



*Pittwater High School*



PRELIMINARY HSC

ASSESSMENT

GUIDE

**YEAR 11**

**2025**



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# Pittwater High School

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**Principal:** Alison Gambino  
Samojlowicz

**Deputy Principals:** Sophia Bromley, Katrina Purvis, A/DP Carolyn

Dear students, parents and carers of Year 11 2025,

Welcome back to the start of Year 11 and your senior years. It is an exciting time ahead as you enter your senior years at Pittwater High. We know you will continue to build on positive relationships with your peers and teachers. Our aim is to support you grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of our expectations.

## 1. Changes in Patterns of Study

By now you should have decided on your full pattern of study. If you are unsure, please discuss the situation with the respective teachers, your Year Adviser Ms Michael or your Deputy Principal Ms Bromley.

## 2. Study periods and Senior Learning Centre

Study periods are clearly indicated on your timetable. These are not free periods. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

In the Senior Learning Centre, a teacher is on hand to assist students with any general queries. More specifically, students can seek support in note making, summarising, essay writing, time management, unpacking major assignments and more. In this time there will also be occasional study skill sessions scheduled.

## 3. Late Arrival/Early Departure

As a privilege to senior students only, those students who have study periods during Period 1 have permission to arrive at school for the start of Period 2, if they have signed the Stage 6 Student Agreement. However, they must be **at school in order to attend assembly and/or year meetings held on Mondays**. Any individual variations to this must be applied for in writing to the Deputy Principal.

Students are only permitted to leave at lunch if there are no scheduled Period 5 classes. They are to go directly home or to Mona Vale library, not to the shops. If they are off class before lunch, they are to work at school in this study period and not leave until the bell. **Students are not to leave the school grounds in lunch breaks.**

## 4. School Uniform

Seniors are expected to wear the correct school uniform at all times **including black leather lace up school shoes**. Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification.

**5. Get the most out of your learning by:**

- attending school and all timetabled lessons every day
- being punctual to class
- demonstrating hard work and effort in all learning activities
- completing assessment tasks, assignments and homework punctually
- always behaving appropriately: in class, in the school grounds and on excursions
- becoming actively involved in the wider activities of school life.

**6. Access to the senior outdoor kitchen**

All students in Year 11 will be able to have access to the senior outdoor area (in between A and B Block) and the senior kitchen. This is a shared space. Students need to make sure they clean up after themselves and respect each other's space. Some students choose to work in this area.

Good luck Year 11. Make the most of all the opportunities that come your way.

Regards,

Alison Gambino  
Principal

# ASSESSMENT CALENDAR

Year 11 Term 1 2025									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
NO ASSESSMENT	NO ASSESSMENT	NO ASSESSMENT	NO ASSESSMENT	NO ASSESSMENT	Engineering Studies Industrial Technology Multimedia Accelerated Investigating Science Accelerated Legal Studies Work Studies	Society and Culture	Ancient History Chemistry Design and Technology Drama Earth and Environmental Science Economics Modern History Physics	Biology Business Studies Community and Family Studies English Advanced English Standard Food Technology French Continuers Japanese Continuers Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Sport, Lifestyle and Recreation	Aboriginal Studies Accelerated Agriculture English Studies Health and Movement Science Mathematics Extension Photography, Video and Digital Imaging

# ASSESSMENT CALENDAR

## Year 11 Term 2 2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English as an Additional Language or Dialect (EAL/D) Textiles & Design Visual Arts	English Extension 1 Industrial Technology Timber Music 1 Music 2				Work Studies	Ancient History Chemistry Community & Family Studies Earth & Environmental Science English Advanced English Standard Modern History Visual Arts	Biology Drama Economics Engineering Studies English Studies Food Technology French Continuers Legal Studies Photography, Video & Digital Imaging Sport Lifestyle & Recreation	Aboriginal Studies Accelerated HSC Trial English as an Additional Language or Dialect (EAL/D) Information Technology Multimedia Accelerated HSC Trial Investigating Science Accelerated HSC Trial Japanese Continuers Maths Advanced Maths Standard 1 Maths Standard 2	Aboriginal Studies Accelerated HSC Trial Agriculture Business Studies Health and Movement Science Information Technology Multimedia Accelerated HSC Trial Investigating Science Accelerated HSC Trial Maths Extension Society & Culture



## Year 11 Term 3 2025

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Weeks 8 & 9		Week 10
Physics Industrial Technology Multimedia Accelerated	English Extension 1	Drama Industrial Technology Timber Music 1	Design & Technology	Aboriginal Studies Accelerated Certificate II in Hospitality Investigating Science Accelerated Music 2 Textiles & Design	Sport Lifestyle & Recreation Work Studies		Agriculture Ancient History Biology Business Studies Chemistry Community & Family Studies Design & Technology Drama Earth & Environmental Science Economics Engineering Studies English (EAL/D) English Advanced English Extension 1 English Standard English Studies Food Technology French Continuers Health and Movement Science	Industrial Technology Timber Japanese Continuers Legal Studies Mathematics Advanced Mathematics Extension Mathematics Standard 1 Mathematics Standard 2 Modern History Music 1 Music 2 Photography, Video & Digital Imaging Physics Society & Culture Textiles & Design Visual Arts	

## PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) over year 11 and 12, students must complete 12 units in the Year 11 course and 10 units in the Year 12 course.

Both patterns of study must include at least:

- 6 units from Board Developed Courses
- 2 Units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

To satisfy the pattern of study requirement for the HSC, a student can count a maximum of 6 units of science courses in Year 11 and 7 units of Science in Year 12.

## ASSESSMENT FOR THE YEAR 11 COURSE 2025

The purpose of school assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning
- Provide evidence of satisfactory completion of courses
- Provide multiple opportunities for students to demonstrate their achievements

An overall assessment mark is awarded for each course studied. This mark is indicative of the student's achievement of course outcomes or competencies across a range of tasks including class tasks, formal and informal assessments, presentations and practical works.

The award of the Year 11 Course is dependent upon the satisfactory progress and completion of course work and assessment tasks. Students need to be aware that all formal assessment tasks throughout the course contribute to their final mark. Informal assessments, coursework and class tasks are essential to the development of knowledge and skills in formative assessments for the Preliminary HSC.

## SATISFACTORY COMPLETION OF COURSES

Course completion criteria for the Year 11 and Year 12 courses:

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

- a) **Followed the course** developed or endorsed by NESAC; and
- b) **Applied themselves** with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes

Should a student not satisfy the above criteria, they will be at risk of being given an 'N' determination (non-completion of course requirements). The Principal or delegate will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing (non-completion warning). Refer to 'N' Determinations.

## REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the Preliminary HSC course student attendance should not drop below a minimum 85% of timetabled lessons
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence due to illness, bereavement etc. should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so for any missed work, so that learning opportunities are maximised
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school
- Students will **apply themselves with diligence and sustained effort** throughout the course
- Students will have achieved some or all of the course outcomes.

## SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish a Preliminary HSC assessment program for each course we teach within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents and others, in ways that meet their needs

## INTERNAL SCHOOL BASED ASSESSMENT

The school is required to submit to NESA, an internal assessment grade for all courses. These grades are intended to indicate student achievement at the end of the Year 11 course, based on:

- a range of syllabus outcomes
- measures made throughout the Preliminary HSC course
- components identified in the assessment and reporting documents for each of the syllabuses
- inclusive of and accessible for all students.

Each student must attempt tasks worth in excess of 50% of the course. If students fail to do this, the Principal will certify that the course outcomes have not been studied satisfactorily and will indicate the outcomes still to be completed. Students and parents will be informed in advance if a student is at risk of N Award warning.

Assessment schedules in this book outline the tasks, weightings and outcomes that will be assessed throughout the year. Students will be issued with an assessment notification three weeks prior to the assessment due date. The notification will detail the task and provide further requirements and guidance on how to complete the task.

If students wish to appeal this rank or grade, they may request a school review of their grade or placement in the rank order for a course based on their performance during the course (but cannot seek a review of teachers' judgements of the worth of individual performance in assessment tasks, or appeal marks or grades in individual assessment tasks). School rank order review appeals should be directed to the Deputy Principal Assessment and Reporting for the ARP's consideration.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with students' workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

Students will acknowledge the receipt of this Assessment Policy and each task by signing a receipt sheet. It is recommended that students keep a copy of all materials handed out for assessment.

## COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number and type of assessment tasks given is decided by the school and details of these tasks are provided in the course assessment program that follows. Students should sign a receipt sheet to indicate submission of the task.

Assessment tasks must be submitted **no later than 8:30 am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

**If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result and a non-completion warning will be issued. If students have an explanation such as illness, or misadventure, they may complete an illness/misadventure form with accompanying documentation and hand this to the teacher.**

Failure of computers, printers or software will not be accepted as a reason for the lateness of a task, as students are expected to use good management practices such as the cloud or USB storage devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

## ATTENDANCE

A student will receive zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and completes an Illness and Misadventure form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- A student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave or exemption from school for legitimate reasons (e.g. school approved activities such as DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned

before the due date of the assessment task(s).

- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day a task is due or assessed.

## NON AWARD WARNINGS

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made. The letters are sent to parents or guardians.

The student and/or parent/guardian should return the acknowledgement slip to the teacher. To support the student in meeting the course requirements, we request that parents or guardians discuss this matter with them and encourage and support them to carry out the required actions.

## ILLNESS AND MISADVENTURE

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand)
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood).

You or your parents/carers must contact the school on the day of the missed assessment task or exam. Call or send an email to the school with your name, course, assessment task description and indicate that you are applying for an Illness or Misadventure consideration.

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness and Misadventure form. The forms are available online at the school website, from the Year Adviser, Deputy Principal or Head Teachers. Applications must be contemporary, that is, made at the time of the assessment task. It is your responsibility to arrange for an Illness and Misadventure application to be submitted within 5 school days earliest of the due date of the assessment task or upon the first day of return to school. **There is an eligibility checklist at the end of this booklet, as well as a copy of the form.**

When completing the form attach as much supporting information as possible e.g. Medical certificates (see important details below), funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school (within 5 days). Tasks should be submitted or attempted the day you return to school, even if the application is yet to be approved.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the ARP and forward the application to the Panel Convener.

If a student has an upheld illness/misadventure application, the school will give an opportunity for the student to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task or
- providing the student with a substitute assessment task.

In exceptional circumstances (approved by the Principal), where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes.

Your teacher will let you know the outcome of the application.

## **MEDICAL CERTIFICATES**

When requesting a medical certificate, please give the following information to the medical practitioner (doctor or pharmacist) to ensure the necessary documentation is provided. **Please note, a certificate that only states 'unfit for work/school' is not sufficient:**

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or exam.

Independent supporting evidence must:

- be current, specific to the date and time of the task or exam
- clearly outline the impact experienced by the student at the time of attempting the task or exam. School assessments are the principal means of determining satisfactory completion of the Preliminary HSC course outcomes in the senior school.

At a time when competition for the very best results is sought by so many students for acceptance into tertiary education, business cadetships and apprenticeships, it is important for the school's ARP to be able to accurately ascertain the extent to which the student has been disadvantaged by illness and therefore the appropriate outcome, e.g. how much extra time he/she be given to complete a task.

Should you have any concerns please telephone the Principal on 9999 4035.

## **ALTERNATE TASKS**

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task, then an alternate task will be given.
- If a task produces invalid or unreliable results, the task may be discarded. Where possible, at least one week's notice will be given for a replacement task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's position in the order of merit for that task.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

## **DISABILITY PROVISIONS**

If a student requires disability provisions, it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESAs processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESAs.

Schools are responsible for any decision at the school level to provide adjustments to coursework, assessment activities and tasks, including in-school tests. Providing an adjustment does not restrict a

student's access to the full range of grades or marks. Adjustments for school-based assessment tasks may be different to disability provisions approved for Preliminary HSC exams.

## MALPRACTICE AND PLAGIARISM

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Pittwater High School and NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Preliminary HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Teachers will investigate all suspected malpractice in consultation with the Head Teacher. You may be required to provide evidence that the work is your own such as research notes, drafts or version history. Malpractice during an assessment task will result in:

- a zero mark
- the student being issued with an N Award warning
- the school recording malpractice offences to NESA in the Malpractice Register.

No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- Avoid using material directly from books, journals, or the internet without reference to the source.
- Be sure not to buy, steal or borrow another person's work and presenting it as your own, or submit work to which another person such as a parent, coach or subject expert has prepared.
- Avoid having someone **(or AI)** to write or prepare material.
- Refrain from breaching school examination rules.
- Avoid using non-approved aides during an assessment task.
- Avoid making false claims to explain work not handed in by the due date.
- You are not to assist another student to engage in malpractice.

## AI AND ASSESSMENT TASKS

- The use of AI tools to generate or summarise content is strictly prohibited.
- The use of AI tools for citation and grammar checking is permitted, but students should

not rely solely on these tools to check their work.

- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task, receive an N Award warning and may face additional consequences. In the case of Preliminary HSC students, all schools are required to keep a register of malpractice and report it to NESAs.

Misbehaviour during an assessment or failure to comply with assessment rules and procedures also constitutes malpractice. Disruption to others during an exam or assessment task will be reported to the Head Teacher who may issue a zero result for the task and an N Award warning.

Remember that academic success comes from hard work, dedication, and original thinking.

## **NON-SERIOUS ATTEMPTS**

To meet the eligibility requirements for the Preliminary HSC, students must attend and make a serious attempt in all their assessment tasks and Preliminary HSC exams. For a serious attempt, students need to respond to and demonstrate academic engagement.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material

Students who do not make a serious attempt in an assessment task may receive zero and an N Award Warning letter will be issued.

## **APPEALS**

Students may appeal a result or finding such as an illness and misadventure or a malpractice finding. Note - This does not include an appeal regarding professional teacher judgement in applying the marking criteria.

## **THE ASSESSMENT REVIEW PANEL (ARP)**

The Principal of Pittwater High School selects executive staff to monitor and review the procedures set down for the Pittwater High School Preliminary HSC Assessment program. The Deputy Principal for Assessment and Reporting is the convenor of the appeals panel. It also meets, if required, to consider student appeals arising from individual assessment tasks or on the grounds of unexpected illness, misadventure, or malpractice. The Principal is the final arbiter in all appeals.

Students are responsible for submitting an appeal about marks allocated for an individual assessment task, findings of malpractice or illness and misadventure. The school will resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

### **TO APPEAL:**

1. Within 5 days of receiving the determination of an illness misadventure application, task result or malpractice outcome, complete the Assessment Appeal Application (copy in the back of this booklet) and forward to the Deputy Principal Assessment and Reporting. Include a copy of the assessment task with marking criteria, your attempt at the task and any other relevant information. The panel will consider all the information provided to make a determination. The ARP normally consists of the Deputy Principal for Assessment and Reporting as convenor, a Head Teacher and the Year Adviser.
2. A secondary appeal may be made to the Principal.



## **'N' DETERMINATION**

The Principal will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students studying a Preliminary HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

Principals may determine that as a result of absence from school, the course completion criteria cannot be met.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

In cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESAs. Courses that were not satisfactorily completed will not be printed on the Record of School Achievement or the HSC Record of Achievement.

If the 'N' determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or by undertaking one or more other courses within a five-year accumulation period.

Students who have received an 'N' determination have the right to appeal.

## **APPEAL PROCEDURES FOR 'N' DETERMINATIONS**

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

## **CREDENTIALS**

NESA is a statutory Authority that determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award to students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by the NESAs. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESAs requirements.

In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and/or performance band for each NESAs developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two-year, 2-unit course in Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESAs on behalf of the Vocational Education and Training Accreditation Board.

**ASSESSMENT**

**SCHEDULES**

# ABORIGINAL STUDIES ACCELERATED

## ASSESSMENT TASKS YEAR 12 2024-2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 06/12/24	<b>Assessment Task 1</b> Global Perspectives task Research and in class task	H1.2, H1.3, H2.2	5	5		5	15
Term 1 Week 10 04/04/25	<b>Assessment Task 2</b> Major Project and Logbook	H4.1, H4.2, H4.3	5	15	15	5	40
Term 2 Weeks 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	20	5	5		30
Term 3 Week 5	<b>Assessment Task 4</b> Aboriginality and the Land in class task	H2.1, H2.2, H3.3	10			5	15
<b>Total</b>			<b>40</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
<b>C</b>	Research and inquiry methods, including aspects of the Major Project	20
<b>D</b>	Communication of information, ideas and issues in appropriate forms	15

## OUTCOMES

<b>H1.1</b>	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
<b>H1.2</b>	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
<b>H1.3</b>	Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
<b>H2.1</b>	Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
<b>H2.2</b>	Analyses the importance of Country as a contemporary issue impacting Aboriginal and other Indigenous peoples' cultural, political, social and economic life
<b>H3.1</b>	Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
<b>H3.2</b>	Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
<b>H3.3</b>	Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
<b>H4.1</b>	Plans, investigates, analyse, synthesis and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
<b>H4.2</b>	Undertakes community consultation and fieldwork and applies ethical research practices
<b>H4.3</b>	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# AGRICULTURE

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 10	<b>Assessment Task 1</b> Plant growth task	P2.1, P1.2 P2.2, P3.1, P5.1	10	10	10	30
Term 2 Week 10	<b>Assessment Task 2</b> Farm overview and case study	P2.2, P3.1, P4.1	15	15		30
Term 3 Week 8/9	<b>Assessment Task 3</b> Year 11 Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	15	15	10	40
<b>Total</b>			<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge, understanding, and skills required to manage agricultural production systems	40
<b>C</b>	Skills in effective research, experimentation, and communication	20

## OUTCOMES

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

# ANCIENT HISTORY

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	<b>Assessment Task 1</b> The Nature of Ancient History Troy	AH11.6, AH11.7 AH11.9	10	10	5	5	30
Term 2 Week 7	<b>Assessment Task 2</b> Historical Investigation Project	AH11.3, AH11.4, AH11.6, AH11.8, AH11.9		10	15	5	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	AH11.1, AH11.3 AH11.4, AH11.5 AH11.6, AH11.7 AH11.9	30	5		5	40
<b>Total</b>			<b>40</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	25
<b>C</b>	Historical inquiry and research	20
<b>D</b>	Communication of historical understanding in appropriate forms	15

## OUTCOMES

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

# BIOLOGY

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment Task 1</b> Depth Study	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8 (Mod 1)	20	10	30
Term 2 Week 8	<b>Assessment Task 2</b> First hand investigation and report	BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	20	10	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	20	20	40
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

<b>BIO11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	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
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

# BUSINESS STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 9	<b>Assessment Task 1</b> Nature of Business Case Study Business Report	P1, P2, P6, P7, P8	5	10	10		25
Term 2 Week 10	<b>Assessment Task 2</b> Business Planning Business Plan for SME	P1, P3, P6, P7, P9	15		10	10	35
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P3, P4, P5, P8, P9, P10	20	10		10	40
<b>Total</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Stimulus – based skills	20
<b>C</b>	Inquiry and research	20
<b>D</b>	Communication of business information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>P1</b>	Discusses the nature of business, its role in society and types of business structure
<b>P2</b>	Explains the internal and external influences on businesses
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises
<b>P4</b>	Assesses the processes and interdependence of key business functions
<b>P5</b>	Examines the application of management theories and strategies
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders
<b>P7</b>	Plans and conducts investigations into contemporary business issues
<b>P8</b>	Evaluates information for actual and hypothetical business situations
<b>P9</b>	Communicates business information and issues in appropriate formats
<b>P10</b>	Applies mathematical concepts appropriately in business situations

# CHEMISTRY

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	<b>Assessment Task 1</b> Modelling Task: Module 1	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8	20	10	30
Term 2 Week 7	<b>Assessment Task 2</b> Depth Study: Module 2	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9	20	10	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	20	20	40
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

<b>CH11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	Explores the properties and trends in the physical, structural, and chemical aspects of matter ultrastructure and biochemical processes
<b>CH11-9</b>	Describes, applies, and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions



# COMMUNITY AND FAMILY STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment task 1</b> Community Interview & Transcript	P1.1, P4.1, P4.2, P5.1, P6.1	10	20	30
Term 2 Week 7	<b>Assessment task 2</b> Study Sheet and in class Quiz	P2.4, P3.1, P4.1, P4.2, P6.1	15	20	35
Term 3 Weeks 8 & 9	<b>Assessment task 3</b> Year 11 Examination	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P6.1, P6.2	15	20	35
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Skills in critical thinking, research methodology, analysing and communicating	60

## OUTCOMES

<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
<b>P1.2</b>	Proposes effective solutions to resource problems
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
<b>P2.4</b>	Analyses the inter-relationships between internal and external factors and their impact on family functioning
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues
<b>P4.2</b>	Presents information in written, oral and graphic form
<b>P5.1</b>	Applies management processes to maximise the efficient use of resource
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing
<b>P6.2</b>	Uses critical thinking skills to enhance decision-making
<b>P7.1</b>	Appreciates differences among individuals, groups and families within communities and values their contributions to society
<b>P7.2</b>	Develops a sense of responsibility for the wellbeing of themselves and others
<b>P7.3</b>	Appreciates the value of resource management in response to change
<b>P7.4</b>	Values the place of management in coping with a variety of role expectations

# DESIGN AND TECHNOLOGY

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	<b>Assessment Task 1</b>	P1.1, P2.1, P2.2, P6.1	10	20	30
Term 3 Week 4	<b>Assessment Task 2</b> Year 11 project	P3.1, P4.1, P4.2, P5.2, P5.3, P6.2	10	30	40
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	20	10	30
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge and skills in designing, managing, producing, and evaluating design projects	60

## OUTCOMES

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

# DRAMA

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 8	<b>Assessment Task 1</b> Performance Essay	P1.1, P1.3, P1.6, P2.3, P2.4, P3.2	10	15	5	30
Term 2 Week 8	<b>Assessment Task 2</b> Mini Independent Project	P1.2, P1.4, P1.5, P1.6, P3.1	15		15	30
Term 3 Week 3 Week 8 & 9	<b>Assessment Task 3</b> Group/I.P. Performance Exam	P1.2, P1.3, P1.4, P2.1, P2.2, P2.4, P3.3	15	15	10	40
<b>Total</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Making	40
<b>B</b>	Performing	30
<b>C</b>	Critically Studying	30

Workshop activities (60%) & written reflections (40%)

## OUTCOMES

<b>P1.1</b>	Develops acting skills in order to adopt and sustain a variety of characters and roles
<b>P1.2</b>	Explores ideas and situations, expressing them imaginatively in dramatic form
<b>P1.3</b>	Demonstrates performance skills appropriate to a variety of styles and media
<b>P1.4</b>	Understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively
<b>P1.5</b>	Understands, demonstrates, and records the process of developing and refining ideas and scripts through to performance
<b>P1.6</b>	Demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P1.7</b>	Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
<b>P1.8</b>	Recognises the value of individual contributions to the artistic effectiveness of the whole
<b>P2.1</b>	Understands the dynamics of actor-audience relationship
<b>P2.2</b>	Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff, and producers
<b>P2.3</b>	Demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P2.4</b>	Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements, and performance spaces
<b>P2.5</b>	Understands and demonstrates the commitment, collaboration and energy required for a production
<b>P2.6</b>	Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
<b>P3.1</b>	Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
<b>P3.2</b>	Understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques
<b>P3.3</b>	Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements
<b>P3.4</b>	Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

# EARTH AND ENVIRONMENTAL SCIENCE

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	<b>Assessment Task 1</b> Skills assessment	EES11-2, EES11-3, EES11-4, EES11-5, EES11-8	20	5	25
Term 2 Week 7	<b>Assessment Task 2</b> Depth study	EES11-1, EES11-4, EES11-6, EES11-7, EES11-9	20	15	35
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	EES 11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11	20	20	40
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

<b>EES11-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>EES11-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11-5</b>	Analyses and evaluates primary and secondary data and information
<b>EES11-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere, and biosphere and how they are interrelated
<b>EES11-9</b>	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	Describes human impact on the Earth in relation to hydrological processes, geological processes, and biological changes

# ECONOMICS

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	<b>Assessment Task 1</b> Research and Presentation Case Study	P1, P2, P7, P10, P12	10		10	10	30
Term 2 Week 8	<b>Assessment Task 2</b> Research Task	P8, P9, P10, P11	10	10	10		30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P3, P4, P5, P6, P7, P11	20	10		10	40
<b>Total</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Stimulus-based skills	20
<b>C</b>	Inquiry and research	20
<b>D</b>	Communication of economic information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>P1</b>	Demonstrates understanding of economic terms, concepts and relationships
<b>P2</b>	Explains the economic role of individuals, firms and government in an economy
<b>P3</b>	Describes, explains and evaluates the role and operation of markets
<b>P4</b>	Compares and contrasts aspects of different economies
<b>P5</b>	Analyses the relationship between individuals, firms, institutions and government in the Australian economy
<b>P6</b>	Explains the role of government in the Australian economy
<b>P7</b>	Identifies the nature and causes of economic problems and issues for individuals, firms and governments
<b>P8</b>	Applies appropriate terminology, concepts and theories in economic contexts
<b>P9</b>	Selects and organises information from a variety of sources for relevance and reliability
<b>P10</b>	Communicates economic information, ideas and issues in appropriate forms
<b>P11</b>	Applies mathematical concepts in economic contexts
<b>P12</b>	Works independently and in groups to achieve appropriate goals in set timelines

# ENGINEERING STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 6	<b>Assessment Task 1</b> Fundamentals Assignment Module 1	P1.2, P2.1, P5.1, P5.2	20	10	30
Term 2 Week 8	<b>Assessment Task 2</b> Engineering Report & Presentation Module 3	P3.2, P3.3, P4.3, P5.2, P6.1	10	20	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination Modules 1-4	P1.1, P2.1, P2.2, P3.1, P3.1, P4.1, P4.2, P4.3, P6.2	30	10	40
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	60
<b>B</b>	Knowledge and skills in research, problem solving, and communication related to engineering practice	40

## OUTCOMES

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

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 1	<b>Assessment Task 1</b> Module A: multimodal presentation	EAL11-1A, EAL11-2 EAL11-8, EAL11-9	20	20	40
Term 2 Week 9	<b>Assessment Task 2</b> Module C: reading and writing task	EAL11-1B, EAL11-4 EAL11-7	15	15	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	EAL11-3, EAL11-5 EAL11-6	15	15	30
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

## OUTCOMES

<b>EAL11-1A</b>	Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL11-1B</b>	Communicates information, ideas and opinions in familiar personal, social and academic contexts
<b>EAL11-2</b>	Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL11-3</b>	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
<b>EAL11-4</b>	Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL11-5</b>	Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
<b>EAL11-6</b>	Investigates and explains the relationships between texts
<b>EAL11-7</b>	Understands and assesses the diverse ways texts can represent personal and public worlds
<b>EAL11-8</b>	Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
<b>EAL11-9</b>	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# ENGLISH ADVANCED

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment Task 1</b> Common Module: Reading to Write Multimodal presentation	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-7	20	20	40
Term 2 Week 7	<b>Assessment Task 2</b> Module B Critical Study of Literature Extended Response	EA11-1, EA11-3, EA11-5, EA11-7, EA11-8, EA11-9	15	15	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	15	15	30
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

## OUTCOMES

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



# ENGLISH EXTENSION 1

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2	<b>Assessment Task 1</b> Extended response on core texts	EE11-1, EE11-2 EE11-3, EE11-5	15	15	30
Term 3 Week 2	<b>Assessment Task 2</b> Multimodal Presentation on independent project	EE11-1, EE11-2 EE11-3, EE11-4 EE11-5, EE11-6	15	15	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	EE11-1, EE11-2 EE11-3, EE11-5	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of complex texts and of how and why they are valued	50
<b>B</b>	Skills in complex analysis, sustained composition and independent investigation	50

## OUTCOMES

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

# ENGLISH STANDARD

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment Task 1</b> Common Module: Reading to Write Multimodal presentation	EN11-1, EN11-2, EN11-4, EN11-5, EN11-7	20	20	40
Term 2 Week 7	<b>Assessment Task 2</b> Module B Close Study of Literature Extended Response	EN11-1, EN11-3, EN11-5, EN11-8, EN11-9	15	15	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6	15	15	30
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50

## OUTCOMES

<b>EN11-1</b>	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>EN11-2</b>	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN11-3</b>	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>EN11-4</b>	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN11-5</b>	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN11-6</b>	Investigates and explains the relationships between texts
<b>EN11-7</b>	Understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-8</b>	Identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-9</b>	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# ENGLISH STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	<b>Assessment Task 1</b> Module: Achieving through English Mock interview	ES11-1, ES11-4, ES11-6	15	15	30
Term 2 Week 8	<b>Assessment Task 2</b> Elective Module Portfolio of classwork	ES11-3, ES11-7, ES11-9, ES11-10	20	20	40
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 examination	ES11-2, ES11-5, ES11-8	15	15	30
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	50

## OUTCOMES

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

# FOOD TECHNOLOGY

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 9	<b>Assessment task 1</b> Functional Property of Food Investigation	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1		10	20	30
Term 2 Week 8	<b>Assessment task 2</b> Nutrition Investigation/Report	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	10	10	10	30
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	P1.1, P1.2, P2.2, P4.4, P5.1	30	10		40
<b>Total</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge and skills in designing, researching, analysing and evaluating	30
<b>C</b>	Skills in experimenting with and preparing food by applying theoretical concepts	30

## OUTCOMES

<b>P1.1</b>	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
<b>P1.2</b>	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
<b>P2.1</b>	Explains the role of food nutrients in human nutrition
<b>P2.2</b>	Identifies and explains the sensory characteristics and functional properties of food
<b>P3.1</b>	Assesses the nutrient value of meals/diets for particular individuals and groups
<b>P3.2</b>	Presents ideas in written, graphic an oral form using computer software where appropriate
<b>P4.1</b>	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
<b>P4.2</b>	Plans, prepares and presents foods which reflect a range of the influences on food selection
<b>P4.3</b>	Selects foods, plans, and prepares meals/diets to achieve optimum nutrition for individuals and groups
<b>P4.4</b>	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
<b>P5.1</b>	Generates ideas and develops solutions to a range of food situations

# FRENCH CONTINUERS

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 9	<b>Assessment Task 1</b> Speaking / Listening	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	20		10		30
Term 2 Week 8	<b>Assessment Task 2</b> Reading / Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		20		10	30
Term 3 Week 8/9	<b>Assessment Task 3</b> Year 11 Examination	1.1 – 4.3	10	10	10	10	40
<b>Total</b>			<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Listening	30
<b>B</b>	Reading	30
<b>C</b>	Speaking	20
<b>D</b>	Writing	20

## OUTCOMES

<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture

# HEALTH AND MOVEMENT SCIENCE

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Weeks 10-11	<b>Assessment Task 1</b> FA1: Collaborative Investigation	HM-11-05, HM-11-09, HM-11-10	10	20	30
Term 2 Week 10	<b>Assessment Task 2</b> FA2: Movement Analysis	HM-11-03, HM-11-06, HM-11-07	10	20	30
Term 3 Weeks 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09	20	20	40
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60

## OUTCOMES

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

# INDUSTRIAL TECHNOLOGY MULTIMEDIA ACCELERATED

## ASSESSMENT TASKS YEAR 12 2024-2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6	<b>Assessment Task 1</b> Project Design and Planning	H3.1, H3.2, H5.2		20	20
Term 1, Week 6	<b>Assessment Task 2</b> Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2, Week 9-10	<b>Assessment Task 3</b> Trial HSC Examination	H1.1 – H7.2	15	10	25
Term 3, Week 1	<b>Assessment Task 4</b> Record of production & evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40</b>
<b>B</b>	Knowledge and skills in the design, management, communication and production of a major project	<b>60</b>

## OUTCOMES

<b>H1.1</b>	Investigates industry through the study of businesses in one focus area
<b>H1.2</b>	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
<b>H1.3</b>	Identifies important historical developments in the focus area industry
<b>H2.1</b>	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
<b>H3.1</b>	Demonstrates skills in sketching, producing and interpreting drawings
<b>H3.2</b>	Selects and applies appropriate research and problem-solving skills
<b>H3.3</b>	Applies and justifies design principles effectively through the production of a Major Project
<b>H4.1</b>	Demonstrates competence in a range of practical skills appropriate to the Major Project
<b>H4.2</b>	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
<b>H4.3</b>	Critically applies knowledge and skills related to properties and characteristics of materials/components
<b>H5.1</b>	Selects and uses communication and information processing skills
<b>H5.2</b>	Examines and applies appropriate documentation techniques to project management
<b>H6.1</b>	Evaluates the characteristics of quality manufactured products
<b>H6.2</b>	Applies the principles of quality and quality control
<b>H7.1</b>	Explains the impact of the focus area industry on the social and physical environment
<b>H7.2</b>	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

# INDUSTRIAL TECHNOLOGY TIMBER

## ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 9 & 10	<b>Assessment task 1</b> Project and Portfolio	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P6.1	20	20	40
Term 3 Week 6	<b>Assessment task 2</b> Industry Case Study	P1.1, P7.1, P7.2	10	10	20
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	P1.1, P1.2, P2.1, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Knowledge and skills in the management, communication and production of projects	50

## OUTCOMES

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



# INVESTIGATING SCIENCE ACCELERATED

## Assessment Schedule Year 12 2024-2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5 15/11/2024	<b>Assessment Task 1</b> Literature Review	INS12-3, INS 12-5 INS12-7, INS12-12	10	10	20
Term 1 Week 6	<b>Assessment Task 2</b> Depth Study	INS12-1, INS 12-2, INS12-3, INS 12-4, INS 12-5, INS12-7, INS 12-12, INS 12-14	20	10	30
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial Examination	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-7, INS 12-12, INS12-13, INS12-14	20	10	30
Term 3 Week 5	<b>Assessment Task 4</b> Research & Long Response	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS 12-6, INS12-12, INS12-14, INS12-15	10	10	20
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

<b>INS12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>INS12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS12-5</b>	Analyses and evaluates primary and secondary data and information
<b>INS12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS12-12</b>	Develops and evaluates the process of undertaking scientific investigations
<b>INS12-13</b>	Describes and explains how science drives the development of technologies
<b>INS12-14</b>	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
<b>INS12-15</b>	Evaluates the implications of ethical, social, economical and political influences on science

# JAPANESE CONTINUERS

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	<b>Assessment task 1</b> Speaking / Listening	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	20		10		30
Term 2 Week 9	<b>Assessment task 2</b> Reading / Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		20		10	30
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	1.1 – 4.3	10	10	10	10	40
<b>Total</b>			<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Listening	30
<b>B</b>	Reading	30
<b>C</b>	Speaking	20
<b>D</b>	Writing	20

## OUTCOMES

<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.2</b>	Summarises the main ideas
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context
<b>4.1</b>	Recognises and employs language appropriate to different social contexts
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance
<b>4.3</b>	Reflects upon significant aspects of language and culture

# LEGAL STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 6	<b>Assessment Task 1</b> Legal System Topic Test	P1, P2, P3, P6,	15	5	5	5	30
Term 2 Week 8	<b>Assessment Task 2</b> Law Reform – Research task	P4, P5, P7, P8, P9, P10	5	10	15	5	35
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P1, P3, P5, P7, P8, P9	20	5		10	35
<b>Total</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Analysis and evaluation	20
<b>C</b>	Inquiry and research	20
<b>D</b>	Communication of legal information, issues and ideas in appropriate forms	20

## OUTCOMES

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

# MATHEMATICS ADVANCED

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment task 1</b> In class test	MA11-1, MA11-2, MA11-8, MA11-9	15	15	30
Term 2 Week 9	<b>Assessment task 2</b> In class test	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	15	15	30
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Understanding, Fluency and Communicating	50
<b>B</b>	Problem Solving, Reasoning and Justification	50

## OUTCOMES

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

# MATHEMATICS EXTENSION

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	<b>Assessment task 1</b> In class test	ME11-1, ME11-2, ME11-6, ME11-7	15	15	30
Term 2 Week 10	<b>Assessment task 2</b> In class test	ME11-1, ME11-3, ME11-6, ME11-7	15	15	30
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Understanding, Fluency and Communicating	50
<b>B</b>	Problem Solving, Reasoning and Justification	50

## OUTCOMES

<b>ME11-1</b>	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b>	Manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b>	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b>	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
<b>ME11-5</b>	Uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b>	Uses appropriate technology to investigate, organize and interpret information to solve problems in a range of contexts
<b>ME11-7</b>	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# MATHEMATICS STANDARD 1

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment task 1</b> In class test	MS11.1, MS 11.2, MS11.6, MS11.7, MS11.9, MS11.10	15	15	30
Term 2 Week 9	<b>Assessment task 1</b> In class test	MS11.1, MS11.2, MS11.3, MS11.4, MS11.5, MS11.6, MS11.9, MS11.10	15	15	30
Term 3 Week 8 & 9	<b>Assessment task 1</b> Year 11 Examination	MS11.1, MS11.2, MS11.3, MS11.4, MS11.5, MS11.6, MS11.7, MS11.8, MS11.9, MS11.10	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Understanding, fluency and communicating	50
<b>B</b>	Problem solving, reasoning and justification	50

## OUTCOMES

<b>MS11.1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11.2</b>	Represents information in symbolic, graphical and tabular form
<b>MS11.3</b>	Solves problems involving quantity measurement including accuracy and the choice of relevant units
<b>MS11.4</b>	Performs calculations in relation to two dimensional figures
<b>MS11.5</b>	Models relevant financial situations using appropriate tools
<b>MS11.6</b>	Makes predications about everyday situations based on simple mathematical models
<b>MS11.7</b>	Develops and carries out simple statistical processes to answer questions posed
<b>MS11.8</b>	Solves probability problems involving multistage events
<b>MS11.9</b>	Uses appropriate technology to investigate, organize and interpret information in a range of contexts
<b>MS11.10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# MATHEMATICS STANDARD 2

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment task 1</b> In class test	MS11.1, MS11.2 MS11.6, MS11.7 MS11.9, MS11.10	15	15	30
Term 2 Week 9	<b>Assessment task 2</b> In class test	MS11.1, MS11.2 MS11.3, MS11.4 MS11.5, MS11.6 MS11.9, MS11.10	15	15	30
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	MS11.1, MS11.2, MS11.3, MS11.4 MS11.5, MS11.6 MS11.7, MS11.8 MS11.9, MS11.10	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Understanding, fluency and communicating	50
<b>B</b>	Problem solving, reasoning and justification	50

## OUTCOMES

<b>MS11.1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11.2</b>	Represents information in symbolic, graphical and tabular form
<b>MS11.3</b>	Solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>MS11.4</b>	Performs calculations in relation to two dimensional figures
<b>MS11.5</b>	Models relevant financial situations using appropriate tools
<b>MS11.6</b>	Makes predictions about everyday situations based on simple mathematical models
<b>MS11.7</b>	Develops and carries out simple statistical processes to answer questions posed
<b>MS11.8</b>	Solves probability problems involving multistage events
<b>MS11.9</b>	Uses appropriate technology to investigate, organize and interpret information in a range of contexts
<b>MS11.10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# MODERN HISTORY

## ASSESSMENT TASKS YEAR 11 2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 1 Week 8	<b>Assessment Task 1</b> Source Analysis Task	MH11.1, MH11.2 MH11.5, MH11.6	10	5	5	10	30
Term 2 Week 7	<b>Assessment Task 2</b> Historical Investigation Project	MH11.4, MH11.7 MH11.8, MH11.9 MH11.10		10	15	5	30
Term 3 Weeks 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	MH11.1 MH11.3 MH11.4 MH11.5 MH11.6 MH11.7	30	5		5	40
<b>Total</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	20
<b>C</b>	Historical inquiry and research	20
<b>D</b>	Communication of historical understanding in appropriate forms	20

## OUTCOMES

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



# MUSIC 1

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 2 Week 2	<b>Assessment Task 1</b> Performance/Musicology (viva)	P1, P4, P5, P6, P7, P9, P10	10		15		25
Term 3 Week 3	<b>Assessment Task 2</b> Composition/Aural Skills	P2, P3, P4, P6, P7, P8		25		10	35
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination. Performance/Musicology Aural Skills	P1, P4, P6, P9, P11	15		10	15	40
<b>Total</b>			<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Performance	25
<b>B</b>	Composition	25
<b>C</b>	Musicology	25
<b>D</b>	Aural	25

## OUTCOMES

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

# MUSIC 2

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 2 Week 2	<b>Assessment Task 1</b> Aural skills/Musicology	P2, P5, P7			10	15	25
Term 3 Week 5	<b>Assessment Task 2</b> Composition/Performance	P2, P3, P4, P5, P8, P9	10	25			35
Term 3 Weeks 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P1, P2, P5, P6, P7, P10, P11, P12	15		15	10	40
<b>Total</b>			<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Performance	25
<b>B</b>	Composition	25
<b>C</b>	Musicology	25
<b>D</b>	Aural	25

## OUTCOMES

<b>P1</b>	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
<b>P2</b>	Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
<b>P3</b>	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
<b>P4</b>	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
<b>P5</b>	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
<b>P6</b>	Discusses and evaluates music making constructive suggestions about performances and compositions
<b>P7</b>	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
<b>P8</b>	Understands the capabilities of performing media, explores and uses current technologies as uses
<b>P9</b>	Identifies, recognises, experiments with, and discusses the use of technology in music
<b>P10</b>	Performs as a means of self-expression and communication
<b>P11</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>P12</b>	Demonstrates a willingness to accept and use constructive criticism

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 10	<b>Assessment Task 1</b> Portfolio of photographs	M3, M4, M5, M6	25		25
Term 2 Week 8	<b>Assessment Task 2</b> Research task Portfolio of photographs	M1, M2, M3, M4, M5, CH1 CH2 CH3 CH4	25	10	35
Term 3 Weeks 8 & 9	<b>Assessment Task 3</b> Portfolio of photographic series and written Year 11 Examination.	M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5	20	20	40
<b>Total</b>			<b>70</b>	<b>30</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Art making	70
<b>B</b>	Critical and Historical studies	30

## OUTCOMES

<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and / or moving works.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images
<b>M4</b>	Generates images and ideas as representations / simulations in the making of photographs and / or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and / or videos and/or digital images.
<b>M6</b>	Considers issues of occupational health and safety in the making of photographs and/or videos and / or digital works.
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and / or video and / or digital works.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and / or video and / or digital imaging.
<b>CH5</b>	Recognises how photography and / or video and / or digital imaging are used in various fields of cultural production.

# PHYSICS

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 8	<b>Assessment Task 1</b> Skills Exam	PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9	20	10	30
Term 3 Week 1	<b>Assessment Task 2</b> Depth Study Waves	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	20	10	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9 PH11-10, PH11-11	20	20	40
<b>Total</b>			<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

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

# SOCIETY AND CULTURE

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 7	<b>Assessment Task 1</b> The Social and Cultural World Cross Cultural Study	P3, P6, P7, P10	10	10	10	30
Term 2 Week 10	<b>Assessment Task 2</b> Mini-PIP: Personal and Social Identity; Intercultural Communication	P2, P4, P8, P9, 10, P11	10	15	5	30
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Year 11 Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P11	30	5	5	40
<b>Total</b>			<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Application and evaluation of social and cultural research	30
<b>C</b>	Communication of information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>P1</b>	Describes the interaction between persons, societies, cultures and environments across time
<b>P2</b>	Identifies and describes relationships within and between social and cultural groups
<b>P3</b>	Describes cultural diversity and commonality within societies and cultures
<b>P4</b>	Explains continuity and change, and their implications for societies and cultures
<b>P5</b>	Investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
<b>P6</b>	Differentiates between, and applies, the methodologies of social and cultural research
<b>P7</b>	Applies appropriate language and concepts associated with society and culture
<b>P8</b>	Selects, organises and considers information and sources for usefulness, validity and bias
<b>P9</b>	Plans an investigation and analyses information from a variety of perspectives and sources
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms
<b>P11</b>	Works independently and in groups to achieve appropriate goals in set timelines

# SPORT, LIFESTYLE AND RECREATION

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 9	<b>Assessment Task 1</b> Practical Performance	1.1, 1.3, 4.4	10	20	30
Term 2 Week 8	<b>Assessment Task 2</b> Sports Coaching	3.1, 3.2	20	15	35
Term 3 Week 6	<b>Assessment Task 3</b> Seminar	1.1, 1.3, 3.2, 4.1	20	15	35
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding	50
<b>B</b>	Skills	50

## OUTCOMES

<b>1.1</b>	Applies the rules/conventions that relate to participation in a range of physical activities
<b>1.2</b>	Explains the relationship between physical activity, fitness and healthy lifestyle
<b>1.3</b>	Demonstrates ways to enhance safety in physical activity
<b>1.4</b>	Investigates & interprets the patterns of participation in sport & physical activity in Australia
<b>1.5</b>	Critically analyses the factors affecting lifestyle balance and their impact on health status
<b>1.6</b>	Describes administrative procedures that support successful performance outcomes
<b>2.1</b>	Explains the principles of skill development and training
<b>2.2</b>	Analyses the fitness requirements of specific activities
<b>2.3</b>	Selects & participates in physical activities that meet individual needs, interests and abilities
<b>2.4</b>	Describes how societal influences impact on the nature of sport in Australia
<b>2.5</b>	Describes the relationship between anatomy, physiology and performance
<b>3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts
<b>3.2</b>	Designs programs that respond to performance needs
<b>3.3</b>	Measures and evaluates physical performance capacity
<b>3.4</b>	Composes, performs and appraises movement
<b>3.5</b>	Analyses personal health practices
<b>3.6</b>	Assesses and responds appropriately to emergency care situations
<b>3.7</b>	Analyses the impact of professionalism in sport
<b>4.1</b>	Plans strategies to achieve performance goal
<b>4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context
<b>4.3</b>	Makes strategic plans to overcome the barriers to personal and community health
<b>4.4</b>	Demonstrates competence and confidence in movement contexts
<b>4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
<b>5.1</b>	Accepts responsibility for personal and community health 5.2 5.3 5.4 5.5
<b>5.2</b>	Willingly participates in regular physical activity
<b>5.3</b>	Values the importance of an active lifestyle
<b>5.4</b>	Values the features of a quality performance
<b>5.5</b>	Strives to achieve quality in personal performance

# TEXTILES AND DESIGN

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 1	<b>Assessment task 1</b> Year 11 Apparel Project	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	10	10	20
Term 3 Week 5	<b>Assessment task 2</b> Textile Art Fabric Book and Portfolio	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	10	30	40
Term 3 Week 8 & 9	<b>Assessment task 3</b> Year 11 Examination	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2 P6.1	30	10	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills and knowledge in the design, manufacture, and management of textiles projects	50

## OUTCOMES

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

# VISUAL ARTS

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1					
Term 2 Week 1	<b>Assessment Task 1</b> Historical and critical research task Visual Arts Process Diary	P1, P2, P4, P7, P8, P10	10	10	20
Week 7	<b>Assessment Task 2</b> Practical and writing task	P1, P2, P3, P4, P5 P6, P8, P9, P10	20	20	40
Term 3 Week 8 & 9	<b>Assessment Task 3</b> Practical body of work and exam paper.	P1, P2, P5, P7, P8, P9, P10	20	20	40
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Art History and Criticism	50
<b>B</b>	Art Making	50

## OUTCOMES

<b>P1</b>	Explores the conventions of practice in art making
<b>P2</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>P3</b>	Identifies the frames as the basis of understanding expressive representation through the making of art.
<b>P4</b>	Investigates subject matter and forms as representations in art making.
<b>P5</b>	Investigates ways of developing coherence and layers of meaning in the making of art.
<b>P6</b>	Explores a range of material techniques in ways that support artistic intention.
<b>P7</b>	Applies their understanding of practice in art criticism and art history
<b>P8</b>	Explores the roles and relationships between concepts and artist, artwork, world and audience through critical and historical investigations of art.
<b>P9</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
<b>P10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



# WORK STUDIES

## ASSESSMENT TASKS YEAR 11 2025

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 1 Week 6	<b>Assessment task 1</b> Interview and Research Investigation Task.	1, 2, 3, 4, 5, 9	10	15	25
Term 2 Week 6	<b>Assessment task 2</b> Theory and Practical task. Presentation of Resume and interview. Application/process.	1, 2, 3, 4, 5, 6, 7, 8, 9	10	35	45
Term 3 Week 6	<b>Assessment task 3</b> Work Experience Report and PowerPoint Presentation.	1, 2, 3, 4, 5, 6, 7, 9	10	20	30
<b>Total</b>			<b>30</b>	<b>70</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of work, the work environment, skills for employment, employment option, career management, life planning and further education and training.	30
<b>B</b>	Skills for success in the workplace, skills in critically assessing personal and social influences on individuals and groups.	70

## OUTCOMES

<b>1</b>	Investigates a range of work environments
<b>2</b>	Examines different types of work and skills for employment
<b>3</b>	Analyses employment options and strategies for career management
<b>4</b>	Assesses pathways for further education, training and life planning
<b>5</b>	Communicates and uses technology effectively
<b>6</b>	Applies self-management and teamwork skills
<b>7</b>	Utilises strategies to plan, organise and solve problems
<b>8</b>	Assesses influences on people's working lives
<b>9</b>	Evaluates personal and social influences on individuals and groups

## VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate I, II or III which

will be awarded under the Australian Qualifications Framework (AQF).

### 1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry.

Competency based assessment means that students need to demonstrate that they have gained and can apply 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 “component”. There is no mark awarded in competency-based assessment.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standard. The units of competency achieved will be recorded on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### 2. Higher School Certificate (HSC)

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Curriculum Framework Courses will allow students to include a mark from the optional written HSC examination which can be used in the calculation of the Australian Tertiary Admission Index (ATAR).

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

An estimated examination mark for students entered for the HSC written examination must be submitted this mark will be used only in the case of an illness/disadvantage appeal. A Trial HSC examination mark would be a suitable mark.

As with all Year 12 courses, NESAs procedures apply to all VET Courses. VET courses will be listed on the HSC Certificate Record of School Achievement.

### 3. Work Placement

Work Placement is a mandatory HSC requirement of Curriculum Framework VET courses.

Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace
- Some courses allow 35 hours of simulated Work Placement

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled

NESA course requirements. An N Award may be issued if mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies.
- Develop appropriate attitude towards work.
- Learn a range of behaviours appropriate to the industry.
- Practice skills acquired off the job in a classroom or workshop.
- Develop additional skills and knowledge, including key competencies.

#### **4. Assessment Schedule**

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. (Refer to School Assessment Booklet).

#### **5. Appeals Procedure**

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

## Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESAs. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. ONLY ONE Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESAs.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESAs.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

School Name : Pittwater High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task1 Safety in the kitchen	Task2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week8	Week5	Week 8 & 9
		Term 2	Term 3	Term3
<b>Code</b>	<b>Unit of Competency</b>	Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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



## PITTWATER HIGH SCHOOL ILLNESS OR MISADVENTURE APPEAL

Complete this form for illness/misadventure suffered immediately before or during an assessment task. Submit this form to your teacher of the subject concerned on the first day back following the illness or misadventure. Complete one form for each subject.

### SECTION A (Student to complete)

<b>Student Full Name</b>	<b>Appeal Type</b> (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure
<b>Date &amp; Time of Appeal Submission</b>	<b>Course Level</b> (Tick ONE) <input type="checkbox"/> RoSA <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC

<b>Subject</b>	<b>Assessment Task Title</b>	<b>Weighting</b>
<b>Teacher</b>	<b>Original Due Date</b>	<b>Date Submitted</b>

**Reason for appeal** – Briefly state the reason for your appeal and how you were impacted

**Supporting documentation** – List the contemporary evidence you have attached in support of your appeal

<b>Student Signature</b>	<b>Parent Print Name</b>	<b>Parent Signature</b>	<b>Date</b>
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### SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>Teacher Comment (with observations on how the student's performance may have been impacted)</b>	<b>Teacher Signature</b>
<b>Head Teacher Recommendation</b>	<b>Head Teacher Signature</b>
<b>Appeal Panel Recommendation</b>	<b>Delegate Signature</b>

\*Deputy Principal Assessment and Reporting to enter outcome in Sentral and tag Head Teacher. Subject teacher to inform student of outcome.

## ILLNESS OR MISADVENTURE CHECKLIST

### 1. Complete the eligibility check

#### ELIGIBILITY CHECK

Note: If one or more of the reasons below are ticked, you cannot submit an application

Check if any of the following are your reason for this application:

- difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- the same grounds for which you received disability provisions, except for other difficulties during the exam
- alleged deficiencies in teaching, e.g., extended teacher absences
- loss of study time or facilities during Year 12 (Accelerated Year 11)
- misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESA on your behalf
- misreading exam instructions
- failure to enrol/enter for the exam in the correct course
- illness and/or misadventure in a course that is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

\*If one or more of the reasons above are ticked, you **cannot** submit an application

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed:

### 2. **Phone or email the school before 8:30 am** on the day the task is scheduled or due, providing the following details:

- Name
- Subject and type of assessment task
- Class teacher
- Brief detail of the Illness / Misadventure

### 3. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)

#### **Ask the doctor to include:**

- the illness experienced by the student, and
- contemporary evidence of the illness, as observed by the attending medical professional, and
- the date of onset of the illness, and
- a statement about how the student's performance in the task may have been impacted

### 4. **Complete the Illness or Misadventure Appeal form.**

The first day the student returns to school, **report to the Teacher or Head Teacher immediately.** Submit the completed form to Head Teacher attaching the medical certificate or the documentation.

**Hand in the assessment task OR arrange a time to complete the task.**

**Be prepared to complete the task on the first day of your return to school.**

Head teachers will submit the form to the Assessment Review Panel convenor.