.3, 2.2, 5.1	1.1, 3.1, 4.1, 4.3
Course Outline	Pregnancy and Childbirth Child Growth and Development Play and the Developing Child Promoting Positive Behaviour Learning Experiences for Young Children			
OUTCOMES				
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years			
1.4	Examines 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 to encourage positive behaviour in young people			
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			
Outcomes 1.4,1.5 & 2.3 are assessed as a part of the HSC year of Exploring Early Childhood				

Food Technology

Components	Weighting	Task 1	Task 2	Task 3
		Week 2, Term 2, 2023	Week 4, Term 3, 2023	Week 7-8 Term 3, 2023
		Nutrition Research / Practical	Food Quality Research / Practical	Yearly Examination (Nutrition / Food Quality / Food Availability & Selection)
Practical Skills	25%	10%	15%	
Knowledge, Researching, Analysing and Evaluating	75%	25%	20%	30%
Total Marks	100%	35%	35%	30%
Outcomes		P2.1, P3.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1
OUTCOMES				
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular food			
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors			
P2.1	explains the role of food nutrients in human nutrition			
P2.2	identifies and explains the sensory characteristics and functional properties of food			
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups			
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate.			
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food			
P4.2 *	plans, prepares and presents foods which reflect a range of the influences on food selection			
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups			
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products			
P5.1	generates ideas and develops solutions to a range of food situations			

Geography

Component	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 7-8, Term 3, 2023	Week 9, Term 3, 2023
		Biophysical Environments & Global Challenges	Yearly Examination	SGP
Knowledge and Understanding of course content.	40%	10%	20%	10%
Geographical tools and skills.	20%	10%	5%	5%
Geographical Inquiry and research including fieldwork.	20%	5%		15%
Communication of geographical information, ideas, and issues in appropriate forms.	20%	5%	10%	5%
Total marks	100%	30%	35%	35%
Outcomes		P3, P6, P8, P10, P12	P1, P2P4, P5, P10, P12	P7, P8, P9, P10, P11, P12
OUTCOMES				

P1	Differentiates between spatial and ecological dimensions in the study of geography
P2	Describes the interactions between the four components which define the biophysical environment
P3	Explains how a specific environment functions in terms of biophysical factors
P4	Analyses changing demographic patterns and processes
P5	Examines the geographical nature of global challenges confronting humanity
P6	Identifies the vocational relevance of a geographical perspective
P7	Formulates a plan for active geographical inquiry
P8	Selects, organises, and analyses relevant geographical information from a variety of sources
P9	Uses maps, graphs and statistics, photographs, and fieldwork to conduct geographical inquiries
P10	Applies mathematical ideas and techniques to analyse geographical data
P11	Applies geographical understanding and methods ethically and effectively to a research project
P12	Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Entertainment

Course: Preliminary - Entertainment Industry

Assessment Tasks for Certificate III in Live Production and Technical Services CUA30420		Cluster 1	Cluster 2	Cluster 3	Yearly Examination (Optional)
		White Card	Safe and Sound	Bump in the Light	
		Week: 5 Term: 1	Week: 5 Term: 2	Week: 10 Term: 3	Week: 7-8 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL			
CUASOU331	Undertake live audio operations		X		
CUAWHS312	Apply work health and safety practices		X		
CUALGT311	Operate basic lighting			X	
CUASTA212	Assist with bump in and bump out of shows			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Live Production and Services CUA30420** or a **Statement of Attainment towards Certificate III in Live Production and Services CUA30420**.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Hospitality – Kitchen Operations

Course: Preliminary Hospitality – Kitchen Operations and Cookery

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Keeping Food Safe
		Week: 10 Term: 2	Week: 10 Term: 2	Week: 10 Term: 3
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHKOP001	Clean kitchen premises and equipment		X	
SITHCCC001	Use food preparation equipment		X	
SITXINV002	Maintain the quality of perishable items			X
SITXFSA002	Participate in safe food handling practices			X
SITHCCC002	Prepare and present simple dishes			X

Yearly Examination (Optional)
Week: 6-8 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Kitchen Operations SIT20416** or a **Statement of Attainment towards Certificate II in Kitchen Operations SIT20416**.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Industrial Technology – Timber

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2023	Week 7-8, Term 3, 2023	Week 10, Term 3, 2023
		Planning and Communication	Yearly Examination	Practical Project & Communication Folio
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in the management, communication and production of projects	60%	10%	40%	10%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		P2.1 P3.1 P4.2 P4.3 P5.1 P5.2 P6.1	P1.2, P2.1, P3.2 P4.3, P7.1 P7.2	P2.1,P2.2 P3.1, P3.2, P3.3 P4.1, P4.2, P4.3, P5.2 P6.2
Course Outline Components:	Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology			
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	Explains the impact of one related industry on the social and physical environment			
P7.2	Identifies the impact of existing, new and emerging techniques of one related industry on society and the environment			

Investigating Science

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 9, Term 2, 2023	Week 7-8, Term 3, 2023
		Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences and Generalisations	Module 3 Scientific Models	Module 4 Theories and Laws
		Research Project	Depth Study	Yearly Examination
Working Scientifically Skills	60%	20%	30%	10%
Knowledge & Understanding	40%	10%	10%	20%
Total	100%	30%	40%	30%
Outcomes		11-5, 11-6, 11-7, 11-8, 11-9	11-1, 11-4, 11-7, 11-10	11-8, 11-9, 11-10, 11-11

OUTCOMES

1	<p>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</p> <p>INS11/12-1 Develops and evaluates questions and hypotheses for scientific investigation</p> <p>NS11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>INS11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>INS11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>INS11/12-5 Analyses and evaluates primary and secondary data and information</p> <p>INS11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>INS11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
2	INS11-8 Identifies that the collection of primary and secondary data initiates scientific investigations.
3	INS11-9 Examines the use of inferences and generalisations in scientific investigations.
4	INS11-10 Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes.
5	INS11-11 Describes and assesses how scientific explanations, laws and theories have developed.

Japanese Beginners

Components		Weighting	Task 1	Task 2	Task 3
			Week 10 Term 1, 2023	Week 10 Term 2, 2023	Week 7-8 Term 3, 2023
			<i>Topic Test</i>	<i>Oral Presentation</i>	<i>Yearly Examination</i>
Listening Objectives 1 and 2		30%	10%	10%	10%
Reading Objectives 1 and 2		30%	15%		15%
Writing in Japanese Objectives 1 and 3		20%		10%	10%
Speaking Objectives 1 and 3		20%	5%	10%	5%
TOTAL MARKS		100%	30%	30%	40%
Outcomes			1.1, 1.2, 1.4, 2.1, 2.2	1.2, 1.3, 2.1, 3.1, 3.2	1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4
OUTCOMES					
Interacting	1.1	Establishes and maintains communication in Japanese			
	1.2	Manipulates linguistic structures to express ideas effectively in Japanese			
	1.3	Sequences ideas and information			
	1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately			
Understanding Texts	2.1	Understands and interprets information in texts using a range of strategies			
	2.2	Conveys the gist of and identifies specific information in texts			
	2.3	Summarises the main points of a text			
	2.4	Draws conclusions from or justifies an opinion about a text			
	2.5	Identifies the purpose, context and audience of a text			
	2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts			
Producing Texts	3.1	Produces texts appropriate to audience, purpose and context			
	3.2	Structures and sequences ideas and information			
	3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese			
	3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts			

Japanese Continuers

Components		Weighting	Task 1	Task 2	Task 3
			Week 10, Term 1, 2023	Week 10, Term 2, 2023	Week 7-8, Term 3, 2023
			<i>Topic Test</i>	<i>Oral Presentation</i>	<i>Yearly Examination</i>
Listening Objectives 1, 3 and 4		30%	10%	10%	10%
Reading Objectives 3 and 4		30%	15%		15%
Writing in Japanese Objectives 1, 2 and 4		20%		10%	10%
Speaking Objectives 1, 3 and 4		20%	5%	10%	5%
TOTAL MARKS		100%	30%	30%	40%
Outcomes			1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
OUTCOMES					
Exchanging Information	1.1	uses a range of strategies to maintain communication			
	1.2	conveys information appropriate to context, purpose and audience			
	1.3	exchanges and justifies opinions and ideas			
	1.4	reflects on aspects of past, present and future experience			
Producing Texts	2.1	applies knowledge of language structures to create original text			
	2.2	composes informative, descriptive, reflective, persuasive and evaluative texts appropriate to context, purpose and/or audience			
	2.3	structures and sequences ideas and information			
Respond to Texts	3.1	conveys the gist of texts and identifies specific information			
	3.2	summarises the main ideas			
	3.3	identifies the tone, purpose, context and audience			
	3.4	draws conclusions from or justifies an opinion			
	3.5	interprets, analyses and evaluates information			
	3.6	infers points of view, attitudes or emotions from language and context			
Understand Language and Culture	4.1	recognises and employs language appropriate to different social contexts			
	4.2	identifies values, attitudes and beliefs of cultural significance			
	4.3	reflects upon significant aspects of language and culture			

Legal Studies

Components	Weighting	Task 1	Task 2	Task 4
		Week 9, Term 1, 2023	Week 9, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Media File</i>	<i>Research/Written Response</i>	<i>Yearly Examination</i>
Knowledge & Understanding of course content	40%		10%	30%
Analysis and Evaluation	20%	10%	10%	
Inquiry and Research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	10%		10%
TOTAL MARKS:	100%	30%	30%	40%
Outcomes		P1, P2, P6,	P5, P8, P9, P10	P3, P4, P7
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

Manufacturing & Engineering

Manufacturing and Engineering – Introduction

Assessment Tasks for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3
		Welcome to the Industry	Right tool, Right job	Engineering in Practice
Assessment due		Week: 5 Term: 2	Week: 2 Term: 3	Week: 10 Term: 3
Code	Unit of Competency			
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate I in Engineering MEM10119** or a **Statement of Attainment towards Certificate I in Engineering**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Photography

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 4, Term 2, 2023	Week 4, Term 3, 2023
		Critical/Historical Study	Folio	Folio +Critical/Historical Reflection
Critical/Historical	30%	20%		10%
Practical	70%		35%	35%
TOTAL MARKS	100%	20%	35%	45%
Outcomes		CH1, CH2, CH3, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH5
Course Outline	Introduction to practice (DSLR + Photoshop) Developing a point of view in digital practice Investigation in Critical/Historical studies OH&S			
OUTCOMES				
M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice			
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works			
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images			
M4	Generates images and ideas as representations/simulations in the making of photographs and/or video and/or digital images			
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images			
M6	Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works			
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging			
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations			
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies			
CH4	Explores ways in which histories, narrative and other accounts can be built to explain practices interests in the fields of photography and/or video and/or digital imaging			
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production			

PD/H/PE

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2023	Week 9, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Better Health for Individuals – Prepared Responses</i>	<i>Body in Motion – Video Analysis</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8 P9, P10, P11 P12 P15 P16 P17
Course Outline		1. Better health for individuals 2. The body in motion 3. Fitness choices 4. First aid		
OUTCOMES				
P1	Identifies and examines why individuals give different meanings to health			
P2	Explains how a range of health behaviours affect an individual’s health			
P3	Describes how an individual’s health is determined by a range of factors			
P4	Evaluates aspects of health over which individuals can exert some control			
P5	Describes factors that contribute to effective health promotion			
P6	Proposes actions that can improve and maintain an individual’s health			
P7	Explains how body structures influence the way the body moves			
P8	Describes the components of physical fitness and explains how they are monitored			
P9	Describes the biomechanical factors that influence the efficiency of the body in motion			
P10	Plans for participation in physical activity to satisfy a range of individual needs			
P11	Assesses and monitors physical fitness levels and physical activity patterns			
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)			
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)			
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)			
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information			
P16	Uses a range of sources to draw conclusions about health and physical activity concepts			
P17	Analyses factors influencing movement and patterns of participation			

Primary Industries- Agriculture

Assessment Tasks for Certificate II in Agriculture AHC20116		Cluster A	Cluster B	Cluster C	Cluster D
		Farming	Health and Welfare of Livestock	Monitor Water Supply	Basic Nursery Work
		Week: 10 Term: 1	Week: 10 Term: 2	Week: 2 Term: 3	Week: 10 Term: 3
Code	Unit of Competency				
INDUCTION	Induction	X			
AHCMOM202	Operate tractors	X			
AHCWHS201	Participate in work health and safety processes	X			
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	X			
AHCLSK205	Handle livestock using basic techniques		X		
AHCLSK202	Care for health and welfare of livestock		X		
AHCLSK204	Carry out regular livestock observation		X		
AHCLSK209	Monitor water supplies			X	
AHCSOL202	Assist with soil or growing media sampling and testing				X
AHCNSY202	Care for nursery plants				X

Yearly Examination (Optional)
Week: 7-8 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate II Agriculture AHC20116** or a **Statement of Attainment towards Certificate II Agriculture AHC20116**.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Retail Services

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam (Optional)
		Safety	Customer Service: You in Retail	Are You Being Served?	
		Week: 6 Term: 1	Week: 6 Term: 2	Week: 9 Term: 3	Week: 7-8 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Retail SIR30216** or a **Statement of Attainment towards a Certificate III in Retail SIR30216**.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Society & Culture

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2023	Week 9, Term 2, 2023	Week 7-8, Term 3, 2023
		<i>Amish Research Task</i>	<i>Mini PIP</i>	<i>Yearly Examination</i>
Knowledge & Understanding of course content	50%	10%	15%	25%
Application & evaluation of social and cultural research methodologies	30%	15%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
Total Marks	100%	30%	30%	40%
Outcomes		P3, P9, P10	P6, P7, P8	P1, P2, P4, P5, P9, P10
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

Sport Coaching

Assessment Tasks for Sport Coaching-Certificate III SIS30519		Cluster A	Cluster B	Cluster C	Cluster F
		Tournament Time	Playing it Safe	Strength and Conditioning	First Aid
		Week: 9 Term: 1	Week: 9 Term: 2	Week: 9 Term: 3	Week: TBC Term: 3
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
Insert Unit Code	Insert 1st Cluster C elective choice			X	
HLTAID003	First Aid (to be outsourced to a private RTO)				Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30519 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS30519.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Sport Lifestyle and Recreation

Components	Weighting	Week 8, Term 1, 2023	Week 10, Term 2, 2023	Ongoing 2023	Week 7-8, Term 3, 2023
		<i>Fitness Program</i>	<i>Lifestyle Assessment</i>	<i>Game or Sport Applications</i>	<i>Yearly Examination</i>
Knowledge and Understanding	50%	10%	15%		25%
Skills	50%	15%	10%	25%	
TOTAL MARKS	100%	25%	25%	25%	25%
Outcomes		1.2 2.2 3.2 3.3	1.5 2.3 3.5	1.1 1.3 3.1 4.2 4.4	1.2 1.3 1.5 2.1 2.2 2.3 2.5 3.2 3.3 3.5 4.1 4.3

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
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interest and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Design programs that responds to performance needs
3.3	Measures and evaluates physical performance capacities
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goals
4.2	Demonstrates leadership skills and a capacity to work co-operatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
Outcomes 1.4, 1.6, 2.4, 3.6, 3.7, 4.2 & 4.5 are assessed as part of the HSC year of Sport Lifestyle & Recreation	

Visual Arts

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2023	Week 8, Term 2, 2023	Week 4, Term 3, 2023
		<i>Artmaking & Visual Arts Process Diary</i>	<i>In-Class Essay</i>	<i>Body of Work & Visual Arts Process Diary</i>
Artmaking	50%	20%		30%
Art Criticism / Art History	50%	10%	30%	10%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		P1, P3, P4, P5, P6	P7, P8, P9, P10	P1, P,2 P4, P5, P6, P,7 P8, P9, P10
Course Outline	Exploration of at least three expressive forms Art criticism / History Development of Visual Arts Process Diary Exam			
OUTCOMES				
P1	Explores the conventions of practice in art making			
P2	Explores the roles and relationships between the concepts of artist, artwork, world and audience			
P3	Identifies the frames as the basis of understanding expressive representation through the making of art			
P4	Investigates subject matter and forms as representations in artmaking			
P5	Investigates ways of developing coherence and layers of meaning in the making of art			
P6	Explores a range of material techniques in ways that support artistic intentions			
P7	Explores the conventions of practice in art criticism and art history			
P8	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art			
P9	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art			
P10	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed			

Work Studies

Components	Weighting	Task 1	Task 2	Task 3
		Term 1, Week 10, 2023	Term 2, Week 10, 2023	Term 3, Week 7-8, 2023
		<i>Survey and Research</i>	<i>Fieldwork and Report</i>	<i>Yearly</i>
Module 1 My Work Life	30%	30%		
Module 2 Preparing Job Application	30%		30%	
Module 3 Personal Finance	40%			40%
TOTAL MARKS	100%	30%	30%	40%
Outcomes		P1, P2, P3,P4,P5	P2, P4, P6, P8	P4, P7, P8, P9

OUTCOMES

P1	Investigates a range of work environments
P2	Examines different types of work and skills for employment
P3	Analyses employment options and strategies for career management
P4	Assess pathways for further education, training and life planning
P5	Communicates and uses technology differently
P6	Applies self-management and teamwork skills
P7	Utilises strategies to plan, organise and solve problems
P8	Assesses influences on peoples working lives
P9	Evaluates personal and social influences on individuals and groups

	Term 1, 2023	Term 2, 2023	Term 3, 2023	Term 4,2023
Week 1				
Week 2		7. English Ext 5. Food Technology	4. VET Primary Ind. 6. VET Manufacturing	
Week 3			1. English Studies 3. VET Construction 6. CAFS	
Week 4		2. Dance 3. VET Construction 3. Photography	2. Dance 3. Photography 5. Food Technology 6. Visual Arts	
Week 5	3.VET Entertainment	3. VET Entertainment 6. CAFS 6. VET Manufacturing	Non Assessment Period	
Week 6	5. VET Retail	1. English Studies 5. VET Retail		3. VET Construction
Week 7	4. Business Studies		Yearly Examination Period	
Week 8	2. SLR 2. Dance 2. EEC 2. Math Adv. 2. Math Num. 2. Math Stand. 3. VET Construction 3. Photography 3. Society and Culture 7. Math Ext	1. English Adv 1. English Standard 2. Math Adv 2. Math Num. 2. Math Stand. 7. Math Ext 6. Visual Arts		
Week 9	1. English Adv 1. English Standard 1. English Studies 5. Inv. Science 5. Legal Studies 5. Geography 6. Ancient History 6. VET Sports Coaching 6. Chemistry 6. Visual Arts	3. Society and Culture 3. PDHPE 3. Agriculture 5. Inv. Science 5. Legal Studies 6. VET Sports Coaching 6. Ancient History 6. Chemistry	6. VET Sports Coaching 7. English Ext 5. Geography 5. VET Retail	
Week 10	3. PDHPE 3. Agriculture 4. Biology 4. IT Timber 4. Japanese Begin. 4. Japanese Cont. 4. VET Primary Ind. 4. Work Studies	2. EEC 2. SLR 4. VET Primary Ind. 4. Business Studies 4. Biology 4. Japanese Begin. 4. Japanese Cont. 4. Work Studies 5. VET Hosp KO	3. VET Entertainment 4. IT Timber 4. VET Primary Ind. 5. VET Hosp KO 6. VET Manufacturing	



Where possible, appeals must be submitted to the Deputy Principal prior to assessment due date. Appeals must be submitted no later than 3 days after the students return to school or 5 days after the original assessment due date, whichever comes first.

Student to complete:

Student Name:	Subject:
Teacher:	Circle one: HSC / Preliminary / RoSA
Task Title:	Original Due Date:

Details of circumstance that led to failure to complete/submit by the due date or details of misadventure'

If more space is required, use overleaf.

Student Signature	Date	Parent Signature	Date
-------------------	------	------------------	------

You must attach additional information; Medical Certificate/ Statutory Declaration or any other documentation to support your appeal. Insufficient supportive evidence will not assist the appeal panel in making a determination. Appeals are only considered based on the information provided with this form

Faculty Head Teacher to complete - Student Consultation:

Task details are correct?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Medical Certificate or Stat Dec attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HT Recommendation: Should this appeal be approved?		
<input type="checkbox"/> Yes <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No Justification:	

Head Teacher	Signature	Date
--------------	-----------	------

Deputy Principal to complete

Approval	
<input type="checkbox"/> Yes - Approved <input type="checkbox"/> Alternate task: Due Date: _____ <input type="checkbox"/> Extension: Due Date: _____ <input type="checkbox"/> Estimated Result: Estimate: _____ <input type="checkbox"/> Other	<input type="checkbox"/> No – Not Approved Justification:

Deputy Principal	Signature	Date
------------------	-----------	------

Distribute copies; ☐ Student, ☐ Faculty, ☐ Original in PRC. ☐ Sentral Data Entry