



JAMISON HIGH SCHOOL

2024

**YEAR 11 PRELIMINARY COURSE
ASSESSMENT SCHEDULES & ASSESSMENT
POLICY AND PROCEDURES**

A message from the Principal ...

The award of the Preliminary Higher School Certificate is made on the basis of a student's performance in course work and assessment tasks that are set in order to comply with the New South Wales Education Standards Authority (NESA) requirements.

Assessment of student achievement begins at the start of Term 1 and continues until the Yearly Examinations at the end of Term 3. The completion of assessment items, homework and classwork will determine student grades that are awarded at the end of each course. It is a requirement that students complete each course satisfactorily in order to be eligible to proceed to Year 12.

The purpose of the assessment schedules is to provide students with a range of tasks to demonstrate their capacity to work, over time towards achievements in a wider range of outcomes than can be measured by an examination. You need to commit to the completion of all tasks as part of your preparation towards your HSC year.

The school will inform students and their carer on each occasion that a student fails to complete a task to a satisfactory level by issuing an N-Warning letter. Failure to address such notifications will result in the issuing of an N- Determination which will end in non-progression to Year 12 and the Higher School Certificate.

This booklet contains the Assessment Policies and Procedures for students completing their Preliminary Courses at Jamison High School. Do not assume that you know everything about handing in assessment tasks. Read them. Every year students are disappointed because they do not know what to do about being sick, applying for extensions, dealing with a misadventure and a myriad of other things. These policies and procedures need to be strictly enforced to ensure that the HSC is fair across the state.

Students need to ensure that they have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to the completion and submission of assessment items.

Assessments are a useful guide for students. They assist them to ascertain the areas on which they need to focus and in developing a disciplined approach to study. This booklet should be referred to regularly and I trust that it will be useful for you during your Preliminary Courses.

G. Trethewy

Principal

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GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is awarded to NSW students who have satisfactorily completed Years 11 and 12 at a secondary high school. The HSC is an internationally recognised credential which provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

ELIGIBILITY REQUIREMENTS FOR THE HSC (ACE 8004)

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

- gained the RoSA or other such qualification as NESA considers satisfactory.
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA, a college or TAFE.
- completed HSC: All My Own Work (or its equivalent).
- demonstrated a minimum standard of literacy and numeracy.
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

PATTERN OF STUDY REQUIREMENTS (ACE 8005)

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Course
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses).

To satisfy the pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

In addition, to be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units of Category A Course
- 2 units of English (Standard or Advanced)
- three Board Developed Courses of 2 units or greater

The ATAR will be calculated based on the 2 units of English and the best 8 remaining units (which can include no more than 2 units of Category B courses).

Students are encouraged to visit the UAC website, www.uac.edu.au, for additional information on the ATAR.

HSC SATISFACTORY COMPLETION OF COURSE REQUIREMENTS (ACE 8026)

Students studying a HSC course (in Year 11 and Year 12) must make a genuine attempt to complete the course requirements. To be determined to have met the requirements for the completion of all courses, students must be able to demonstrate that they have:

- followed the course developed or endorsed by NESA;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

For all courses, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation (N-Determination) that the course has not been satisfactorily completed.

NOTE: Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

VET COURSE COMPLETION REQUIREMENTS (ACE 8028)

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The course requirements in a VET course are defined by:

- the indicative hour requirements of the course.
- the course structure.
- mandatory work placement requirements (where applicable).
- the Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks.
- competency-based assessment requirements.

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.

HSC MINIMUM STANDARD COMPLETION REQUIREMENTS

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

Students show they have met the HSC Minimum Standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. Students will need to achieve a Level 3 or 4 in order to receive the HSC credential.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

NESA STUDENTS ONLINE

NESA Students Online provides students in Year 10, 11 and 12 with useful information about senior school study, particularly on assessments, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry, along with their NESA Student Number, are needed to activate the account.

HSC results are available to students via their NESA Students Online account. Students can download and print their full credentials from Students Online in December.

Go to <https://studentsonline.nesa.nsw.edu.au/> to activate and access Student Online accounts.

ASSESSMENT AT JAMISON HIGH SCHOOL

PURPOSE OF ASSESSMENT

Schools are required to provide an assessment of student achievement in each course studied for the Preliminary Higher School Certificate. The assessment will be based on achievement measured through formal internal school assessment tasks and will encompass student performance in all syllabus objectives and outcomes, except those relating to values and attitudes. The purpose of school assessment is to provide an indication of your achievement in a wider range of syllabus objectives. Preliminary Courses need to be satisfactorily completed to progress to HSC courses.

ASSESSMENT AND COURSE REQUIREMENTS

Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not. The following course completion criteria refers to both Preliminary and HSC 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:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

ASSESSMENT PROCEDURES - SCHOOL RESPONSIBILITIES

Schools are required to develop an assessment program for each course. In practical terms, this means that Jamison High School is required to:

- Inform students of the internal assessment requirements for each course. This handbook sets out the weightings of the components assessed in each course, as well as the value and nature of each task.
- Set assessment tasks that will measure student performance in each specified component of the course and focus on syllabus outcomes.
- Specify a mark/weighting for each assessment task.
- Keep records of each student's performance on each assessment task.
- Provide students with information on their progress in the course.

NOTE: Assessment programs will begin at the start of the Preliminary Course. The assessment period normally finishes with the completion of Term 3. If a task does not discriminate adequately between students or has been made invalid by any circumstances, teachers may set an additional assessment task. Valid, completed tasks in your assessment program cannot be discarded although your teacher may re-weight them after consultation with the Principal.

ASSESSMENT PROCEDURES - STUDENT RESPONSIBILITIES

Students are responsible for:

- Being familiar with the procedures and course information in this handbook.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating diligence and sustained effort in each course and participating in all lessons.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an Assessment Task Notification is issued, that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the Assessment Task Notification. No extension will be granted if a student fails to carry out this action. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.
- Speaking with their teacher and/or the relevant Faculty Head Teacher for clarification about the requirements of the course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the Assessment Task Notification.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task.

NOTIFICATION OF ASSESSMENT TASKS

With the exception of the Formal Yearly Examinations you will be notified, in writing, at least 14 calendar days prior to the due date of an assessment task. In exceptional circumstances, the school may reschedule or issue a substitute assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.

A more detailed explanation of the specific nature of the assessment task will be given to you on the school's Senior Assessment Task Notification Cover Sheet (see Appendix 1) which will be issued when you are notified of the task. The written notification of each assessment task will include:

- The date and time of the assessment task and/or when the assessment task is due.
- Syllabus outcomes assessed by the assessment task.
- A description of the nature of the assessment task.
- The weighting of the assessment task.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

When receiving notification of an assessment task by your teacher, you will need to sign the Assessment Task Notification Form issued in your courses Google Classroom.

If you are absent when an assessment task is notified, it is **your responsibility** to ensure you receive the assessment task. You are not entitled to any automatic extension of time for the task. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.

SUBMISSION OF ASSESSMENT TASKS

COMPLETION OF INTERNAL PRELIMINARY HSC ASSESSMENT TASKS

NESA expects students to satisfactorily complete all assessment tasks set by a school. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses. A student who does not comply with the assessment requirements and receives a N-Determination in a course will not have an assessment grade awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

SUBMISSION OF INTERNAL PRELIMINARY HSC ASSESSMENT TASKS

This handbook shows the general timing of assessment tasks in regards to the school term and week. Exact submission dates and times for all assessment tasks will be clearly specified on the Assessment Task Notification for each particular task. It is the students responsibility to check the submission method detailed on the Assessment Task Notification as this may vary due to the nature of the assessment task. Teachers will provide students with a receipt acknowledging that the assessment task has been received. Dates and times for Trial Examinations will be provided on the examination timetable.

When submitting your assessment task, the following rules will apply:

1. All assessment tasks must be submitted on the due day, via the method outlined in the Assessment Task Notification. If the assessment task requires a hardcopy, it must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left in staff rooms or classrooms. Students must submit the task themselves and remain in class for the entire lesson.
2. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. Should a student miss a class on the day an assessment task is due, it may be deemed as an unfair advantage and penalties or a zero mark could apply and an N-Warning for the assessment task may be issued.
3. The assessment task should be readily identifiable on the medium used to submit the assessment task (see 'Electronic Submission of Assessment Tasks' below).
4. The school will not be responsible for the non-receipt or delay of the submission of electronic assessment tasks. Students need to allow enough time for their assessment tasks to upload on the medium used to submit. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
5. Students will be required to sign the Assessment Submission Form issued by the teacher on Google Classroom when submitting an electronic assessment task. In the case of an in-class assessment task or examination students will be required to complete a Student Attendance Slip. This ensures that there is an official record that you have submitted the task.

NOTE: All tasks submitted after the due date and time will be deemed **late**. Where a student misses or is late submitting an assessment task, unless there is a valid reason, a zero mark will be recorded and an N-Warning issued.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

When using electronic equipment to prepare and record assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is available (if required) well in advance of the due date. Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing assessment tasks in after the due date. Students are advised to keep back-ups of all work completed on computer equipment.

All electronic assessment tasks for each course will be submitted using **Turnitin**. Turnitin is a web-based text-matching software which assists students and teaching staff in understanding and supporting the correct use of printed materials used in assignment work.

Why use Turnitin?

- To act as a deterrent against plagiarism and AI.
- To provide reports which can help identify occurrences of plagiarism and AI.
- To provide students with a tool to identify and correct possible occurrences of plagiarism in their own work and improve their academic writing before submitting an assessment task.

How does Turnitin work?

A Turnitin Assessment Task is set up by a teacher. Students access this assessment task online and upload their work before the due date. Turnitin will then analyse the submitted work to identify text matches with other sources. Teachers view the work that has been submitted, mark the work online (including grades and comments) and digitally return the task to the student once all assessment tasks have been marked.

For each piece of submitted work, Turnitin provides two things:

- A *similarity index*, which indicates the percentage of the submitted paper that Turnitin has identified as being matched against other sources.
- An *originality report*, which shows each of these matches in more detail, including the source(s) that Turnitin has found. These can be websites, books, journals and articles, or work that has previously been submitted through Turnitin.

Things you should know about Turnitin ...

- Turnitin does not directly identify plagiarism. Instead, it provides a report that allows students and teachers to see where plagiarism may have occurred. No student would be accused of plagiarism without a member of staff first reviewing this report in detail to verify that there are indeed grounds for such an accusation based on reasonable academic judgement.
- When you submit work to Turnitin, it is usually stored within the Turnitin database so that it can be cross-checked against future submissions from other students.
- Although a high originality index may indicate possible plagiarism and a low originality index may indicate original work, this is not always the case. The extent of this depends on the nature of the subject, how many quotations you use and your own academic writing style.
- Do not aim for a specific originality index that you think will be low enough to avoid detection. Plagiarism can occur even if only a small amount of text is copied. Instead aim for academically sound writing with all your sources properly acknowledged.
- Turnitin is only one of the tools used to identify possible occurrences of plagiarism. Don't forget that your work will also be read by subject experts with years of experience in marking student work. They are able to spot instances of plagiarism even where electronic systems such as Turnitin do not.

Submitting your Assessment Task using Turnitin

- To submit an assessment task to an assignment on Turnitin, the user must log in and upload a file to an existing assignment.
- Assignments in Turnitin cannot accept student submissions until the assignment start date and time has passed.
- Assignments may also reject submissions after the due date and time set by the instructor.
- To check the start date and due date information, either click on the name of the assignment in the class portfolio page or view the start and due dates located under the assignment name.

Use the following steps to submit your assessment task using Turnitin:

1. Log in to www.turnitin.com.
2. Once you've logged in, you should see your homepage listing the classes you are enrolled in.
3. Click the name of the class where you'd like to upload a file. This will take you to your Class Homepage for that class.
4. Click the Submit button to the right of the assignment name. This will take you to the file submission page. NOTE: On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.
5. Enter a title for the submission.
6. Click the What can I submit? link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from: the computer you're using OR Dropbox OR Google Drive.
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the Upload button on the file submission page.

After the submission has completed, a digital receipt is displayed in your browser window. A copy is also sent via email. It is important to use a valid email address to receive this copy of the digital receipt. Save the receipt and the submission ID it contains, as this is proof of a completed submission. If the digital receipt is not shown on screen after submission, return to the class portfolio page and view the assignment to ensure the paper submission has been completed correctly. Submissions can be checked and viewed by clicking on the title of the assessment task submitted under the title column to the right of the assignment name.

MANAGING LONG TERM ASSESSMENT

Long Term Assessment Tasks are characterised by one or more of the following:

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.
- Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task; or
- Alternative task; or
- An estimate based upon evidence of programs through the duration of the project; or
- Extension of deadline.

Extension will only be granted in exceptional circumstances. These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of:

- Technical difficulties.
- Misplaced work assignment.
- Difficulties with research which could have been addressed by early commencement of research.
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

YEAR 11 YEARLY EXAMINATION PERIOD (TERM 3)

A dedicated examination period will occur in Term 3 where formal written examinations will be held for all applicable courses. Normal lessons will be cancelled and students will only be required at school when their specific examinations are scheduled. Practical performance examinations will also occur within this examination period. All examinations will be sight unseen and will be no longer than 3 hours in duration. These examinations will be used for reporting purposes and for determining NESA Final Grades.

Students must read the examination timetable carefully and must be prepared to attend examinations at the times and venues that the school arranges. Students must arrive at the examination at least 15 minutes early. Concessions will not be made (such as extra time) for students who arrive late for an examination or who missed an examination due to poor organisation.

Students sit for all examinations in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.

During the examination, students **must**:

- Always follow the examination supervisors instructions.
- Complete the Student Attendance Slip as an official record of attempting the task.
- Read the instructions and all questions carefully. Examination supervisors can not interpret or give instructions about examination questions.
- Write your name and/or student number on all writing booklets, questions, answer booklets and answer sheets.
- Write clearly with black pen (only use pencil if instructed to).
- Write answers in the correct answer booklets.

- Make a serious attempt at the examination by answering all questions. Answering only multiple choice questions is not considered a serious attempt .
- Stop writing immediately when the examination supervisor tells you to.
- Follow the examination supervisors instructions for arranging completed answers and wait for the examination supervisor to collect them.
- Stay in the examination room until the end of the examination.

During the examination, students **must not**:

- Start writing until the examination supervisor tells you.
- Write on anything other than the writing books, answer booklets or other writing material. You should not write on any other equipment including your body, clothing or tissues .
- Leave the examination room, except in an emergency. If you have to leave (eg. to go to the bathroom) you must be supervised while you are out of the room.
- Take any writing booklets or examination papers out of the room, whether they have been used or not.

Students must follow the normal school rules, behaving politely and courteously towards the examination supervisors and other students. Specifically students must not:

- Cheat.
- Include frivolous or objectionable material.
- Take any prohibited items into the examination room.
- Speak to anyone other than an examination supervisor.
- Behave in any way that is likely to disturb another student or upset the running of the examination.
- Eat unless approved by NESA (for example, if you have diabetes).

Students should bring the equipment they need for each examination. Students are responsible for ensuring their equipment is in good working order. The school will not uphold misadventure applications for equipment failure. Examination supervisors may inspect equipment when a student enters the examination room and will tell them where to place any unauthorised items. However, examination supervisors are not responsible for these items.

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

MALPRACTICE IN ASSESSMENT TASKS

FAILURE TO SUBMIT / NON-ATTEMPT OF AN ASSESSMENT TASK

When a student does not submit / attempt an assessment task:

- A **zero** mark will be awarded for the assessment task;
- The assessment task will be recorded as a non-attempt;
- Parents/carers will be informed by letter (N-Warning) and a new deadline will be set for students to satisfactorily submit / attempt the task as per NESA rules;
- It may be necessary to invoke the 50% regulation (see Completion of 50% of Total Value of Tasks below).

If a student is absent on the day an assessment task is due, they may apply for Illness/Misadventure by following the procedures outlined in this handbook. Failure to submit / satisfactorily attempt the assessment task could lead to an N-Determination being granted for the course and ineligibility for the award of the Higher School Certificate.

NON-SERIOUS ATTEMPT OF AN ASSESSMENT TASK

Students must make a genuine attempt at all assessment tasks. A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability. If, in the opinion of the class teacher, a student makes a non-serious attempt at a task, it will not be marked and it will be treated in the **same manner as a non-attempt of the task** (see above).

MALPRACTICE IN AN ASSESSMENT TASK

- a) Copying and Non-Original Work: Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating: If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/carers will be informed, and the Principal or Head Teacher may take further action as appropriate (Eg. N-Warning).
- c) Examination: You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled and you will be reported to the Deputy Principal. The Deputy Principal may determine that you receive a zero mark for your examination paper.

COMPLETION OF 50% OF TOTAL VALUE OF ASSESSMENT TASKS IN A SUBJECT

Students studying a Preliminary HSC Course **must complete and/or make a genuine attempt** at assessment tasks (including examinations) which contribute in **excess** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment grade in that subject and it may result in the non-award of completion of a Preliminary HSC Course. The Principal will warn students (and their parents/carers) in advance if they are in danger of not meeting the assessment requirements of the course.

UNSATISFACTORY PROGRESS

N-WARNINGS

Students may receive an N-Warning for one of three reasons:

- **Lack of Diligence and Sustained Effort:** non-completion of classwork, practicals and homework which result from low attendance (below 85%) and regular absence from class.
- **Unsatisfactory Completion of Assessment Tasks:** non-completion of an assessment task, plagiarism, use of AI, non-serious attempt of an assessment task and / or continued deliberate avoidance of examinations and assessment tasks.
- **Non-completion of Work Placement:** non-attendance, poor performance and / or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC course. A student who fails to complete their mandatory work placement in a VET course may be automatically N-Determined from the Stage 6 course.

The N-Warning letter issued will clearly outline:

- the number of N-Warnings that have been issued for outstanding assessment tasks;
- the details of the outstanding assessment task, classwork or work placement;
- the weighting of the assessment task or proportion of the course the work contributes to;
- the original and new due date for the work (students will be given two weeks to resolve the N-Warning by completing and submitting the work).

Each time a student receives an N-Warning, the student's parent / carer will be contacted by either the class teacher and/or Faculty Head Teacher and/or Deputy Principal and a formal warning letter will be issued. Students will lose the privilege of using their Flexible Leave Pass until all N-Warnings issued have been resolved. Assistance will be available to students by Tutors in the Senior Study to help resolve all N-Warnings.

N-DETERMINATIONS

Students studying a Preliminary HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the coursework for each subject.

All staff at Jamison High School are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

- ➔ Student academic report reflect non-achievement of course outcomes
- ➔ N Warning Letter 1 and follow up phone call (Class Teacher)
- ➔ N Warning Letter 2 and follow up phone call (Faculty Head Teacher)
- ➔ Offers of support from teachers / Senior Study Tutors to catch up on missed work
- ➔ Discussions with student about progress concerns (Deputy Principal)
- ➔ Senior Review Meeting with Deputy Principal, Student and Parent
- ➔ N-Determination - Interview with Principal, Student and Parent

Failure to meet the deadline of the N-Determination will result in the issue of a Final Non-Completion Determination Notification letter to the student and their parent, advising of the consequences of this process and the student's right to a school-based appeal review and the appeal process with NESAs.

An N-Determination in any subject may make a student ineligible to receive their Preliminary HSC.

In extreme circumstances the Principal may expel a student from the school. For students over 17 years of age, a Principal may expel a student for unsatisfactory participation in learning, where:

- a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
- the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

(Student Behaviour Procedures Kindergarten to Year 12, October 2022)

SPECIAL CONSIDERATION APPLICATION PROCESS

ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS / MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of an assessment task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. If, because of a **VALID** reason, you cannot attend school on the day when an assessment task is to be completed / submitted, you must obtain supporting documentation for your absence on the day of the task (and subsequent days if you are absent for an extended period of time). **NOTE:** Relevant written evidence (Medical Certificate) from a medical practitioner is mandatory for any application relating to illness for it to be considered. This must be dated during the period of illness. The Medical Certificate must be submitted to the school with the Special Consideration Application Form (Appendix 2).

Illness / Misadventure process for In-School Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Students must report to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school** and be prepared to complete the task on that day.
3. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.
4. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

Illness / Misadventure process for the submission of a Hand-In Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. The student should make every attempt to have the task delivered in person or submitted electronically by the due time.
3. If the task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school**.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and any other relevant documentation, such as a Medical Certificate.
5. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

Illness / Misadventure process on a day during an Examination Period:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Prior to their return to school, the student must contact the **Deputy Principal** to organise a rescheduling of the affected examination.
3. On the day of a rescheduled examination, the student must report to the examination room during the time organised to complete the examination.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.

5. Completed forms and documentation must be returned by the student to the Deputy Principal within two school days.

Failure to follow the above procedures, or your application is not successful, you will receive zero mark for that task and a possible N-Warning may be issued.

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- A letter from a parent will **NOT** be sufficient to satisfy the requirement of absence from an assessment task.
- If you are suspended from school when assessment tasks are due you must:
 - a) not attend school for the duration of your suspension.
 - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
 - c) miss your in-school assessment task for which you will be given an alternative task or an estimate.

ABSENCE FROM AN ASSESSMENT TASK DUE TO LEAVE

Students and parents/caregivers should not assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and examinations. All leave applications must be through the Principal using the Department of Education's Leave Application Form. Failure to comply with assessment task submission during unapproved leave will result in a zero mark being awarded and an N-Warning issued. If leave is approved by the Principal, the student will be given all coursework to be completed whilst on leave and will inform the student of the rescheduling of any assessment tasks during this time.

ABSENCE FROM AN ASSESSMENT TASK DUE TO WORK PLACEMENT

Students completing school, TAFE and or external placements are required to complete all school assessment tasks on the scheduled due date. School assessments take priority and placements will be managed to avoid clashes with school assessments. All hand-in and electronic assessment tasks due during the period of work placement must be submitted on the due date. Students with a scheduled in-school assessment task will complete this task the first lesson upon their return from work placement. It is the student's responsibility to organise a reschedule of this assessment task using the Special Consideration Application Form (Appendix 2). Failure to comply may result in a zero mark being awarded and an N-Warning issued.

ABSENCE FROM AN ASSESSMENT TASK DUE TO SCHOOL BUSINESS

Where a student has a clash between an in-class assessment task and another officially approved school activity, it is the student's responsibility to organise a reschedule of this assessment task using the Special Consideration Application Form (Appendix 2). The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Failure to comply may result in a zero mark being awarded and an N-Warning issued. The school always endeavours to minimise clashes with assessment tasks and school organised activities.

ABSENCE FROM AN ASSESSMENT TASK DUE TO ELITE REPRESENTATION

Under special circumstances the Principal may grant exemptions. Students who have a conflict between assessment due dates and elite representation dates are to submit an Application for Consideration Form (Appendix 2), in addition to completing an Application for Leave Form, at least one week in advance of their assessment due date. Elite representative students may be asked to complete the assessment task by the existing due date; granted an extension; asked to complete an alternative task; or granted an estimate based on the students previous performance in the course. This process is only for school-based assessment only.

EXTENSIONS TO ASSESSMENT TASK DUE DATES

An extension to the due date of an assignment may be approved, **by the Principal only**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A Medical Certificate will be required in cases of illness.

For an extension you must complete a Special Consideration Application Form (Appendix 2). You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will submit to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task and an N-Warning issued.

STUDENTS WITH ADDITIONAL NEEDS

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Decisions are made at school level to offer adjustments to students with special education needs in school-based assessment tasks, including examinations. Adjustments enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require adjustments to the assessment process, for example:

- extra time in an examination
 - more time to complete a take-home task, including checkpoints for progress
 - scaffolded instructions
 - the use of a reader and/or scribe or specific technology
 - additional guidance provided, eg providing specific websites to research
 - accessibility, eg providing a reading stimulus at the appropriate reading level for the student
 - highlighted key words and phrases
 - more information, eg providing a wordbank, a labelled diagram or a visual cue
- Adjustments to the assessment activities, eg:
- questions rephrased
 - simplified language
 - alternative formats for questions
 - visual task instead of a reading task
 - written point form or notes instead of an extended response
 - scaffolded structured responses for an extended response
 - responses to short objective questions to build towards an extended response
 - oral responses instead of written responses
 - matrix or labelled diagram instead of a written response
 - multimedia presentations instead of an oral response.

Adjustments include practical arrangements to help students with special education needs access HSC examinations and the online tests for the HSC Minimum Standard of Literacy and Numeracy. These practical arrangements are known as disability provisions. Schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks throughout Years 11 and 12. There is no guarantee that the same disability provisions will be granted for the HSC Examinations as those given at school for coursework and assessment tasks.

ASSESSMENT FOR STUDENTS COMPLETING LIFE SKILLS COURSES

Stage 6 Life Skills courses provide options for students with special educational needs who are unable to access regular course outcomes. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills Courses have Board Developed status.

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the *collaborative curriculum planning process*. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment tasks will provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student access coursework and/or demonstrate achievement during assessment opportunities. Schools are not required to use the Common Grade Scale (A-E) or performance bands to report achievement for students undertaking Life Skills courses.

ADDITIONAL INFORMATION

SENIOR STUDY ATTENDANCE AND FLEXIBLE LEAVE PASSES

To support our Year 11 and 12 students as they prepare for the Higher School Certificate we operate a Senior Study in the School Library. It is an expectation that students attend the Senior Study during study periods. There will be a teacher and Senior Study Tutor supervising the Senior Study during all periods and their role is to provide advice, tutoring support and supervision for students.

Opportunities and tutoring support will include:

- Specific area for students to study and complete work
- Study skills material
- Term planners and help with organisation
- Time management and study timetable planning advice
- Assessment task advice and planning, including printings facilities
- Access to previous HSC material and syllabus documents
- Edrolo / Atomi online learning platform access

It is important that your child attends these study periods as it will allow them to complete homework, assessments and revise materials for upcoming examinations and tasks. Senior Study is a timetabled class. If your child does not attend the Senior Study, they will be marked absent and followed up by the Deputy Principal.

Flexible Timetabling Arrangements and Gate Passes for early leavers

Within our senior school we run a flexible timetable. This allows students to sign out early if they have a study period in the afternoon. Students need to ensure they have applied for and been issued a gate pass in order to sign out early. It is a Health and Safety requirement that students sign in and out at the front office so that we have an accurate record of who is in attendance.

Completion of Major Works

There are times when students will want to use study periods to work with teachers who are supervising their major works. This is an important support for students as they complete their Higher School Certificate. Students working with another teacher during their study period will not be marked absent as long as they inform the Senior Study Tutor by completing the Major Work Study Pass Form.

Completion of course work, assessment tasks and N Warning Letters

Students who have been issued with N-Warning Letters will be required to be working in the senior study in order to resolve these N-Warnings. Deputy Principal's and the Senior Study Tutors will be coordinating this. The Senior Study will be an important way to ensure that students who have failed to hand in classwork, homework or assessment tasks are provided the space and assistance to catch-up on their work and have their N-Warning resolved. This will ensure students meet requirements for the HSC and maximise their potential. NOTE: Flexible timetable arrangements will be withdrawn for students who have current N-Warnings as they will be required to be in the senior study until the N-Warnings are resolved.

REVIEW OF ASSESSMENT MARKS AND PROCEDURES

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task they can lodge an appeal to the school's Review Panel. The panel consists of:

Principal
Deputy Principal
Year 11 Year Adviser

The panel will consider the grounds for the appeal and will inform the student of the decision.

STUDENTS WHO CHANGE COURSES / SCHOOLS / REPEAT

NESA will be notified as soon as possible of all Year 11 student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before the end of Term 2, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after the end of Term 2, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 11, an assessment will be made for the repeated year only.

NEED MORE HELP?

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Head Teachers
- Year 11 Advisers
- Deputy Principal responsible for Year 11 / Deputy Principal (Instructional Leader)

Outside the school you can contact the NSW Education Standards Authority (NESA), 117 Clarence Street, Sydney, Telephone 9367 8111 or website educationstandards.nsw.edu.au

It is important to keep assessments in perspective and recognise that it is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, etc., it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. All course work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in Assessment will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

AGRICULTURE 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8 - 10
NATURE OF TASKS		Farm Case Study Assessment Task	Research Project Plant/Animal Production	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40	15	10	15
Skills in effective research, experimentation and communication	20	5	10	5
Marks	100	30%	30%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P2.1, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.3, P4.1	P1.1 – P5.1
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

ANCIENT HISTORY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8 - 10
NATURE OF TASKS		Extended Response	Historical Investigation	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	15	15
Source-based skills	20	10	5	5
Historical inquiry and research	20	5	5	10
Communication of historical understanding in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		AH11-1, AH11-4, AH11-5, AH11- 6, AH11-10	AH11-2, AH11-4, AH11-5, AH11- 8, AH11-10	AH11-1, AH11-3, AH11-6, AH11-7, AH11-10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Minimum weighting is 20%. ♣ Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

BIOLOGY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Practical Examination	Depth Study Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1, 11-2, 11-3, 11-7, 11-8	11-4, 11-5, 11-6, 11-7, 11-11	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination ♠ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

BUSINESS STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8 - 10
NATURE OF TASKS		Business Report	Extended Response	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	0
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4	P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 30% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

CHEMISTRY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Depth Study	Practical Assessment Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1, 11-4, 11-5, 11-7, 11-8	11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-10	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination ♠ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

COMMUNITY AND FAMILY STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 3 Week 2	Term 3 Week 8 - 10
NATURE OF TASKS		Resource Management Written Application	Individuals & Groups, Families and Communities Written Application	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Skills in critical thinking, research methodology, analysing and communicating Research Methodology	60	15	25	20
MARKS	100	25%	35%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P5.1, P 6.1 P2.1, P4.1	P2.1, P2.2, P2.3	P1.1 to P6.2
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 40%				

PRELIMINARY OUTCOMES:

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals	P3.2	Analyses the significance of gender defining roles and relationships
P1.2	Proposes effective solutions to resource problems	P4.1	Utilises research methodology appropriate to the study of social issues
P2.1	Accounts for the roles and relationships that individuals adopt within groups	P4.2	Presents information in written, oral and graphic form
P2.2	Describes the role of the family and other groups in the socialisation of individuals	P5.1	Applies management processes to maximise the efficient use of resources
P2.3	Examines the role of leadership and group dynamic in contributing to positive interpersonal relationships and achievement	P6.1	Distinguishes those actions that enhance wellbeing
P2.4	Analyses the inter-relationships between internal and external factors and their impact on family functioning	P6.2	Uses critical thinking skills to enhance decision making

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

ENGLISH (STANDARD) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Creative Writing & Analysis Common Module	Module B: Close Study of Literature Multimodal	Yearly Examination All Modules
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		EN11-2, EN11-4, EN11-8, EN11-9	EN11-1, EN11-3, EN11-5 EN11-7	EN11-1, EN11-4, EN11-5 11EN11-6
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESAs.

ENGLISH (ADVANCED) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Common Module Creative Writing & Analysis	Module B: Critical Study of Literature Multimodal	Yearly Examination All Modules
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		EA11-2, EA11-4, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-7	EA11-1, EA11-4, EA11-5, EA11-6
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination ♠ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Advanced Stage. Page 6

ENGLISH (EXTENSION 1) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 2	Term 3 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Tutorial Presentation Including Independent Research Element	Portfolio Including Independent Research Element	One analytical extended response One original creative composition
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		EE11-1 EE11-2 EE11-6	EE11-1 EE11-3 EE11-4 EE11-5	EE11-1 EE11-3 EE11-5 EE11-6
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination ♠ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♠ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment

ENGLISH STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 2 Week 7	Term 3 Week 6
NATURE OF TASKS		CV/Cover Letter/Job Interview	Drama-Review	Collection of Work Website
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		ES11-1, ES11-3, ES11-4, ES11-8	ES11-2, ES11-5, ES11-6, ES11-9	ES11-4, ES11-6, ES11-7, ES11-10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.				

PRELIMINARY OUTCOMES:

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes	ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts	ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways	ES11-8	identifies and describes relationships between texts
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms	ES11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying	ES11-10	develops knowledge, understanding and appreciation of how language is used, identifying

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment

EXPLORING EARLY CHILDHOOD 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 6	Term 3 Week 4	Term 3 Week 8 - 10
NATURE OF TASKS		Pregnancy, Research & Oral Report	Children's Services	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	50	10	10	30
Skills	50	25	25	0
MARKS	100	35%	35%	30%
OUTCOMES ASSESSED		P1.1, P1.4, P5.1	P2.1, P4.1	P1.1, P1.2, P1.3, P1.4, P1.5, P2.3, P2.4, P2.5, P3.1, P4.3 P6.1, P6.2
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30%.				

PRELIMINARY OUTCOMES:

P1.1	Analyses prenatal issues that have an impact on development	P2.5	Examines strategies that promote safe environments
P1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children	P3.1	Evaluates strategies that encourage positive behaviour in young children
P1.3	Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years	P4.1	Demonstrates appropriate communication skills with children and/or adults
P1.4	Analyses the ways in which family, community and culture influence the growth and development of young children	P4.3	Demonstrates appropriate strategies to resolve group conflict
P1.5	Examines the implications for growth and development when a child has special needs	P5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
P2.1	Analyses issues relating to the appropriateness of a range of services for different families	P6.1	Demonstrates an understanding of decision-making processes
P2.3	Explains the importance of diversity as a positive issue for children and their families	P6.4	Critically examines all issues including beliefs and values that may influence interactions with others
P2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment

FOOD TECHNOLOGY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 11	Term 2 Week 10	Term 3 Week 8 - 10
NATURE OF TASKS		Report Food Availability	Experiments Food Properties	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	5	10	25
Knowledge and skills in designing, researching, analysing and evaluating	30	20	5	5
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	0
MARKS	100	35%	35%	30%
OUTCOMES ASSESSED		P1.1, P1.2, P3.2, P4.2, P5.1	P2.2, P4.1, P4.4, P4.3, P5.1	P1.1, P2.1, P2.2 P3.1
Important Note: The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment requirements, EXCLUDING VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. See Survey Statements NESA Review of School-based Assessment for Stage 6 PDHPE and CAFS Page 1.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

GEOGRAPHY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Extended Response	Research Task (Senior Geography Project)	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Geographical Tools and Skills	15	5	5	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	25	10	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		GE-11-01, GE-11-02, GE-11-03, GE-11-05	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-07, GE-11-09	GE-11-01, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-09
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

INDUSTRIAL TECHNOLOGY - METAL 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Industry Case Study	Planning and production of project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	20	0	20
Knowledge and skills in the management, communication and production of projects	60	10	40	10
MARKS	100	30%	40%	30%
OUTCOMES ASSESSED		P1.1, P1.2, P4.2, P5.1, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ Maximum of three formal tasks. ♠ Minimum weighting for an individual task is 20%. ♠ Maximum weighting for an individual task is 40%. ♠ One task must be an assignment or investigation-style with a weighting of 20–30%. ♠ One formal written examination can contribute to a formal assessment schedule.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

INDUSTRIAL TECHNOLOGY - TIMBER 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Industry Case Study	Planning and production of project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	20	0	20
Knowledge and skills in the management, communication and production of projects	60	10	40	10
MARKS	100	30%	40%	30%
OUTCOMES ASSESSED		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ Maximum of three formal tasks. ♠ Minimum weighting for an individual task is 20%. ♠ Maximum weighting for an individual task is 40%. ♠ One task must be an assignment or investigation-style with a weighting of 20–30%. ♠ One formal written examination can contribute to a formal assessment schedule.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

INVESTIGATING SCIENCE 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Depth Study	Practical Examination	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1 to 11-9	11-1, 11-2, 11-3, 11-7, 11-8	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

LEGAL STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8 - 10
NATURE OF TASKS		Extended Response	Research Task	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	5	5	10
Inquiry and research	20	10	10	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4	P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 30% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

MATHEMATICS (STANDARD 1 and 2) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 11	Term 2 Week 10	Term 3 Week 8 - 10
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		MS11-1, MS11-3, MS11-4, MS11-10	MS11-2, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♣ One task must be an assignment or investigation-style with a weighting of 20–30%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

MATHEMATICS (ADVANCED) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 11	Term 3 Week 2	Term 3 Week 8 - 10
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		MA11-1, MA11-2, MA11-9	MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ Maximum of three formal tasks. ♠ Minimum weighting for an individual task is 20%. ♠ Maximum weighting for an individual task is 40%. ♠ One task must be an assignment or investigation-style with a weighting of 20–30%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

MATHEMATICS (EXTENSION 1) 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 2 Week 1	Term 3 Week 3	Term 3 Week 8 - 10
NATURE OF TASKS		Examination	Investigation-style Assignment	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-7
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♠ Minimum weighting for an individual task is 20%. ♣ Maximum weighting for an individual task is 40%. ♠ One task must be an assignment or investigation-style with a weighting of 20–30%.				

PRELIMINARY OUTCOMES:

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

* NOTE: See Mathematics Advanced for all MA11-# outcomes listed.

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

MODERN HISTORY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 2	Term 3 Week 8 - 10
NATURE OF TASKS		Historical Investigation	Investigating Modern History	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	0	20	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20	10	0	10
Communication of historical understanding in appropriate forms	20	10	5	5
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	MH11-6 MH11-7 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ Maximum of three formal tasks. ♠ Minimum weighting is 20%. ♠ Maximum weighting is 40%. ♠ One task may be a formal written examination. ♠ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

MUSIC 1 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 2 Week 9/10	Term 3 Week 8 - 10
NATURE OF TASKS		Composition and Viva Voce	Performance and Musicology Analysis	Performance and Yearly Aural Examination
SYLLABUS COMPONENT	WEIGHTING %			
Performance	25	0	10	15
Composition	25	25	0	0
Musicology	25	10	15	0
Aural	25	0	0	25
MARKS	100	35%	25%	40%
OUTCOMES ASSESSED		P2, P3, P8, P10	P1, P5, P11	P1, P4, P6, P7, P9
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum weighting is 40%. ♣ One formal written examination can contribute to a formal assessment schedule.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

PHYSICS 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 10	Term 3 Week 3	Term 3 Week 8 - 10
NATURE OF TASKS		Depth Study Open-Ended Investigation	Practical Examination	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	40	10	10	20
Working Scientifically	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		11-1, 11-2, 11-3, 11-4, 11-5, 11-7, 11-8	11-1, 11-2, 11-3, 11-7, 11-11	11-1 to 11-11
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination ♠ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.				

PRELIMINARY OUTCOMES:

PHY11-1	Develops and evaluates questions and hypotheses for scientific investigations.	PHY11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PHY11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	PHY11-8	Describes & analyses motion in terms of scalar & vector quantities in two dimensions & makes quantitative measurements & calculations for distance, displacement, speed velocity & acceleration.
PHY11-3	Conducts investigations to collect valid and reliable primary and secondary data and information.	PHY11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
PHY11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	PHY11-10	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
PHY11-5	Analyses and evaluates primary and secondary data and information.	PHY11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism.
PHY11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL DEVELOPMENT 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 7	Term 3 Week 3	Term 3 Week 8 - 10
NATURE OF TASKS		Written Application Better Health for Individuals	Scenarios Body in Motion and First Aid	Yearly Examination Better Health for Individuals, Body in Motion, First Aid & Fitness Choices
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8 P9, P10, P11, P12, P16, P17	P1-17
The Year 11 formal school-based assessment program is to reflect the following requirements: ♠ three assessment tasks; the minimum weighting for an individual task is 20%; ♠ the maximum weighting for an individual task is 40%; ♠ only one task is to be a formal written examination. See Assessment and Reporting in PDHPE Stage 6 Page 6.				

PRELIMINARY OUTCOMES:

P1	Identifies and examines why people give different meanings to health and to physical activity	P10	Plans for participation in physical activity to satisfy a range of individual needs
P2	Explains how nutrition, physical activity, drug use and relationships affect personal health	P11	Assesses and monitors physical fitness levels and physical activity patterns
P3	Recognises that health is determined by sociocultural, economic and environmental factors	P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P4	Plans for and can implement actions that can support the health of others	P13	Develops, refines and performs movement compositions in order to achieve a specific purpose
P6	Proposes actions that can improve and maintain personal health	P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P5	Describes factors that contribute to effective health promotion	P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P7	Explains how body structures influence the way the body moves	P16	Utilises a range of sources to draw conclusions about health and physical activity concepts
P8	Describes the components of physical fitness and explains how they are monitored	P17	Analyses factors influencing movement and patterns of participation
P9	Describes biomechanical factors that influence the efficiency of the body in motion		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

SOFTWARE ENGINEERING 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 11	Term 3 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Programming Fundamentals	Project	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50	15	10	25
Knowledge and skills in the design and development of software solutions	50	15	25	10
MARKS	100	30%	35%	35%
OUTCOMES ASSESSED		SE-11-08, SE-11-09	SE-11-04, SE-11-06, SE-11-07, SE-11-09	SE-11-01, SE-11-03, SE-11-05, SE-11-08
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ Maximum of three formal tasks. ♣ Minimum weighting is 20%. ♣ Maximum Weighting is 40%. ♣ One task may be a formal written examination. ♣ One task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes Informal tasks to develop knowledge.				

PRELIMINARY OUTCOMES:

SE-11-01	describes methods used to plan, develop and engineer software solutions	SE-11-06	applies tools and resources to design, develop, manage and evaluate software
SE-11-02	explains how structural elements are used to develop programming code	SE-11-07	implements safe and secure programming solutions
SE-11-03	describes how current hardware, software and emerging technologies influence the development of software engineering solutions	SE-11-08	applies language structures to refine code
SE-11-04	applies safe and secure practices to collect, use and store data	SE-11-09	manages and documents the development of a software project
SE_11-05	describes the social, ethical and legal implications of software engineering on the individual, society and the environment		

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

SPORT, LIFESTYLE AND RECREATION 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8 - 10
NATURE OF TASKS		Application and Inquiry	Fitness Application	Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding	50	10	10	30
Skills	50	20	20	10
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1.2, P1.5, P2.3, P3.5, P4.3, P5.3	P1.2, P1.3, P2.2, P3.2, P3.3	P1.1, P1.2, P1.3, P1.5, P2.2, P2.3, P3.2, P3.3, P3.5, P4.1, P5.3
Important Note: The NSW Education Standards Authority (NESA) has reviewed all Stage 6 Board Developed Course school-based assessment requirements, EXCLUDING VET, Life Skills and Content Endorsed Courses. This review has been undertaken to provide a consistent approach to school-based assessment. See Survey Statements NESA Review of School-based Assessment for Stage 6 PDHPE and CAFS Page 1.				

PRELIMINARY OUTCOMES:

P1.1	Applies the rules and conventions that relate to participation in a range of physical activities	P3.4	Composes, performs and appraises movement
P1.2	Explains the relationship between physical activity, fitness and healthy lifestyle	P3.5	Analyses personal health practices
P1.3	Demonstrates ways to enhance safety in physical activity	P3.6	Assesses and responds appropriately to emergency care situations
P1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia	P3.7	Analyses the impact of professionalism in sport
P1.5	Critically analyses the factors affecting lifestyle balance	P4.1	Plans strategies to achieve performance goal
P1.6	Describes administrative procedures that support successful performance outcomes	P4.2	Demonstrates leadership skills and a capacity to work co-operatively in movement context
P2.1	Explains the principles of skill development and training	P4.3	Strategic plans to overcome the barriers to personal and community health
P2.2	Analyses the fitness requirements of specific activities	P4.4	Demonstrates competence and confidence in movement contexts
P2.3	Selects and participates in physical activities that meet individual needs, interests and abilities	P4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P2.4	Describes how societal influences impact on the nature of sport in Australia	P5.1	Accepts responsibility for personal and community health
P2.5	Describes the relationship between anatomy, physiology and performance	P5.2	Willingly participates in regular physical activity
P3.1	Selects appropriate strategies and tactics for success in a range of movement contexts	P5.3	Values the importance of an active lifestyle
P3.2	Designs programs that respond to performance needs	P5.4	Values the features of a quality performance
P3.3	Measures and evaluates physical performance capacity	P5.5	Strives to achieve quality in personal performance

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

VISUAL ARTS 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 11	Term 2 Week 10	Term 3 Week 7 (Part A) Week 8 - 10 (Part B)
NATURE OF TASKS		Artwork and VAPD	In Class Essay	Part A - Artwork Part B - Yearly Examination
SYLLABUS COMPONENT	WEIGHTING %			
Artmaking	50	30%	0%	20%
Critical and Historical Study	50	0%	30%	20%
MARKS	100	30%	30%	40%
OUTCOMES ASSESSED		P1, P3, P4, P6	P7, P8, P9	P2, P5, P8,P10
The Year 11 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of three assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.				

PRELIMINARY OUTCOMES:

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

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

CONSTRUCTION 2024

School Name: JAMISON HIGH SCHOOL	Student Competency Assessment Schedule
Course: Preliminary - Construction	2024

Assessment Events for CPC20220 Certificate II in Construction Pathways & CPC20120 Statement of Attainment towards Certificate in II Construction			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Preliminary 1/2 Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
Assessment due			Week 10 Term 1	Week 10 Term1	Week 10 Term 2	Week 10 Term 3	N/A N/A	Week 3 Term 3	Week 9/10 Term 3
Cluster	Code	Unit of Competency							
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry	X						
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X					
Cluster 3	CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X				
Cluster 4	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X			

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

HOSPITALITY 2024

School Name: JAMISON HIGH SCHOOL	Student Competency Assessment Schedule
Course: Preliminary Hospitality - Food and Beverage Stream	2024

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
Assessment due		Week: 8 Term: 1	Week: 10 Term: 3	Week: 8 Term: 3	Week: 9/10 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

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

SPORT COACHING 2024

School Name: JAMISON HIGH SCHOOL	Student Competency Assessment Schedule
Course: Preliminary - Sport Coaching	2024

Assessment Tasks for Sport Coaching-Certificate III SIS30521		Cluster A	Cluster B	Cluster C	Cluster E
		Tournament Time	The Community Coach	The Officiating Coach	First Aid
Assessment due		Week: 9 Term: 1	Week: 10 Term: 2	Week: 6 Term: 3	Week: TBA Term: TBA
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSOF002	Continuously improve officiating skills and knowledge			X	
HLTAID003	First Aid (to be outsourced to a private RTO)				Credit Transfer (outsourced)

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30521 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS30521.

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

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

HSC ASSESSMENT CALENDAR 2024

TERM 1 2024							
Week	1	2	3	4	5	6	7 + other
1							
2							
3							
4							
5							
6			EEC Task 1				
7			PDH Task 1		SLR Task 1	PDH Task 1	
8			HOS Cluster A	LEG Task 1 HOS Cluster A	AHI Task 1 BUS Task 1	BUS Task 1	
9	ENS Task 1 ENA Task 1	CFS Task 1		GEO Task 1	CFS Task 1	SPC Cluster A	
10		ITM Task 1 PHY Task 1	BIO Task 1 ITT Task 1 MU1 Task 1		AGR Task 1 CHE Task 1	CON Cluster 1 and 2 BIO Task 1 ISC Task 1 MHI Task 1	
11		ART Task 1 MSS Task 1	SE Task 1	FTE Task 1 MSS Task 1 MAT Task 1	FTE Task 1		

TERM 2 2024							
Week	1	2	3	4	5	6	7 + other
1	EST Task 1						MAX Task 1
2							ENX1 Task 1
3							
4							
5							
6					SLR Task 2		
7	EST Task 2						
8					AHI Task 2 BUS Task 2	BUS Task 2	
9	ENS Task 2 ENA Task 2		MU1 Task 2	GEO Task 2 LEG Task 2	CHE Task 2	ISC Task 2	
10		ART Task 2 MSS Task 2		FTE Task 2 MSS Task 2	AGR Task 2 FTE Task 2	SPC Cluster B CON Cluster 3	

[illegible]

PERSONAL ASSESSMENT CALENDAR 2024

Term 1, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 2, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 3, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

APPENDIX 1



ASSESSMENT TASK NOTIFICATION

Student Name: Subject/Course:
.....

Assessment Task Title:
.....
.....

Value of Task: Date Task Issued: Date Task Due:
.....

Outcomes to be assessed:

- | | |
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Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



APPENDIX 2

SPECIAL CONSIDERATION APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as they return.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher of course concerned.

Name of Student			
Teacher			
Subject Course		Faculty / Department	
Nature of Assessment Task e.g. Essay – Title			
Due Date		Time	
Reason for and Nature of Request, e.g. Special consideration or extension of time			
Specify and attach any Supporting Documentation e.g. Medical Certificate			
Signature of Student			Date
Comments			
H.T. Signature			Date
Deputy Principal's Decision		Deputy Principal's Signature:	Date: