

# Northlakes High School

Opportunities for Future Success

## STAGE 6 (Year 11)

Assessment Policy  
Subject Assessment  
Schedules

# 2025



Principal’s Message.....	3
Introduction to Assessment in Year 11.....	4
Malpractice 10.1.....	13
Northlakes High School ‘N’ Determination Procedures.....	14
Disability Provisions.....	18
Vocational Education Training.....	18
Students Online.....	19
English Advanced.....	22
English Standard.....	23
English Extension.....	24
English Studies.....	25
Mathematics Standard.....	26
Mathematics Advanced.....	27
Mathematics Extension 1.....	28
Mathematics Numeracy.....	29
Ancient History.....	30
Biology.....	31
Business Studies.....	32
Community and Family Studies.....	33
Construction.....	34
Dance.....	35
Exploring Early Childhood.....	36
Business Services.....	37
Entertainment.....	38
Fitness.....	39
Hospitality – Food and Beverage.....	40
Hospitality – Trade Training – Cookery.....	41
Geography.....	42
Industrial Technology – Multimedia.....	43
Industrial Technology – Timber.....	44
Investigating Science.....	45
Japanese Beginners.....	46
Japanese Continuers.....	47
Legal Studies.....	48
Manufacturing & Engineering.....	49
Marine Studies.....	50
Modern History.....	51
Music.....	52
Photography.....	53
Primary Industries.....	54
Health and Movement Science.....	55
Retail Services.....	56
Screen + Media.....	57
Sport Lifestyle and Recreation.....	58
Visual Arts.....	59
Work Studies.....	60

## Principal's Message

Dear Students and Caregivers,

The aim of this document is to express in detail how assessment tasks are organised and scheduled throughout Years 11 & 12. It contains an explanation of procedures for assessment tasks in courses provided by Northlakes High School.

It is important that students know for all subjects:

- What is to be assessed
- How it is to be assessed
- When it is to be assessed

These assessment procedures should reward diligent students, while inadequate effort will be reflected by poor results. The failure to complete sufficient assessment tasks could jeopardise a student's eligibility to receive the Higher School Certificate.

The Northlakes High School assessment policy and scheduling expects consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Parents are urged to familiarise themselves with the assessment policy and schedule. Parents should help and encourage their children to manage these tasks to plan and organise an effective study program which will assist students in achieving their academic potential.

This document includes:

- The Northlakes High School Assessment Policy, Assessment Calendar and general procedures which are followed by all subjects
- The individual subject assessment task schedules showing the tasks, timing and relative weightings

Staff members are always available to assist students with the requirements of Year 11 & 12. If any student experiences difficulties in meeting the requirements of assessments, they could speak to the classroom teacher, Faculty Head Teacher, Year Advisor or our Head Teacher Secondary Studies to develop strategies to address the difficulties.

Despite our best intentions, it is possible that changes may occur to assessment scheduling. Any change, if it does occur, is expected to be minor and notice will be given to the students involved.

Conscientious engagement and completion of our Stage 6 courses lays a strong foundation for the transition to either employment or tertiary studies and successful lifelong learning. Success will be rewarded for those who are committed to our core values of Respect, Responsibility and Personal Best.



Mr Warren Welham  
Principal

## **Introduction to Assessment in Year 11**

This booklet is issued to all students in Year 11 at Northlakes High School during Term 1 2025 and outlines the school-based assessment schedule for each course offered at Northlakes High School in 2025. The tables below further provide students, parents and caregivers with the task to be completed and the weighting for each task.

This booklet further outlines the school-based assessment guidelines to measure student's achievement across the full syllabus objectives and outcomes. Throughout the Year 11 course, students will complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects.

The rules and requirements outlined in this booklet are based on the NSW Education Standard Authority (NESA) [Assessment Certification Examination \(ACE\)](https://curriculum.nsw.edu.au/ace-rules) which can be found at <https://curriculum.nsw.edu.au/ace-rules>.

## **General information about the Preliminary Courses**

The Higher School Certificate (HSC) is the highest educational credential in New School Wales schools. It is awarded to NSW students who have satisfactorily complete Year 11 (Preliminary Certificate) and Year 12 (HSC). To be eligible, students must meet both the Preliminary and HSC course requirements and sit state-wide HSC examinations, where applicable. On completion of school students will receive certificates issued by NESA for the highest credential completed (RoSA, Preliminary or HSC).

### **Eligibility 1.2.2**

For students to be eligible for the award of the HSC, they must:

- a. have completed Year 10, and
- b. have completed All My Own Work (AMOW) ,and
- c. have demonstrated the minimum standard of literacy and numeracy, and
- d. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- e. undertake and make a serious attempt at the requisite HSC exams.

### **Pattern of Study 12.1.1**

Students must satisfactorily complete:

- a. Preliminary pattern of study comprising at least 12 units

Within the pattern of study in both Preliminary and HSC students must;

- a. Complete 2 units of a Board Developed Course in English,
- b. complete at least 6 units of Board Developed Courses,
- c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. at least 4 subjects.
- e. students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
- f. a maximum of 6 units of Science in Year 11, and a maximum of 7 units of Science in Year 12.

### **Changing Preliminary Courses 3.3.5**

Students may request a change of Preliminary courses. However, the Principal has final discretion regarding students' changing courses. This discretion must consider that students can satisfactorily demonstrate achievement of outcomes and content and complete new course content of the new Preliminary course in the time remaining.

### **Preliminary Grades**

Northlakes High School must submit a school-based A to E grade to NESAs using the Common Grade Scale for Preliminary Courses for all Board Developed and Board endorsed courses. Students who fail to achieve course requirements will be issued an 'N' for these courses. These grades will appear on the student's Preliminary transcripts. Northlakes High School will use the school-based assessment outlined within this assessment schedule and subsequent sections to determine Preliminary grades.

### **School-based Assessment 2.1.1**

Students and teachers must comply with NESAs requirements for upholding the integrity of Stage 6 assessment and exams. This assessment schedule provides students with Northlakes High School's procedures for school-based assessment, including a formal schedule for all subjects, except Life Skill courses to be completed by Year 11 students. Changes made to this schedule after publication will require written notification to individual students within course. This schedule further provides details related to illness and misadventure, malpractice procedures, and appeal procedures for Northlakes High School.

### **Assessment Tasks**

Northlakes High School will provide students with written notification a minimum of 14 calendar days prior to the due date of the assessment tasks. Within the written notification, students will receive;

- a. components and weightings as published in the assessment schedule
- b. syllabus outcomes to be assessed
- c. type of assessment task
- d. scheduled date and time for attempting or submitting the task, and
- e. where appropriate a marking criteria

For tasks to be submitted, notifications must include sufficient details on the preferred version of submission (electronically, paper copy or practical components).

Dates for the final Preliminary Examination are firmly set in Week 7/8, Term 3 2025.

### **Satisfactory completion of Preliminary Courses**

Students are required to make a genuine attempt to complete the courses requirements. Teacher's and Principal professional judgement will be used to determine whether a student has made a genuine attempt to complete requirements.

Students must;

- a. follow the course developed or endorsed by NESAs
- b. apply themselves with diligence and sustained effort to all the set tasks and experiences provided in the course; including classwork, assessments, projects, revisions, homework and compulsory excursions
- c. achieve some course outcomes
- d. make a genuine attempt at assessment tasks.

Satisfactory completion of a Preliminary course or its equivalent is a prerequisite for entry into HSC courses.

## Reporting on Student Progress

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 of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation.  The student effectively communicates complex ideas and information.
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 Preliminary 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. Grade determination uses a variety of sources including assessment and evidence of learning from the classroom (bookwork, exit slips, in class writing tasks and teacher observations). 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 coursework and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

### Responsibilities of the School

The school is responsible for providing:

students with the Year 11 Assessment Handbook 2025, 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 2025) 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.

appropriate reporting of student achievement based on subject components.

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 14 calendar days 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 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 2025.
- 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, students are responsible for contacting 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 14 calendar days of receiving the marked assessment task. Note: This 14 calendar days excludes school holidays.



## **Submission of Assessment Tasks**

Tasks completed at home must be submitted before 2:30pm on the due date, in accordance with the task notification. In the event of that classroom teacher is unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

## **Electronic Submission of Assessment Tasks (Google Doc Discussion)**

Students are required to submit assessment tasks as outlined on the assessment notification. In some instances, this will be via Google Classroom, email or by other digital media. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must ensure they have entered the correct email or placed the digital version of the task as described in assessment notification.

## **School Assessments under Examination Conditions**

In-school assessments are occasionally carried out under examination conditions. Northlakes High School uses examination procedures modelled on those used for NESA external examinations. 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 can respond to the best of their ability without disruption from others. Students must make a serious attempt. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

## **Examination Periods**

Formal examination periods offer an opportunity for students to experience examination conditions under the HSC examination format. The examination period for Year 12 in 2025 is Week 5/6 Term 3. During this period an allocated examination for applicable courses will be scheduled. Students will continue to attend school as normal during these weeks.

## **Examination Procedures and Rules**

- 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 15 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.

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

During the exam, students must:

- always follow the exam supervisors' instructions.
  - complete the Student Attendance Slip as an official record of attempting the task.
  - read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - 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).
  - write clearly with black pen (only use pencil if instructed to).
  - 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.
  - answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - 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.
  - stop writing immediately when the supervisor tells you to.
  - follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
- During each exam, students must not:
    - start writing until the Supervisor in Charge tells you.
    - 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.
    - 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.
    - leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
    - leave the exam in the last 15 minutes.
    - take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students.

Examination Equipment list	
Approved Equipment	Equipment Not Approved
<ul style="list-style-type: none"> <li>• Black pens to write (recommended) – ensure to bring spare pens</li> <li>• Ruler</li> <li>• <a href="#">NESA Approved Calculators</a></li> <li>• Highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Programmable watch</li> <li>• Electronic devices</li> <li>• Paper or any printed material (Presiding officer can provide working paper)</li> </ul>

<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Sharpener</li> <li>• Water in a clear label-free bottled</li> <li>• Watches but should be taken off and placed in clear view on desk.</li> </ul>	<ul style="list-style-type: none"> <li>• Print dictionaries</li> <li>• Correction fluid</li> </ul>
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Further details can be found at: [NESA Equipment Rules](#)

### **Feedback on performance:**

Students will receive their mark for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt as part of receiving this information. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being.

### **Appeals on Assessment Tasks:**

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Principal for a review of the process. This must be done within 5 school days of receiving marks and be provided in writing to the Head Teacher Secondary Studies or Deputy Principal.

### **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 such as sport. This must be done prior to work placement or school-sanctioned activities.

### **Absence due to Suspension**

Students absent from school due to suspension will not be entitled to apply for an extension of assessment. At the time of suspension, the Deputy Principal will notify the Head Teacher Secondary Studies (HT SS) and relevant Head Teachers. Head Teacher Secondary Studies will;

- for Hand-in assessment tasks, student will be responsible to submit task on time either by delivery to school by a third party or online, when applicable.
- for in-class assessment tasks, HT SS and relevant Head Teacher will reschedule an alternative date for the tasks, which will be communicated to the students and parent/carer.
- for examinations, HT SS will arrange for student to sit the examination at the schedule time in an alternative school-based location. This will be communicated to the student, parent/ carer and relevant faculty Head Teacher.

Failure to comply with these procedures may result in a zero mark being awarded.

### **Extensions**

If there are difficulties of which students are aware of before the due date of a task, 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 will usually mean that an application for an extension is not necessary.

### School-based Disability Provision

School-based disability provisions are at the discretion of the Principal. Students who require school-based disability provisions need to be referred to the school Learning Support Team (LST) by classroom teachers, Year advisors or Head Teachers. LST will consider each application on a case-by-case basis. Student’s who believe they are eligible for school-based provisions should speak with classroom Teacher, Year Advisor or Head Teacher.

### Illness/Misadventure

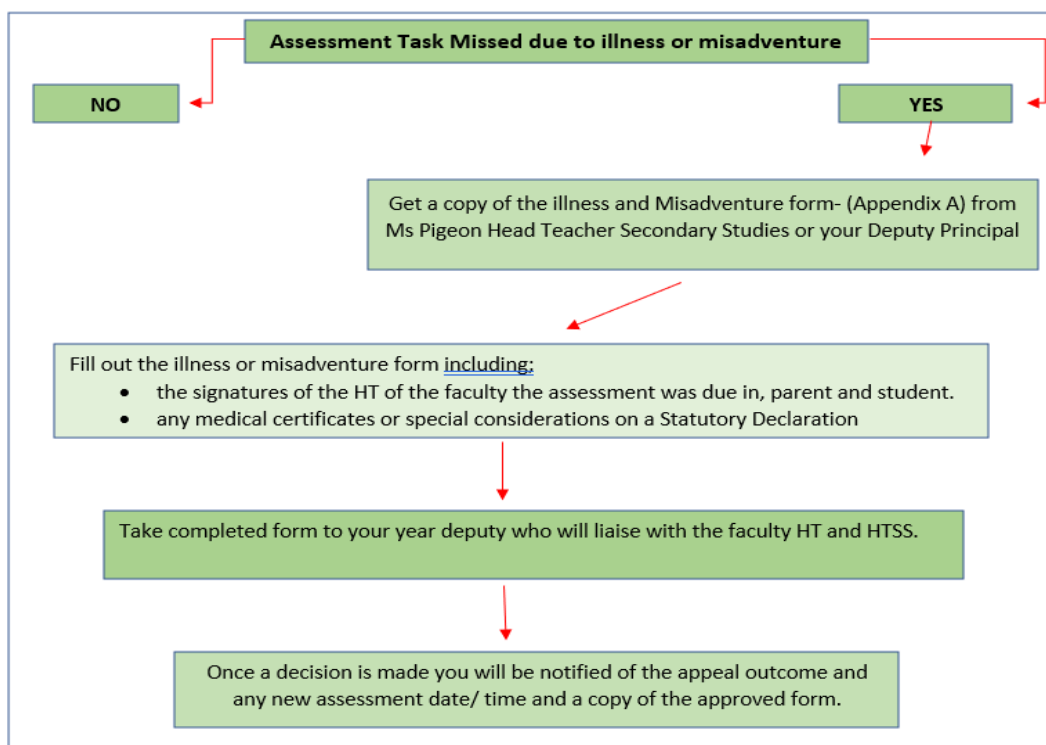
If a student requires additional time to complete an assessment or was absent on the day an assessment was due and there is genuine reason, the student may complete an Illness/Misadventure Appeal form. This form is to be completed by the student, signed by the parent and handed to the faculty Head Teacher within 3 days following the specified due date or by the first day of return to school after an absence which encompasses the due date (whichever is sooner).

Students are strongly urged to supply evidence, such as a medical certificate, to support consideration of their claim in such circumstances. If an appeal is not lodged under these conditions, then the awarded mark will stand. Copies of appeal forms can be found with Deputy Principals.

Note:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESAs guidelines of illness and misadventure shall form the basis for determination of appeals.

In the event of a student missing a significant number of tasks, other assessment avenues may be explored.



## **Malpractice 10.1**

Honesty of students in completing assessment tasks, exams and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining an unfair advantage in assessment undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice. NESA also considers students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Malpractice is any attempt to gain an unfair advantage over other students. This includes plagiarism, collusion, misrepresentation, and breach of assessment procedures.

### **Plagiarism**

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work originating from another source, students must acknowledge the source material.

Common forms of plagiarism include but not limited to;

- downloading an assignment from an online source and submitting it as your own work.
- copying a section of a book, article or AI and submitting it as your own work.
- quoting from a source 'word for word', without using quotation marks
- copying, cutting and pasting text from an electronic source and submitting it as your own work.
- using the words of someone else and presenting them as your own.
- using significant ideas from someone else and presenting them as your own.
- putting someone else's ideas into your own words and not acknowledging the source.
- copying the written expressions of someone else without proper acknowledgement. Using sentences or paragraphs from someone else, even with proper acknowledgement' gives the impression that the idea or information comes from the source cited, but that the Phrasing, the choice of words to express it, is your own contribution.
- relying too much on other people's material.

### **Collusion**

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

### **Misrepresentation**

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

## **Assessment Breaches;**

Students who attempt to gain an unfair advantage over other students in relation to assessment includes but is not limited to:

- a student being absent from any lessons or normal school routine on a day that an assessment task is scheduled, or a hand-in task is due.
- 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
- failing to comply with HSC Rules and Procedures
- Failing to comply with HSC minimum standard test rules [8.3.2](#)

## **Review of Malpractice**

Where staff believe malpractice has occurred, they need to advise Head Teacher of the faculty. This information is then to be provided to Deputy Principal who will investigate reports. During this process an interview will be completed with students involved and Parents/Carers notified of suspected malpractice.

Students are encouraged to provide evidence of time stamps as they progress with the completing assessments, this protects students in cases of suspected malpractice and can be provide to Deputy Principal during interview.

## **Consequence of Malpractice**

If it is deemed that a student has gained an unfair advantage consequences for malpractice may include;

- A zero mark being recorded for an affected assessment task or examination,
- A partial mark being recorded for an affected assessment task or examination,
- A formal warning to the student
- Requirement to complete components of All My Own Work related to breach, and/or
- Cancellation of submitted work or examination result.

## **Appealing Findings of Malpractice**

Should the student wish to appeal a decision of malpractice, they must submit in writing to the Head Teacher Secondary studies within two school days of the decision being taken. This will be provided to the Principal, who will convene a panel including Head Teacher of faculty, Head Teacher Secondary Studies, Year Advisor and themselves to review information related to malpractice

## **Northlakes High School 'N' Determination Procedures**

To be eligible for the award of the Preliminary Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

### **Stage One – Warning No. 1**

1. Classroom teacher sends an "N" Warning letter home because of non-completion of an assessment task, non-completion of coursework in class or course requirement (eg. VET work placement).
2. A new due date for the task is recorded on the letter.
3. Letter is signed by Head Teacher and Deputy Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.

### **Stage Two – Warning No. 2**

1. Classroom teacher sends a second warning letter home (if another task is not completed) **or if initial task has not been completed by the new due date.** and incomplete previous issued "N" warning.
2. Letter is signed by teacher and Deputy Principal and posted home to parents.
3. Concerns are discussed with the Parent and student by the faculty Head Teacher and/or Deputy Principal.
4. Classroom Teacher implements plan to resolve "N" Warning.

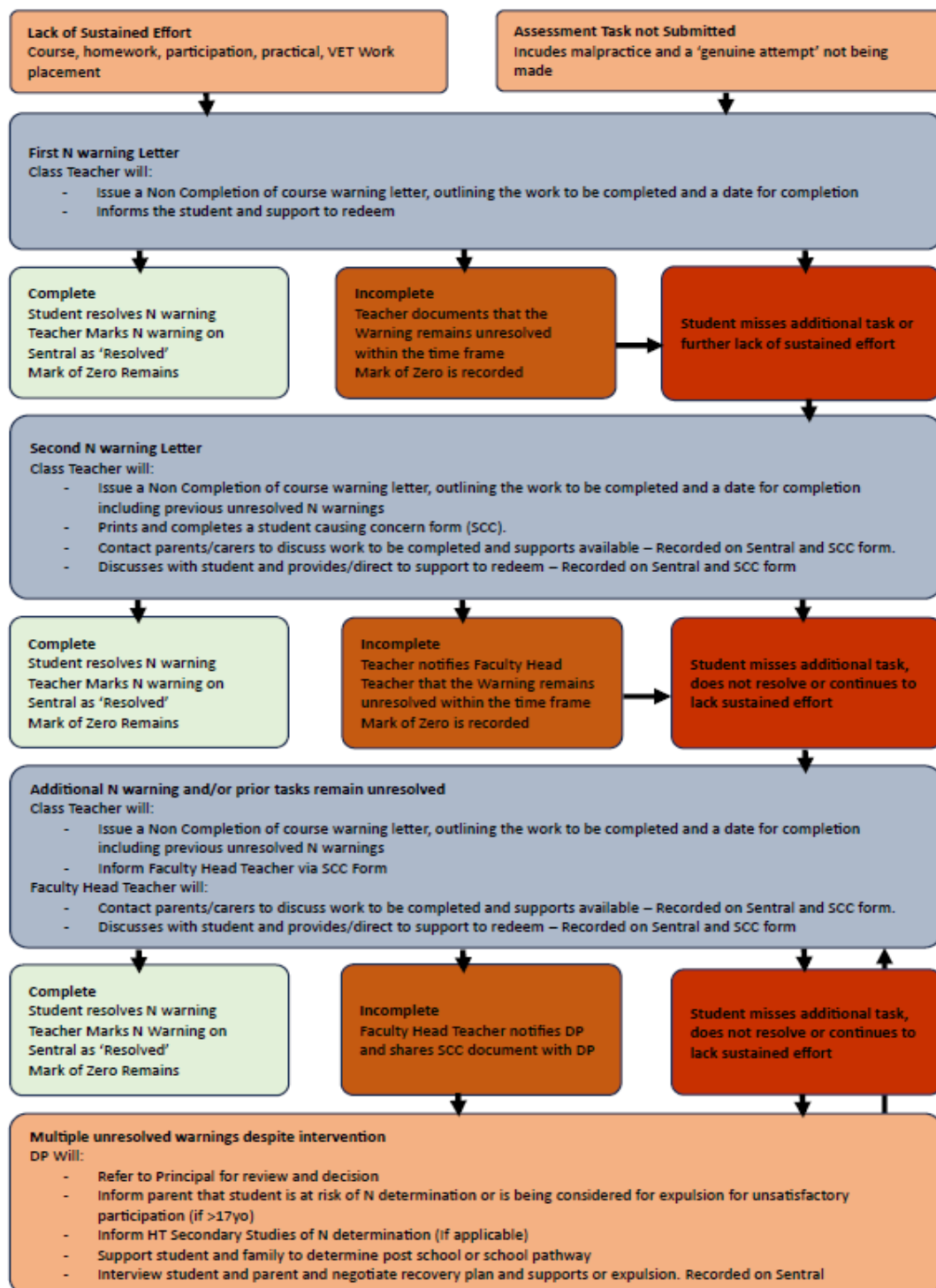
**Stage Three – Warning No. 3- Non completion**

1. If the student has not redeemed assessment tasks, or completed course requirement parents will be notified by the Head Teacher and informed that their child is at-risk of not meeting requirements in that subject.
2. HT implementation plan developed

**Stage Four – Ongoing failure to complete N-warning or additional N-warnings issued**

1. If the student hasn't completed the work required or additional N-warnings are issued, then a parent meeting will be organised with the Deputy Principal informing the parents and the student that they are at risk of an 'N' Determined as they have not qualified to complete the course.
2. Parents, Students and the Deputy Principal will discuss educational and/or employment pathways.

**N Warning Process**  
Effective from Term 2, 2024



**Post Compulsory School Age Students**

Students 17 Years and older who have received a 1B attendance letter will be considered a non-completion of course 'N' determination. Northlakes will remove students from all courses except English. Students can request a review of school processes using the Review of 'N' Determination steps below.



## **Non-completion of Course 'N' Determination**

NESA has delegated to Principals the authority to determine if students seeking the award of the Preliminary Certificate at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

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

The Principal must;

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warnings;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

## **Review of 'N' Determination**

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal in writing.
- The school upholds the appeal, the school advises NESA that the 'N' determination can be removed and the grade/assessment mark reinstated
- If the appeal is declined, the student may appeal to NESA. This is completed through the student declaration form as part of the 'N' Determination documentation.

NESA's review will focus on whether the school reviewed properly and correctly considering the matters before it. NESA will advise students and Principals of the outcome of any appeal as soon as possible.

## **Appealing of final Grades**

Students may request a school review of rank order for a course based on their performance during the course. They cannot seek a review of teachers' judgment of the worth of individual performance in assessment tasks or appeal marks or grades in individual assessment tasks.

To request a grade review, students must submit a request, in writing, to the Head Teacher Secondary Studies. This request will then be submitted to the Principal, who will convene a panel consisting of themselves, Head Teacher Secondary Studies, Head Teacher of the faculty concern grade review and the Year 11 Deputy Principal. Where multiple faculties require reviews, the Principal will determine the most appropriate Head Teacher representative.

## **HSC Minimum Standards [8.1](#)**

Students need to show they meet the HSC minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are essential skills for everyday life, with students needing to achieve a Level 3 or 4 in a short online reading, writing and numeracy tests. Students master basic skills at different stages so there are multiple opportunities available for students to successfully pass the minimum standard online tests. Throughout Year 10, Year

11 and Year 12 students will be supported to achieve HSC minimum standards. Additionally, student who don't complete HSC minimum standards may apply to NESA within 5 years to attempt one or more minimum standard tests.

Students with disabilities studying Life Skills courses in English or Mathematics may be exempt from meeting minimum standards to receive their HSC credential.

### **HSC: ALL My Own Work**

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 prior to completion of Year 11 assessments.

### **Life Skills**

All students are entitled to participate in and progress through curriculum. Life Skill courses provide options for students with disabilities in Year 11-12, who cannot access the regular course outcomes. Decisions on about appropriate Life Skills Courses involves collaboration between Parents/ Carers and Northlakes High Learning Support Team. Students completing a Life Skills course will be required to complete assessment tasks adjusted based on the individual needs of the student and course requirements.

### **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.

Schools must submit an online application to NESA through Schools Online to apply for provisions. 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.

### **Vocational Education Training**

Students at Northlakes High School have the option to study VET courses at school, through TAFE or other accredited providers. VET courses with Industrial Curriculum Frameworks can count as Board Developed unit to meet the HSC credentials. Students studying a 240-hours VET Industry Curriculum Framework course may also enter for an HSC examination in course endorsed by NESA. Students should discuss these options with Head Teacher VET. Students

completing VET courses are assessed against competency, which includes two mandatory 35-hour work placement components.

## 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 requirements of the HSC. 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 Head Teacher Secondary Studies. It is also important to note that at any time, students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. To access [Students online](#), click the provided link or go to <https://studentsonline.nesa.nsw.edu.au/>. Student can activate their student's online account using their school email address. Additional, support can be provided by NESA through its student Enquiry Centre (1300 13 83 23).

NSW EDUCATION STANDARDS AUTHORITY

# STUDENTS ONLINE

for NSW students in Years 10 to 12

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## 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](#)

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**NSW EDUCATION STANDARDS AUTHORITY**

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

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**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

### Frequently Asked Questions

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

NESA expects students to have: Followed the course developed or endorsed by the Board; and

- A) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- B) 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 “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.

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

The Year 11 Assessment Handbook 2025 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.

4. 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.

5. 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).

**6. 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.

**7. 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](mailto: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.

**8. 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.

**10. 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).

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

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

**12. 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.

**13. 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.

**14. 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.

**15. 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, 2025	Week 8, Term 2, 2025	Week 7-8, Term 3, 2025
		<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%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EA11-1, EA11-6, EA11-9	EA11-2, EA11-7, EA11-8	EA11-3, EA11-4, EA11-5
<b>OUTCOMES</b>				
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, 2025	Week 8, Term 2, 2025	Week 7-8, Term 3, 2025
		<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%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EN11-1, EN11-6, EN11-9	EN11-2, EN11-7, EN11-8	EN11-3, EN11-4, EN11-5
<b>OUTCOMES</b>				
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, 2025	Week 2, Term 3, 2025	Week 7-8, Term 3, 2025
		<i>Writing Portfolio</i>	<i>Independent Research Project Writing Portfolio &amp; Presentation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>50%</b>	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	10%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Outcomes</b>		EE111, EE113	EE114, EE115, EE116	EE114, EE115, EE116
<b>OUTCOMES</b>				
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
		<b>Week 8, Term 1, 2025</b>	<b>Week 6, Term 2, 2025</b>	<b>Week 9, Term 3, 2025</b>
		<i>Resume, letter &amp; mock interview task</i>	<i>Portfolio of Writing</i>	<i>Multimodal Task</i>
Skills	<b>50%</b>	15%	15%	20%
Knowledge	<b>50%</b>	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		ES11-1, ES11-3, ES11-10	ES11-4, ES11-5, ES11-8	ES11-2, ES11-6, ES11-7, ES11-9
<b>Course Modules</b>		<ul style="list-style-type: none"> <li>• Mandatory Module 1: Achieving Through English- English &amp; the Worlds of Education, Careers &amp; Community</li> <li>• Elective Module 1: On the road – English and the experience of travel</li> <li>• Elective Module 2: Local Heroes – English and community life</li> </ul>		
<b>OUTCOMES</b>				
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, 2025	Week 8, Term 2, 2025	Week 7, Term 3, 2025
		<i>Investigation task Topic/Content MS-A1, MS -A2, MS-M1</i>	<i>Investigation task Topic/Content MS-F1.1, MS-F1.2, MS-M1</i>	<i>Written Examination Topic/Content MS-A1, MS-A2, MS-M1, MS-M2, MS-F1, MS-S1, MS-S2</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
<b>OUTCOMES</b>				
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, 2025	Week 8, Term 2, 2025	Week 7, Term 3, 2025
		<i>Scaffolded Learning Task/Investigation Task Topic/Content MA-F1.1, MA-F1.2</i>	<i>Investigation Task Topic/Content MA-F1</i>	<i>Written Exam Topic/Content MA-F1, MA-T1, MA-T2 MAC1, MA-E1, MA-S1</i>
Understanding, Fluency & Communication	<b>50%</b>	15%	15%	20%
Problem Solving, Reasoning & Justification	<b>50%</b>	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		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
<b>OUTCOMES</b>				
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, 2025	Week 8, Term 2, 2025	Week 7, Term 3, 2025
		<i>Scaffolded Learning Task/Investigation Task Topic/Content ME-A1.1, ME-F1.1, MEF1.2.</i>	<i>Investigation Task Topic/Content MA-T1, MA-T2</i>	<i>Yearly Examination Topic/Content MA-F1, MA-T1, MA-T2, MA-C1, MA-E1, MA-S1</i>
Understanding, Fluency & Communication	<b>50%</b>	15%	15%	20%
Problem Solving, Reasoning & Justification	<b>50%</b>	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
<b>OUTCOMES</b>				
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, 2025	Week 8, Term 2, 2025	Week 7, Term 3, 2025
		<i>Scaffolded Learning Task/ Investigation Task Topic/Content Module 1 and Module 2</i>	<i>Investigation Task Topic/Content Module 1 and Module 2</i>	<i>Yearly Examination Topic/Content Module 1 and Module 2</i>
Understanding, Fluency & Communication	50%	15%	15%	20%
Problem Solving, Reasoning & Justification	50%	15%	15%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		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
<p>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).</p> <p>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.</p> <p><b>Objectives</b></p> <p>N6-1: develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language.</p> <p>N6-2: 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.</p> <p>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</p>				
<b>OUTCOMES</b>				
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			

## Ancient History

Components	Weightings	Task 1	Task 2	Task 3
		Week 9, Term 1, 2025	Week 9, Term 2, 2025	Week 7, Term 3, 2025
		<i>Features of a Society Source Study</i>	<i>Mystery/ Controversy Historical Research</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%	5%	5%
Historical inquiry and research	<b>20%</b>	10%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes</b>		AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-4, AH11-6, AH11-7, AH11-8, AH11-9	AH 11-1, AH11-2, AH11-3, AH11-5, AH11-6, 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
		<b>Week 10, Term 1, 2025</b>	<b>Week 10, Term 2, 2025</b>	<b>Week 7-8, Term 3, 2025</b>
		<i>Depth Study Module 3 Biological Diversity Module 4 Ecosystem Dynamics</i>	<i>Practical Examination Module 1 Cells as the Basis of Life</i>	<i>Yearly Examination Modules 1-4</i>
Working Scientifically Skills	<b>60%</b>	30%	30%	
Knowledge & Understanding	<b>40%</b>	5%		35%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes</b>		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

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

## Business Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2025	Week 9, Term 2, 2025	Week 7, Term 3, 2025
		<i>Research: The Nature of Business</i>	<i>Business Plan</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Stimulus based skills	<b>20%</b>	5%	5%	10%
Inquiry and research	<b>20%</b>	10%	10%	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5%	10%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
<b>Outcomes</b>		P2, P3, P6, P7, P9	P3, P4, P5, P6, P7, P8, P9, P10	P1 P2, P3, P4, P5, P6, P8, P9, P10
<b>OUTCOMES</b>				
<b>The student develops knowledge and understanding about:</b>				
<b>The nature, role and structure of business</b>				
P1	discusses the nature of business, its role in society and types of business structure			
<b>Internal and external influences on business</b>				
P2	explains the internal and external influences on businesses			
P3	describes the factors contributing to the success or failure of small to medium enterprises			
<b>The functions and processes of business activity</b>				
P4	assesses the processes and interdependence of key business functions			
<b>Management strategies and their effectiveness</b>				
P5	examines the application of management theories and strategies			
P6	analyses the responsibilities of business to internal and external stakeholders			
<b>The student develops skills to:</b>				
<b>Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations</b>				
P7	plans and conducts investigations into contemporary business issues			
P8	evaluates information for actual and hypothetical business situations			
<b>Communicate business information and issues using appropriate formats</b>				
P9	communicates business information and issues in appropriate formats			
<b>Apply mathematical concepts appropriate to business situations</b>				
P10	applies mathematical concepts appropriately in business situations			



## Community and Family Studies

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 5, Term 2, 2025</b>	<b>Week 3, Term 3, 2025</b>	<b>Week 7-8, Term 3, 2025</b>
		<i>Assignment: Resource Management and Individuals and Groups</i>	<i>Assignment: Families and Communities Assignment</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	20%	10%	10%
Skills in critical thinking, Research methodology analysing and communicating.	<b>60%</b>	20%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		1.1, 2.1, 2.3, 4.1, 4.2, 5.1	1.2, 2.4, 6.1, 6.2	All outcomes
<b>OUTCOMES</b>				
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

Construction RTO - Department of Education - 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	HSC Examinable Unit	Term 1 Week 2-4	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	Term 3 Week 7-8
CPCWHS1001	Prepare to work safely in the construction industry		X				HSC Examination units of competency
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				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 9, Term 1, 2025	Week 10, Term 2, 2025	Week 7/8, Term 3, 2025
		<i>Core Performance, Informal Discussion with Logbook</i>	<i>Composition Task with Informal Discussion and Logbook</i>	<i>Core Appreciation Essay Examination</i>
Performance	<b>40%</b>	40%		
Composition	<b>30%</b>		30%	
Appreciation	<b>30%</b>			30%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes</b>		P2.1 P2.2 P2.3 P2.4 P2.5 P2.6 P1.1 P1.2 P1.3	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P4.1, P4.2, P4.3, P4.4, P4.5
<b>OUTCOMES</b>				
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, 2025	Week 10, Term 2, 2025	Week 7-8, Term 3, 2025
		<i>Assignment: Pregnancy and Childbirth Electronic Babies</i>	<i>Assignment: Child Growth Development and Play</i>	<i>Yearly Examination</i>
Knowledge	50%	5%	15%	30%
Skills	50%	30%	15%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>Outcomes</b>		2.1, 6.1, 6.2	1.2, 1.3, 2.2, 5.1	1.1, 3.1, 4.1, 4.3
<b>Course Outline</b>	Pregnancy and Childbirth Child Growth and Development Play and the Developing Child Promoting Positive Behaviour Learning Experiences for Young Children			
<b>OUTCOMES</b>				
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			
<b>Outcomes 1.4,1.5 &amp; 2.3 are assessed as a part of the HSC year of Exploring Early Childhood</b>				

## Business Services

Business Services      RTO - NSW Department of Education, RTO 90333  
 Qualification: BSB30120 Certificate III in Business  
 Cohort 2025 - 2026  
 Training Package BSB Business Services Training Package

Assessment Tasks for BSB30120 Certificate III in Business			<b>Task 1</b> Let's get tech savvy	<b>Task 2</b> Organising business safety	<b>Task 3</b> Working in industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week      9	Week      9	Week      10
			Term      1	Term      2	Term      3
Code	Unit of Competency	HSC Examinable	Date      28/03/2025	Date      27/06/2025	Date      26/09/2025
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

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

## Entertainment

RTO - Department of Education - 90333

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Training Package CUA Creative Arts and Culture (Release 6.0)

<b>Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		Task 1	Task 2	Task 3	Task 4	EXAM
		White card	Plan a career.	Safe and sound	Bump in the light	
Code	Unit of Competency	Term 1 Week 2-4	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 3 Week 7-8
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

\* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

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

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

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

## Fitness

RTO - Department of Education - 90333

Qualification: SIS30321 Certificate III in Fitness

Training Package SIS Sport, Fitness and Recreation

<b>Assessment Tasks for SIS30321 Certificate III in Fitness</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 1</b> Portfolio *	<b>Task 2</b> Planning, organising and maintaining in the Fitness Industry	<b>Task 3</b> Preparation of client capabilities in the Fitness Industry
		Assessment in HSC year.	Week 4, Term 2 Date 23/5/25	Week 8, Term 3 Date 12/9/24
<b>Code</b>	<b>Unit of Competency</b>			
BSBPEF301	Organise personal work priorities		X	
SISXFAC002	Maintain sport, fitness and recreation facilities		X	
HLTWH001	Participate in workplace health and safety		X	
SISFFIT032	Complete pre-exercise screening and service orientation			X
SISFFIT052	Provide healthy eating information			X
SISFFIT033	Complete client fitness assessments			X

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

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

On successful completion of the units of competency at the conclusion of Year 11 the possible qualification outcome is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

**This course is a NESA Board Endorsed Course and is not examinable for the HSC**

## Hospitality – Food and Beverage

Hospitality SIT20322 Certificate II in Hospitality  
 RTO - Department of Education - 90333  
 SIT Tourism, Travel and Hospitality Release 2.1  
 Cohort 2024-2025 (240 hours 2 units x 2 years)

School Name: Northlakes High

<b>Assessment Tasks for            SIT20322 Certificate II in Hospitality</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		<b>Task 1</b>	<b>Preliminary Exam</b>
		Term 3 Week 5	Term 3 Week 7-9
<b>Code</b>	<b>Unit of Competency</b>		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality.**

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements. \* Selected units only to be confirmed by your teacher**

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.



## Hospitality – Trade Training – Cookery

School Name: Northlakes High School RTO - Department of Education - 90333  
Compressed Curriculum (240 Hours 4 Units x 1 Year)  
Cookery

**Assessment Schedule Year 12 – 2025**  
Commencing Term 4 2024

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2	Task 3
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Safety in the kitchen	Service please	Let's start cooking and cleaning
			Week 11, Term 1 Date: 9/4/25	Week 5, Term 2 Date: 28/5/25	Week: 8, Term 2 Date: 18/6/25
Code	Unit of Competency	HSC Examinable Unit			
SITXFSA005	Use hygienic practices for food safety	✓	X		
SITXWHS005	Participate in safe work practices	✓	X		
SITXFSA006	Participate in safe food handling practices	✓	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCOM007	Show social and cultural sensitivity			X	
SITXCCS011	Interact with customers	✓		X	
SITHKOP009	Clean kitchen premises and equipment	✓			X
SITXINV006	Receive, store and maintain stock				X

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 4	Task 5	HSC Trial
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Pack it up	There's no I in team	
			Week 2, Term 3 Date: 30/7/25	Week 9, Term: 3 Date 17/9/25	Week 7-8, Term 3
Code	Unit of Competency	HSC Examinable Unit			
SITHCCC026	Package prepared foodstuffs				
SITHCCC023	Use food preparation equipment	✓			
SITHCCC024	Prepare and present simple dishes				
SITHCCC027	Prepare dishes using basic methods of cookery	✓			
SITHCCC034	Work effectively in a commercial kitchen				

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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

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

## Geography

Components	Weightings	Task 1	Task 2	Task 3
		Week 9, Term 1, 2025	Week 5, Term 3, 2025	Week 7, Term 3, 2025
		<i>Fieldwork – Earth’s natural systems</i>	<i>Geographical investigation</i>	<i>Yearly Examination</i>
Knowledge and understanding of course content	<b>40%</b>	5%	10%	25%
Geographical skills and tools	<b>20%</b>	10%	5%	5%
Geographical inquiry and research, including fieldwork	<b>20%</b>	10%	10%	
Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>	5%	5%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-9	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09

### OUTCOMES

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

## Industrial Technology – Multimedia

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2025	Week 7-8, Term 3, 2025	Week 10, Term 3, 2025
		<i>Practical Project &amp; Communication Folio</i>	<i>Yearly Examination</i>	<i>Practical Project &amp; Communication Folio</i>
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Knowledge and skills in the management, communication and production of projects	<b>60%</b>	10%	40%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		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
<b>Course Outline Components</b>	Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology			
<b>OUTCOMES</b>				
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			

## Industrial Technology – Timber

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2025	Week 7-8, Term 3, 2025	Week 10, Term 3 2025
		<i>Planning and Communication plus Practical Joint Exercise</i>	<i>Yearly Examination</i>	<i>Practical Project &amp; Communication Folio</i>
Knowledge and understanding of course content	<b>40%</b>	20%		20%
Knowledge and skills in the management, communication and production of projects	<b>60%</b>	10%	40%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		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
<b>Course Outline Components:</b>	Industry Study Design, Management & Communication Production Industry Related Manufacturing Technology			
<b>OUTCOMES</b>				
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, 2025	Week 9, Term 2, 2025	Week 7-8, Term 3, 2025
		<i>Research Project</i>  <i>Cause and Effect – Observing &amp; Cause and Effect – Inferences and Generalisations</i>	<i>Depth Study</i>  <i>Scientific Models</i>	<i>Yearly Examination</i>  <i>Theories and Laws</i>
Working Scientifically Skills	<b>60%</b>	20%	30%	10%
Knowledge & Understanding	<b>40%</b>	10%	10%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>		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><b>Applies the skills involved in working scientifically, including designing investigations and gathering, analysing and evaluating data.</b></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, 2025	Week: 10 Term 2, 2025	Week: 7/8 Term 3, 2025
		<i>Topic Test and Conversation</i>	<i>Listening comprehension and Powerpoint self- profile</i>	<i>Exam</i>
Listening Objectives 1 and 2 Outcomes: 1.1,1.2,1.3,1.4,2.1,2.2, 2.3,2.4,2.5,2.6	30%	10%	10%	10%
Reading Objectives 1 and 2 Outcomes: 1.1,1.2,1.3,1.4,2.1,2.2, 2.3,2.4,2.5,2.6	30%	15%		15%
Writing in Japanese Objectives 1 and 3 1.1,1.2,1.3,1.4,3.1,3.2, 3.3,3.4	20%		10%	10%
Speaking Objectives 1 and 3 Outcomes: 1.1,1.2,1.3,1.4,3.1,3.2, 3.3,3.4	20%	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>				

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, 2025	Week: 10 Term 2, 2025	Week: 7/8 Term 3, 2025
		<i>Reading comprehension and conversation</i>	<i>Listening comprehension and Powerpoint self- profile</i>	<i>Exam</i>
Listening Objectives 1, 3 and 4 Outcomes: 1.1,1.2,1.3,1.4,3.1,3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 ,4.3	30%	10%	10%	10%
Reading Objectives 3 and 4 Outcomes: 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	30%	15%		15%
Writing in Japanese Objectives 1, 2 and 4 1.1,1.2,1.3,1.4, 2.1, 2.2, 2.3, 4.1 and 4.3	20%		10%	10%
Speaking Objectives 1, 3 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1	20%	5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>				

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 3
		Week 9, Term 1, 2025	Week 9, Term 2, 2025	Week 7, Term 3, 2025
		<i>Case Study</i>	<i>Research and Written Response</i>	<i>Yearly Examination</i>
Knowledge & Understanding of course content	<b>40%</b>		10%	30%
Analysis and Evaluation	<b>20%</b>	10%	10%	
Inquiry and Research	<b>20%</b>	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	10%		10%
<b>TOTAL MARKS:</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		P1, P4, P8, P9	P1, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10

### 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

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**  
 RTO - Department of Education - 90333

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		Term: 2 Week:5	Term: 3 Week: 2	Term: 3 Week:10
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/handheld operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

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.

## Marine Studies

Components	Weighting	Task 1	Task 2	Task 3
		Week 9, Term 1, 2025	Week 8, Term 3, 2025	Week 10, Term 3, 2025
		<i>Marine Safety &amp; First Aid Practical Examination</i>	<i>The Marine Environment Research</i>	<i>Life in the Sea Yearly Examination</i>
Knowledge and understanding of course content	<b>60%</b>	30%	30%	
Knowledge and skills in the management, communication and production of projects	<b>40%</b>			40%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		1, 3, 5	2, 3, 4	1, 3, 5
<b>OUTCOMES</b>				
1	Demonstrates knowledge and understanding to promote sound environmental practices in the marine environment			
2	Demonstrates co-operation and effective communication in the marine context			
3	Demonstrates the application of critical thinking, research and analysis skills			
4	Demonstrates knowledge and understanding of marine industries and their interaction with society and leisure pursuits			
5	Demonstrates knowledge, understanding and skill of safe practice in the marine context			

## Modern History

Components	Weighting	Task 1	Task 2	Task 3
		Week 10, Term 1, 2025	Week 8, Term 2, 2025	Week 7, Term 3, 2025
		<i>Source Analysis</i>	<i>Historical investigation</i>	<i>Exam</i>
Knowledge and understanding of course content	<b>40%</b>	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%	5%	5%
Historical inquiry and research	<b>20%</b>	10%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	10%	5%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes</b>		11-2, 11-6, 11-7, 11-8, 11-9, 11-10	11-5, 11-6, 11-8, 11-9	11-1, 11-3, 11-4, 11-6, 11-9
<b>OUTCOMES</b>				

MH11-1	Describes the nature of continuity and change in the modern world
MH11-2	Proposes ideas about the varying causes and effects of events and developments
MH11-3	Analyses the role of historical features, individuals and groups in shaping the past
MH11-4	Accounts for the different perspectives of individuals and groups
MH11-5	Examines the significance of historical features, people, places, events and developments of the modern world
MH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	Discuss and evaluates differing interpretations and representations of the past
MH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	Discusses contemporary methods and issues involved in the investigation of modern history

## Music

Components		Weighting	Task 1	Task 2	Task 3
			Week 11, Term 1, 2025	Week 9, Term 2, 2025	Week 9, Term 3, 2025
			<i>Performance and Composition</i>	<i>Viva Voce, Composition and Aural</i>	<i>Aural Examination and Performance</i>
<b>Topics:</b>			Methods of Notating Music	Rock Music (The Beatles)	Aural Examination and Performance
Performance	<b>25%</b>		15%		10%
Composition	<b>25%</b>		15%	10%	
Musicology	<b>25%</b>			25%	
Aural	<b>25%</b>			5%	20%
<b>TOTAL MARKS</b>	<b>100%</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes</b>			P1, P2, P3, P7, P8, P10	P1, P4, P5, P6, P10	P1, P4, P9
<b>OUTCOMES</b>					
P1	Performs music that is characteristic of the topics studied				
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied				
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studies				
P4	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles				
P5	Comments on and constructively discusses performances and compositions				
P6	Observes and discusses concepts of music in works representative of the topics studied				
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied				
P8	Identifies, recognises, experiments with and discusses the use of technology in music				
P9	Performs as a means of self-expression and communication				
P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities				
P11	Demonstrates a willingness to accept and use constructive criticism				

## Photography

Components	Weighting	Task 1	Task 2	Task 3
		Week 8, Term 1, 2025	Week 4, Term 2, 2025	Week 4, Term 3, 2025
		<i>Critical/Historical Study</i>	<i>Folio</i>	<i>Folio + Critical/Historical Reflection</i>
Critical/Historical	<b>30%</b>	20%		10%
Practical	<b>70%</b>		35%	35%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>35%</b>	<b>45%</b>
<b>Outcomes</b>		CH1, CH2, CH3, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH5
<b>Course Outline</b>	Introduction to practice (DSLR + Photoshop) Developing a point of view in digital practice Investigation in Critical/Historical studies OH&S			
<b>OUTCOMES</b>				
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			

## Primary Industries

RTO - NSW Department of Education - 90333

Qualification: AHC20122 Certificate II in Agriculture

Cohort 2025 - 2026

Training Package AHC Agriculture, Horticulture and Conservation and Land Management

<b>Assessment Tasks for</b> AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			<b>Task</b> WHS	<b>Task</b> Operate Tractors	<b>Task</b> Biosecurity	<b>Task</b> Communicate and Work Effectively	<b>Task</b> Handle and Observe Livestock	<b>Task</b> Care for Livestock
			Week 6 Term 1 Date 6/3/2025	Week 11 Term 1 Date 10/4/2025	Week 11 Term 1 Date 10/4/2025	Week 10 Term 2 Date 3/7/2025	Week 10 Term 3 Date 25/9/2025	Week 10 Term 3 Date 25/9/2025
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC</b> <b>Examinable</b>						
AHCWHS202	Participate in workplace health and safety processes	√	X					
AHCMOM202	Operate tractors			X				
AHCMOM304	Operate machinery and equipment			X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				X			
AHCWRK212	Work effectively in industry	√				X		
AHCWRK213	Participate in workplace communications					X		
AHCLSK205	Handle livestock using basic techniques						X	
AHCLSK204	Carry out regular livestock observation						X	
AHCLSK202	Care for health and welfare of livestock	√						X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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

## Health and Movement Science

Components	Weighting	Task 1	Task 2	Task 3
		Week 6, Term 1, 2025	Week 5, Term 2, 2025	Week 5, Term 3, 2025
		<i>Collaborative Investigation (Individual and Group)</i>	<i>Skill Acquisition-Analysis Task</i>	<i>Improving Australia's Health Written Responses</i>
Knowledge and understanding of course content	<b>40%</b>	10%	15%	15%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	<b>60%</b>	20%	20%	20%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>
Outcomes to be assessed		HM11-05 HM11-09 HM11-10	HM11-03 HM11-04 HM11-06 HM11-08	HM11-01 HM11-02 HM11-07
<b>OUTCOMES</b>				
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians			
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians			
HM-11-03	analyses the systems of the body in relation to movement			
HM-11-04	investigates movement skills and psychology to improve participation and performance			
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an			
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts			
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a			
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement			
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues			
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts			

## Retail Services

Retail Services

Qualification: SIR30216 Certificate III in Retail

Cohort 2025 - 2026

Training Package SIR Retail Services

RTO - NSW Department of Education - 90333

<b>Assessment Tasks for SIR30216 Certificate III in Retail</b>			<b>Task 1</b> Get ready for retail	<b>Task 2</b> Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Weeks 11 Term 1	Weeks 10 Term 2
Code	Unit of Competency	HSC Examinable	Date      16/04/2025	Date      03/07/2025
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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

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



## Screen + Media

RTO - Department of Education - 90333

Qualification: CUA31020 Certificate III in Screen and Media

Training Package CUA Creative Arts and Culture (Release 6.0)

Assessment Tasks for CUA31020 Certificate III in Screen and Media		Task 1	Task 2	Task 3
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Safety	Story writing	Let's shoot!
<b>Code</b>	<b>Unit of Competency</b>	Term 1 Week 5	Term 2 Week 6	Term 3 Week 9
CUAWHS312	Apply work health and safety practices	X		
CUAWRT302	Write simple stories		X	
BSBCRT311	Apply critical thinking skills in a team environment		X	
CUACAM311	Shoot material for screen productions			X
CUAPOS211	Perform basic vision and sound editing			X

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

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards CUA31020 Certificate III in Screen and Media.

**\* This course is not HSC examinable**

## Sport Lifestyle and Recreation

Components	Weighting	Task 1	Task 2	Task 3	
		Week 8, Term 1, 2025	Week 10, Term 2, 2025	Ongoing 2025	Week 7-8, Term 3, 2025
		<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%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		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
<b>OUTCOMES</b>					
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 respond 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 rolls that support health, safety and physical activity				
<b>Outcomes 1.4, 1.6, 2.4, 3.6, 3.7, 4.2 &amp; 4.5 are assessed as part of the HSC year of Sport Lifestyle &amp; Recreation</b>					

## Visual Arts

Components	Weighting	Task 1	Task 2	Task 3
		<b>Week 10, Term 1, 2025</b>	<b>Week 8, Term 2, 2025</b>	<b>Week 7-8, Term 3, 2025</b>
		<i>Artmaking &amp; Visual Arts Process Diary</i>	<i>In-Class Essay</i>	<i>Body of Work &amp; Yearly Exam</i>
Artmaking	<b>50%</b>	20%		30%
Art Criticism / Art History	<b>50%</b>	10%	25%	15%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>45%</b>
<b>Outcomes</b>		P3, P4, P5, P6, P7, P9	P7, P8, P9, P10	P1, P,2, P3 P4, P5, P6, P7, P8, P9, P10
<b>Course Outline</b>	Exploration of at least three expressive forms Art Criticism and Art History Development of a Visual Arts Process Diary Visual Arts Exam			
<b>OUTCOMES</b>				
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
		<b>Week 10, Term 1, 2025</b>	<b>Week 10, Term 2, 2025</b>	<b>Week 7-8, Term 3, 2025</b>
		<i>Survey and Research</i>	<i>Report</i>	<i>Yearly Examination</i>
<b>Module 1</b> My Work Life	<b>30%</b>	30%		
<b>Module 2</b> Preparing Job Application	<b>30%</b>		30%	
<b>Module 3</b> Personal Finance	<b>40%</b>			40%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes</b>		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, 2025	Term 2, 2025	Term 3, 2025	Term 4, 2025
<b>Week 1</b>				
<b>Week 2</b>	2. VET Entertainment 4. VET Construction	1. English Ext	5. VET Manufacturing & Engineering 1.English Ext	
<b>Week 3</b>			2. VET Entertainment 6. CAFS	
<b>Week 4</b>		2. VET Entertainment 6. VET Fitness		
<b>Week 5</b>	6. VET Screen & Media	6. CAFS 5. Geography 5. Health and Movement Science 9. Trade Training- Hospitality 5. VET Manufacturing & Engineering	<b>Non-Assessment Period</b> 5. Health and Movement 3. VET Hospitality Food & Bev 3. Geography	
<b>Week 6</b>	5. Health and Movement 5. VET Primary Industries	1. English Studies 6.VET Screen & Media		
<b>Week 7</b>			3.VET Hospitality Food & Bev	
<b>Week 8</b>	2. SLR 1 3. SLR 2 5. EEC 6. Math Adv. 2. Math Num. 6. Math Stand. 8. Math Ext 1. English Studies 4. Business Studies 4. VET Construction	1. English Adv 1. English Standard 6. Math Adv 2. Math Num. 6. Math Stand. 8. Math Ext 5. Visual Arts 4. VET Construction 2. Modern History 9. Trade Training- Hospitality	<b>Yearly Examination Period</b>	
<b>Week 9</b>	1. English Adv 1. English Standard 2. Inv. Science 5. Legal Studies 2. Dance 4. Ancient History 3. Geography 4. Marine Studies 4.VET Business Services	2. Inv. Science 5. Legal Studies 4. VET Construction 4. Business Studies 3. Music 4. Ancient History 4. VET Business Services	6. VET Screen & Media 3. Music 4. VET Construction 1. English Studies	
<b>Week 10</b>	4. Biology 6.IT Timber 3. Work Studies 2. VET Entertainment 5. IT Multimedia 2. Modern History 5. Visual Arts 3.Japanese Beginners 3.Japanese Continuers	5. EEC 2. SLR 1 3. SLR 2 4. Biology 2. Dance 3. Work Studies 3.Japanese Beginners 3.Japanese Continuers 5.VET Primary Industries 2.VET Retail	6. IT Timber 5. VET Manufacturing 5. IT Multimedia 6. Business Studies 4. Marine Studies 4.VET Business Services 5.VET Primary Industries	
<b>Week 11</b>	4.Trade Training- Hospitality 3. Music 5. VET Primary Industries 2. VET Retail			