



Year 11 Assessment Handbook 2025

Barham High School



Enabling students to successfully transition to future learning and employment

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GENERAL INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of senior students at Barham High School and their parents/caregivers regarding the HSC Preliminary Course Assessment Guidelines and schedules. It is not definitive and reference should be made to appropriate policy documents for further details. The information is provided in a question/answer format to highlight the areas and issues of which students, and their parents/caregivers should be aware.

What is the purpose of this booklet?

The purpose of this booklet is to provide information about:

- School assessment of student progress in the HSC Preliminary courses offered at Barham High School.
- Your rights and responsibilities under this system and governed by NESAs.

What are Preliminary Courses?

- Preliminary Courses are normally completed in Year 11. Students must satisfy the requirements of a Preliminary course before proceeding to the HSC course in that subject.
- Preliminary Courses are assumed knowledge for the HSC Examination.

The Preliminary Courses offered in 2025 are:

Biology	Industrial Technology Timber	VET Courses
Business Studies	Investigating Science	Certificate II in Agriculture
Chemistry	Legal Studies	Certificate II in Construction
Community and Family Studies	Mathematics Advanced	Certificate I in Engineering
English Advanced	Mathematics Extension 1	Certificate III in Fitness
English Extension 1	Mathematics Standard 2	Certificate II in Hospitality
English Standard	Modern History	
English Studies	Numeracy Stage 6	
Health and Movement Studies	Visual Arts	

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- Followed the course developed or endorsed by NESAs; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.
- Completed any required work placements for VET courses

N Award – Non completion of a Preliminary Course

NESA requires schools to issue students with official warnings (N-Warning letters) to give them the opportunity to redeem themselves. A letter will be sent detailing the tasks, requirements or outcomes not yet completed or achieved and/or for which a genuine attempt has not been made, the action required by the student and the date to be completed by.

A minimum of two course-specific warnings must be issued prior to a final “N” determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an “N” (non-completion of course) determination. An “N” determination will mean:

- That the course will not be listed on the student’s Record of Achievement
- That the student may be ineligible to proceed to the Higher School Certificate Course
- That the student may be ineligible for the award of Higher School

Certificate Once the “N” warning is redeemed it is removed.

Students are assessed from the beginning of the Preliminary Course.

1. What is an Assessment Mark?

- An Assessment Mark represents your achievement of outcomes listed in the syllabus for each course studied

2. What is the purpose of Assessment Marks?

- To allow a wide range of subject skills and knowledge to be assessed
- Assessment takes place at stages throughout the course, rather than by a single examination at its end

3. Are non-assessment tasks important?

- Yes! You must satisfy ALL the requirements of a syllabus – this includes all in class content and assessment work and homework tasks set by your teachers
- Failure to complete these tasks, such as classwork and homework set by your teachers, means that the NESA requirements for completing a Year 11 or Year 12 course are not satisfied

4. How will assessments be compiled?

- Each Faculty, using NESA guidelines, has developed procedures for compiling an Assessment Mark by the end of each course
- Guidelines indicate the outcomes being assessed in each assessment task, what percentage of the final mark each of these areas is worth, and what forms of assessment will be used
- Details of the procedures used for each subject are included in this booklet

5. When will the assessment take place?

- For the Year 11 courses, assessment may begin in Term 1 in Year 11 and will be completed by the end of Term 3 in Year 11.
- Student will be provided with a task notification at a minimum of TWO weeks prior to the task taking place.

6. How will I be notified of impending assessment tasks?

- You will receive written notice of impending Assessment Tasks (Task Notification) at least two weeks before the due date. The only exception to this is the End Of Course exams, where students are informed many weeks in advance.
- Notice will be given in a standardised format across all subjects. It will include information regarding outcomes, timeframes, marking schemes and clearly outlined expectations
- Following an absence from class or school, students should ensure that they have not missed notification of a forthcoming assessment task



7. How will assessment results be reported to students?

- Except under extenuating circumstances, all assessment tasks will be returned to you within two weeks of the submission date.
- Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed, except in some vocational education courses.
- Cumulative rankings will be given after each assessment task and will be indicated on each report sent home during the HSC Course.

8. What provisions are made for assessment work affected by illness or misadventure?

a) Procedure to be followed if you are absent on the day that an assessment task is:

i. Completed at school or

ii. Submitted before 8:50 am

- You should telephone the school on or before the day (**talk to the classroom teacher, relevant Head Teacher, Deputy Principal or Principal**) and explain the reason for absence. If the task has been completed, every effort should be made to get the task delivered to school before 8:50 am or at least on the same day or turned in as an assessment on the Google Classroom, or by electronic means.

Submitting non-attendance on the Sentral Parent Portal is not sufficient, and a phone call must be made and absence explained before 8.50am.

On the day you return to school, obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 4).

- Supporting evidence should be sought (medical certificate or parental /guardian letter).
- The Illness/misadventure form with supporting evidence should be returned to the HT on the next school day.
- The form will be considered by the HT and a decision issued promptly to the class teacher and student.
- You may be granted an extension and/or alternate date to sit the task or similar task or the task accepted without penalty if it has been completed.

b) Procedure to be followed if you complete an in-class task or hand in task by the due date but believe that illness/misadventure has impacted on your performance:

- Obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 4).
- Supporting evidence should be sought (medical certificate or parental /guardian letter).
- The Illness/misadventure form with supporting evidence should be returned to the HT on the next school day.
- The student's work will be marked using the same scale as for the other students and the result compared with past results. The classroom teacher and HT will decide whether to:
 - i. leave the mark as it is
 - ii. scale the mark up
 - iii. assign another comparable assessment task
- The student will be advised of the decision and given 24 hours to consider it.
- If a disagreement occurs, the student may follow the appeal process (see 8/9).



c) Procedure to be followed if you are seeking an extension before the due date because you believe illness/misadventure would:

- i. **impact the mark if you were to have to sit and /or submit the task on the due date or**
- ii. **prevent you sitting and /or submitting the task on the due date**

- You should discuss your situation at the earliest possible time with your classroom teacher and/or the HT.
- Obtain an Illness/misadventure form from the HT concerned (or copy one from your assessment booklet see appendix 4).
- Supporting evidence should be sought (medical certificate or parental /guardian letter).
- The Illness/misadventure form with supporting evidence should be returned to the HT at least 5 days before the task is due.
- You may be asked to produce evidence of the progress you have made on the set task.
- You may be granted an extension or asked to submit, or sit, the task on the due date.

d) Procedure to be followed if a student is taken ill during an assessment task:

- If the student has not sighted the task then he or she will be required to complete it at the earliest possible convenient time.
- If the student has sighted, but not commenced the task, a decision will be made by the teacher and HT whether the student does the same task later, is given an alternate comparable task or is given an estimate.
- If the student has completed all or a majority of the task, they may submit an Illness/misadventure form as above.

9. How should an Assessment Task be submitted?

- All Assessment Tasks must be handed in by 8:50am on the day the task is due, unless they are in-class tasks.
- All HSC courses will have a Google Classroom where you will be able to submit tasks electronically as a **PDF ONLY and NOT as an online editable document unless specified otherwise.**
- Hand-in components of tasks must be handed in by 8:50am on the day the task is due.
- It's your responsibility to collect a signed receipt when you hand in your task. This is your proof that you have handed the task in.

10. What happens if my Assessment Task is late?

- Unless there are extenuating circumstances, a ZERO mark will be awarded (see Question 8).
- You will still be required to complete the task so that your achievement of course outcomes can be assessed.
- Technology failure – for example, computer, printer, e-mail failure – is not an acceptable reason for late submission of a task.
- Students are strongly advised to allow adequate time for completion, printing and e-mailing of tasks prior to the due date, and to maintain a back-up copy of all tasks.

11. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?

- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- A ZERO mark may be awarded for all or part of the task.
- Parents will be notified in writing by the Head Teacher when a zero mark is given.
- Any confirmed plagiarised task will be reported to NESAs. Students are encouraged to maintain drafts to support academic integrity and proof of own work.



12. What is plagiarism?

- Plagiarism is a form of malpractice and cheating.
- NESAs requires that all students sitting for the HSC must have completed the “HSC: All My Own Work” course before commencing Year 11 courses.
- Plagiarism includes the following practices:
 - copying, buying, stealing or borrowing someone else’s work in part or as a whole and presenting it as your own work
 - using material directly from books, journals, streaming services or the internet without acknowledging the source
 - submitting work that contains a large contribution from another person – such as parent, tutor or another student – who is not acknowledged
 - paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals (NESA: ‘HSC: All My Own Work’)
 - use of Artificial Intelligence programs such as ChatGPT to create all or part of an assessment.
- Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately.
 - Students are encouraged to maintain draft evidence of their own work
 - Please note that the school may choose to use authenticity checkers- this assists classroom teachers to support students maintain academic integrity.
- Penalties for plagiarism may include:
 - the school may refuse to certify a project as ‘authentic work’
 - a ZERO mark may be awarded for all or part of the task

13. What happens if a student does not make a serious attempt to complete an assessment task?

- All students are expected to make a serious attempt at all tasks. A non-serious attempt will immediately result in a NESA warning letter being sent home and places a student in danger of receiving an “N” award (unsatisfactory) for that course - see course completion criteria (b) & (c).

14. What happens to assessments if I change schools or repeat courses?

- No action is necessary for students who transfer to another school before assessments begin. You will be assessed by your new school.
- NESAs provides guidelines for assessing students who transfer at a later stage of a course.
- If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.

15. What records is the school required to keep?

- The school must keep a record of all Assessment Marks that students gain in every assessment task of each HSC course.
- The school is not required to keep documentary evidence of work submitted by each student. This work would normally be returned to students following assessment.

16. Do school Year 11 Course Assessment marks appear on the HSC?

- No! Preliminary Course Assessment marks are retained by the school.
- Any student who does not fulfil the assessment requirements of a Year 11 Course may not be eligible to undertake the HSC in that Course.



17. Must I attend school regularly?

- Yes! You are expected to be present on each school day unless you are ill. In simple terms, it is not possible for any student to successfully complete the outcomes of the courses they are studying if they are missing a lot of school – see course completion criteria (b).

18. What are my options if I fail to satisfy the requirements of a Preliminary or HSC course?

- **OPTION 1:** Repeat the course in a later year, and “accumulate” the HSC over a longer period – up to 5 years.
- **OPTION 2:** Repeat all Year 11 courses or all HSC courses.
- **OPTION 3:** Negotiate with the Principal to continue “On Probation” during Term 4.

19. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form (Appendix 5).
- The Head Teacher will then complete the form with you, and it will be submitted to the Deputy Principal for judgement by a panel of at least 3 members of staff.
- The form must be lodged within one calendar week of the return of the task.
- The panel will decide, and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision, the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- If a student is not satisfied with this process, an appeal to NESAs is then possible.

20. What happens a problem that affects all students in a particular assessment task?

- In the first instance, if a student or a group of students have a concern about a task, they should discuss the situation with the classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form if appropriate.
- If a teacher believes that the results of a task are invalid or questionable, they will bring it to the attention of the students and immediately refer the matter to the Head Teacher.
- In either of the above cases the matter must then immediately be reported to the Deputy Principal and to the Principal for a judgment.

21. What happens if an appeal is successful?

- If a successful appeal affects the rankings of any other students in the course, then all students in the course will be advised of their revised rankings.

22. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or Deputy Principal or Principal.
- You may then wish to complete an Appeal Form, which will be submitted to a panel convened by the school. The panel will make a decision which will be reported to you. In cases where the panel is unable to make a decision, the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgment.
- If a student is not satisfied with this process, an appeal to NESAs is then possible.



23. How do I find out my final assessment ranking?

- After the final HSC assessment, you can obtain your rank order for assessment in each course.

24. What can I do if I feel that my final assessment ranking is incorrect?

- If you feel that your final rank in any course is not correct, you should talk to your teacher, and you may apply to your Principal for a review.
- There is no provision for a review of the marks you received for individual assessment tasks. Reviews are limited to the assessment process. The only matters the school will consider are whether:
 - the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the relevant syllabus
 - the procedures used by the school for determining the final assessment mark comply with its stated assessment program
 - computational or other clerical errors have been made in the determination of the assessment mark
- If you are dissatisfied with the outcome of the school review, you may advise your Principal that you wish an appeal to be sent to NESA. You cannot appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:
 - the school review process was adequate for determining items (a), (b) and (c) above
 - the conduct of the review was proper in all respects
 - NESA will not revise the assessment marks or rank order. If the appeal is upheld, the Board will direct the school to carry out a further review. Further details about reviews and appeals are on an assessment appeal form which can be obtained from your school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.

PRELIMINARY COURSE GRADES

Schools are responsible for awarding each student who completes a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved using the Common Grade Scale for Preliminary Courses.

After the conclusion of the Preliminary Course, students can access their grades using the Students Online section of the NESA website.

If you have any questions about the grade, you have been awarded, contact your Year Adviser in the first instance. There is a formal 'appeals against grades' mechanism to NESA, and the school can provide you with the criteria, details and timeframe for this.

The Common Grade Scale describes performance at each of five grade levels:

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.



FINAL NOTE

Considerable effort has been put into trying to make the Barham High School Assessment Procedures fair, rational and thorough. It is important that the principles of assessment are clear to everyone; that is students, parents and staff.

We are more than happy to discuss any queries or concerns at any time.

Approached positively, the assessment procedures provide a sound structure for student learning. Students will have regular and progressive goals, steady feedback of information on their progress and should achieve a feeling of fulfilment as the course progresses.

Ultimately, the responsibility for completion and/or submission of assessment tasks rests with the individual student. It is not up to teachers or parents to ensure that work is done as required. To help them keep track of work, students will be given a diary in which to keep a record of tasks as they are given.

It is highly recommended that all students visit the NESAs website to gain further insight into requirements in Year 11 & 12 and the courses undertaken.

If you have any concerns with any aspect of the assessment procedures please talk to your class teacher, Year Adviser, the Deputy Principal or the Principal.



ENGLISH/HSIE/CAPA FACULTY

Head Teacher: Ms Carmen Batty

- English Advanced
- English Standard
- English Studies
- English Extension
- Modern History
- Business Studies
- Legal Studies
- Visual Arts

ENGLISH ADVANCED

Task	Outcomes	Weighting	Due Date
Reading to Write - Writing Task	EA11-3, EA11-5, EA11-9	30% 15% (K), 15% (S)	T1 W10
Multimodal Presentation - Narratives that Shape our World	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	40% 20% (K), 20% (S)	T2 W9
Yearly Examination	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	30% 15% (K), 15% (S)	T3 W10

Components:

- ★ Knowledge and understanding of course content (K) 50%
- ★ Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.

Outcomes

A student:

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

ENGLISH STANDARD

Task	Outcomes	Weighting	Due Date
Reading to Write - Imaginative Text	EN11-3, EN11-5, EN11-9	30% 15% (K), 15% (S)	T1 W10
Multimodal Presentation - Contemporary Possibilities	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	40% 20% (K), 20% (S)	T2 W9
Yearly Examination	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	30% 15% (K), 15% (S)	T3 W10
<p>Components:</p> <ul style="list-style-type: none"> ★ Knowledge and understanding of course content (K) 50% ★ Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes. 			
Outcomes			
<p>A student:</p> <p>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p> <p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p> <p>EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

ENGLISH STUDIES

Task	Outcomes	Weighting	Due Date
Written Task	ES11-1, ES11-4, ES11-5, ES11-6	30% 15% (K), 15% (S)	T1 W11
Multimodal Presentation	ES11-2, ES11-6, ES11-7, ES11-8	30% 15% (K), 15% (S)	T2 W3
Portfolio	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	40% 20% (K), 20% (S)	T3 W6

Components:

- ★ Knowledge and understanding of course content (K) 50%
- ★ Skills in
 - comprehending texts
 - communicating ideas
 - using language accurately, appropriately and effectively.

Outcomes

A student:

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

ENGLISH EXTENSION 1

Task	Outcomes	Weighting	Due Date
Imaginative Response	EE11-2, EE11-3, EE11-6	30%	T1 W10
Multimodal Task	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	40%	T2 W10
Essay	EE11-1, EE11-2, EE11-3, EE11-5	30%	T3 W10
Components: <ul style="list-style-type: none"> ★ Knowledge and understanding of texts and why they are valued (K) 50% ★ Skills in complex analysis, composition and investigation 			
Outcomes			
<p>A student:</p> <p>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</p> <p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>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</p> <p>EE11-4 develops skills in research methodology to undertake effective independent investigation</p> <p>EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017>

MODERN HISTORY

Task	Outcomes	Weighting	Due Date
Investigating Modern History – Source Study	MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8	30%	T1 W8
Historical Investigation - Essay	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	30%	T2 W8
Yearly Exam	MH11-1, MH11-3, MH11-5, MH11-9	40%	T3 W10

Components:

- ★ Knowledge and understanding of course content (K) 30%
- ★ Analysis and evaluation (A) 25%
- ★ Inquiry and research (I) 25%
- ★ Communication of historical information, ideas and issues in appropriate forms (C) 20%

Outcomes

A student:

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

BUSINESS STUDIES

Task	Outcomes	Weighting	Due Date
Media File and Business Report	P1, P2, P6, P7, P8	30% 15% (K), 10% (I), 5% (C)	T2 W8
Business Plan	P1, P3, P6, P7 P9	40% 10% (K), 10% (S), 10% (I), 10% (C)	T3 W7
Yearly Examination	P3, P4, P5, P8, P9, P10	30% 15% (K), 10% (S), 5% (C)	T3 W10
Components: <ul style="list-style-type: none"> ★ Knowledge and understanding of course content (K) 40% ★ Stimulus-based skills (S) 20% ★ Inquiry and research (I) 20% ★ Communication of business information, ideas and issues in appropriate forms (C) 20% 			
Outcomes			
<p>A student:</p> <p>P1 discusses the nature of business, its role in society and types of business structure</p> <p>P2 explains the internal and external influences on businesses</p> <p>P3 describes the factors contributing to the success or failure of small to medium enterprises</p> <p>P4 assesses the processes and interdependence of key business functions</p> <p>P5 examines the application of management theories and strategies</p> <p>P6 analyses the responsibilities of business to internal and external stakeholders</p> <p>P7 plans and conducts investigations into contemporary business issues</p> <p>P8 evaluates information for actual and hypothetical business situations</p> <p>P9 communicates business information and issues in appropriate formats</p> <p>P10 applies mathematical concepts appropriately in business situations</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

LEGAL STUDIES

Task	Outcomes	Weighting	Due Date
The Australian Legal System	P1, P2, P3, P4	30% 10% (K) 10% (I) 10% (C)	T1 W11
The Individual and the Law	P5, P6, P7, P8	30% 10% (K) 10% (A) 10% (I)	T3 W2
Yearly Examination	P1, P2, P9, P10	40% 20% (K) 10% (A) 10% (C)	T3 W10
Components: <ul style="list-style-type: none"> ★ Knowledge and understanding of course content (K) 40% ★ Analysis and evaluation (A) 20% ★ Inquiry and research (I) 20% ★ Communication of legal information, ideas and issues in appropriate forms (C) 20% 			
Outcomes			
<p>A student:</p> <p>P1 identifies and applies legal concepts and terminology</p> <p>P2 describes the key features of Australian & international law</p> <p>P3 describes the operation of domestic and international legal systems</p> <p>P4 discusses the effectiveness of the legal system in addressing issues</p> <p>P5 describes the role of the law in encouraging co-operation and resolving conflict, as well as initiating and responding to change</p> <p>P6 explains the nature of the interrelationship between the legal system and society</p> <p>P7 evaluates the effectiveness of the law in achieving justice</p> <p>P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9 communicates legal information using well-structured responses</p> <p>P10 accounts for differing perspectives and interpretations of legal information and issues</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

VISUAL ARTS

Task	Outcomes	Weighting	Due Date
Case Study	P1, P3, P7, P8, P10	30% 10% (AM) 20% (ACAH)	T2 W1
Documenting Practice	P1, P2, P4, P5, P6	40% 40% (AM)	T3 W1
Yearly Examination	P8, P9, P10	30% 30% (ACAH)	T3 W10
Components: <ul style="list-style-type: none"> ★ Art making (AM) 50% ★ Art Criticism and Art History (ACAH) 50% 			
Outcomes			
<p>A student:</p> <p>P1 explores the conventions of practice in artmaking</p> <p>P2 explores the roles and relationships between the concepts of artist, artwork, world and audience</p> <p>P3 identifies the frames as the basis of understanding expressive representation through the making of art</p> <p>P4 investigates subject matter and forms as representations in artmaking</p> <p>P5 investigates ways of developing coherence and layers of meaning in the making of art</p> <p>P6 explores a range of material techniques in ways that support artistic intentions</p> <p>P7 explores the conventions of practice in art criticism and art history</p> <p>P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art</p> <p>P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art</p> <p>P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>



MATHEMATICS/SCIENCE FACULTY

Head Teacher: Mr Don Taylor

- Mathematics Advanced
- Mathematics Standard
- Mathematics Extension 1
- Numeracy Stage 6
- Biology
- Chemistry
- Investigating Science

MATHEMATICS ADVANCED

Task	Outcomes	Weighting	Due Date
Test on F1.1, F1.2, T1.2, T2	MA11-1, MA11-2, MA11-3, MA11-7, MA11-9	30% 20% (U), 10% (P)	T1 W11
Investigation Task on F1.3	MA11-1, MA11-2, MA11-8, MA11-9	30% 10% (U), 20% (P)	T2 W7
Yearly Examination	All outcomes assessable	40% 20% (U), 20% (P)	T3 W10
Components: <ul style="list-style-type: none"> ★ Understanding, fluency and communication (U) 50% ★ Problem solving, reasoning and justification (P) 50% 			
Outcomes			
<p>A student:</p> <p>MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</p> <p>MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems</p> <p>MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</p> <p>MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</p> <p>MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</p> <p>MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems</p> <p>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</p> <p>MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</p> <p>MA11-9 provides reasoning to support conclusions which are appropriate to the context</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

MATHEMATICS STANDARD

Task	Outcomes	Weighting	Due Date
Test on F1.2, A1, M1.1	MS11-1, MS11-3, MS11-5, MS11-10	30% 20% (U), 10% (P)	T1 W11
Investigation Task on F1.3	MS11-5, MS11-6, MS11-9, MS11-10	30% 10% (U), 20% (P)	T2 W7
Yearly Examination	All outcomes assessable	40% 20% (U), 20% (P)	T3 W10
Components: <ul style="list-style-type: none"> ★ Understanding, fluency and communication (U) 50% ★ Problem solving, reasoning and justification (P) 50% 			
Outcomes			
<p>A student:</p> <p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p> <p>MS11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>MS11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>MS11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>MS11-6 investigates and explains the relationships between texts</p> <p>MS11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>MS11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p> <p>MS11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

MATHEMATICS EXTENSION 1

Task	Outcomes	Weighting	Due Date
Test on F1.2, F2.1, F2.2, A1.1	ME11-1, ME11-2, ME11-5, ME11-7	30% 20% (U), 10% (P)	T2 W2
Investigation Task on F1.1	ME11-1, ME11-2, ME11-6, ME11-7	30% 10% (U), 20% (P)	T2 W10
Yearly Examination	All outcomes assessable	40% 20% (U), 20% (P)	T3 W10
Components: <ul style="list-style-type: none"> ★ Understanding, fluency and communication (U) 50% ★ Problem solving, reasoning and justification (P) 50% 			
Outcomes			
<p>A student:</p> <p>ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses</p> <p>ME11-2 manipulates algebraic expressions and graphical functions to solve problems</p> <p>ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems</p> <p>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</p> <p>ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering</p> <p>ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts</p> <p>ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

NUMERACY STAGE 6

Task	Outcomes	Weighting	Due Date
Portfolio	All outcomes assessable	30% 15% (K), 15% (S)	T1 W9
Investigation Task	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-2.4, N6-3.1, N6-3.2	30% 15% (K), 15% (S)	T2 W8
Project	N6-1.1, N6-1.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	40% 20% (K), 20% (S)	T3 W7
Components: <ul style="list-style-type: none"> ★ Knowledge and understanding (K) 50% ★ Skills (S) 50% 			
Outcomes			
<p>A student:</p> <p>N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates problems</p> <p>N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems including metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems including data, graphs, tables, statistics and probability</p> <p>N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace an employment, and education and training contexts</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>

BIOLOGY

Task	Outcomes	Weighting	Due Date
Practical Test	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	30% 20% (WS), 10% (KU)	T2 W4
Depth Study	BIO11-1, BIO11-4, BIO11-6, BIO11-7, BIO11-10, BIO11-11	30% 20% (WS), 10% (KU)	T3 W4
Yearly Examination	All outcomes assessable	40% 20% (K), 20% (S)	T3 W10
Components: <ul style="list-style-type: none"> ★ Working Scientifically Skills (WS) 60% ★ Knowledge and Understanding (KU) 40% 			
Outcomes			
<p>A student:</p> <p>BIO11-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p> <p>BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</p> <p>BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</p> <p>BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>			

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

CHEMISTRY

Task	Outcomes	Weighting	Due Date
Practical Test	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-8	30% 20% (WS), 10% (KU)	T2 W4
Depth Study	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10	30% 20% (WS), 10% (KU)	T3 W1
Yearly Examination	CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	40% 20% (K), 20% (S)	T3 W10

Components:

- ★ Working Scientifically Skills (WS) 60%
- ★ Knowledge and Understanding (KU) 40%

Outcomes

A student:

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

INVESTIGATING SCIENCE

Task	Outcomes	Weighting	Due Date
Practical Test	INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-7, INS11-8	30% 20% (WS), 10% (KU)	T2 W1
Depth Study	INS11-1, INS11-2, INS11-3, INS11-5, INS11-6, INS11-7, INS11-10	30% 20% (WS), 10% (KU)	T3 W3
Yearly Examination	All outcomes assessable	40% 20% (K), 20% (S)	T3 W10

Components:

- ★ Working Scientifically Skills (WS) 60%
- ★ Knowledge and Understanding (KU) 40%

Outcomes

A student:

- INS11-1** develops and evaluates questions and hypotheses for scientific investigation
- INS11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11-5** analyses and evaluates primary and secondary data and information
- INS11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** examines the use of inferences and generalisations in scientific investigations
- INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** describes and assesses how scientific explanations, laws and theories have developed

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>



PDHPE FACULTY

Head Teacher: Mr Rhys Martin

- Health and Movement Science
- Community and Family Studies

HEALTH AND MOVEMENT SCIENCE

Task	Outcomes	Weighting	Due Date
Depth Study	HM-11-03, HM-11-04, HM-11-07, HM-11-09	35% 15% (KU), 20% (S)	T2 W3
Collaborative Investigation	HM-11-05, HM-11-06, HM-11-08	35% 5% (KU), 30% (S)	T3 W6
Yearly Examination	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09	30% 20% (KU), 10% (S)	T3 W10

Components:

- ★ Knowledge and understanding of course content (KU) 40%
- ★ Skills in collaboration, analysis, communication, creative thinking, problem-solving and research (S) 60%

Outcomes

A student:

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians

HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 analyses the systems of the body in relation to movement

HM-11-04 investigates movement skills and psychology to improve participation and performance

HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts

HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues

HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

<https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>

COMMUNITY AND FAMILY STUDIES (CAFS)

Task	Outcomes	Weighting	Due Date
Resource Management	P1.1, P1.2, P7.3, P7.4	30% 10% (KU), 20% (S)	T1 W9
Individuals and Groups or Families and Communities	P2.1, P2.2, P2.3, P2.4, P7.1, P7.2	30% 10% (KU), 20% (S)	T2 W10
Yearly Examination	All outcomes assessable	40% 20% (KU), 20% (S)	T3 W10
Components: <ul style="list-style-type: none"> ★ Knowledge and understanding of course content (KU) 40% ★ Skills in critical thinking, research, analysis and communicating (S) 60% 			
Outcomes			
<p>A student:</p> <p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision making</p> <p>P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>P7.2 develops a sense of responsibility for the wellbeing of themselves and others</p> <p>P7.3 appreciates the value of resource management in response to change</p> <p>P7.4 values the place of management in coping with a variety of role expectations</p>			

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus>

TAS FACULTY

Head Teacher: Mr Anthony Bradley

- Industrial Technology Timber
- VET Construction
- VET Hospitality
- VET Primary Industries
- VET Manufacturing & Engineering
- VET Fitness

INDUSTRIAL TECHNOLOGY - TIMBER

Task	Outcomes	Weighting	Due Date
Industry Study	P1.1, P1.2, P7.1, P7.2	20% 10% (KU), 10% (PP)	T1 W9
Practical Projects and Folio	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	40% 20% (KU), 20% (PP)	T3 W8
Yearly Examination	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	40% 10% (KU), 30% (PP)	T3 W10

Components:

- ★ Knowledge and understanding of course content (KU) 40%
- ★ Knowledge and skills in the management, communication and production of projects (PP) 60%

Outcomes

A student:

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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/industrial-technology>

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. You will also receive a report from the school each semester indicating competency achievement.

The achievement of units of competency will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting the RTO RPL Form with the evidence relevant to each unit of competency for which RPL is being sought. The RPL Form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

Credit Transfer will be given for units of competency previously achieved with another RTO.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

CPC20220 Certificate II in Construction Pathways

Assessment Summary for CPC20220 Certificate II in Construction Pathways

Requirements for HSC Purposes	2025 Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 Week 5, Term 3 Week 6
Trial HSC Examination - Students whose pattern of study makes them eligible to receive an ATAR must sit this exam.	Term 3 Week 6

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes, interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
Task 1 – White Card	CPCWHS1001	Prepare to work safely in the construction industry	X		X
Task 2 – Tools and equipment	CPCCCA2002	Use carpentry tools and equipment	X		X
	CPCCCM2005	Use construction tools and equipment	X		X
	CPCCCA2011	Handle carpentry materials	X		X
Task 3 – Work safe	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X	X	X
Task 4 – Working it out	CPCCCM1011	Undertake basic estimation and costing	X	X	X
	CPCCOM1015	Carry out measurements and calculations	X	X	X
Task 5 – Joinery	CPCCJN2001	Assemble components	X	X	X
	CPCCJN3004	Manufacture and assemble joinery components	X	X	X
Task 6 – Project planning	CPCCOM2001	Read and interpret plans and specifications	X	X	X
	CPCCOM1013	Plan and organise work	X	X	X
Task 7 – Group project	CPCCVE1011	Undertake a basic construction project	X	X	X
	CPCCOM1012	Work effectively and sustainably in the Construction Industry	X	X	X

Depending on the achievement of units of competency, the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/construction-syllabus>

SIT20322 Certificate II in Hospitality

Assessment Summary for SIT20322 Certificate II in Hospitality

Requirements for HSC Purposes	2025 Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 Week 5, Term 3 Week 6
Trial HSC Examination - Students whose pattern of study makes them eligible to receive an ATAR must sit this exam.	Term 3 Week 6

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct Observation – real time simulated environment	Work placement Journal
Task 1 – Safety in the kitchen	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X			
	SITXFSA006	Participate in safe food handling practices	X	X	X	
Task 2 – Service please	SITHCCC025	Prepare and present sandwiches	X		X	
	SITXCCS011	Interact with customers	X		X	
Task 3 – The hospitality industry	SITXCOM007	Show social and cultural sensitivity	X		X	
	SITHIND006	Source and use information on the hospitality industry	X	X	X	
Task 4 – Working in the hospitality industry	SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
	SITHFAB025	Prepare and serve espresso coffee	X		X	
	SITHFAB027	Serve food and beverages	X		X	
	BSBTWK201	Work effectively with others	X		X	
	SITHIND007	Use hospitality skills others	X		X	Supplementary evidence

AHC20122 Certificate II in Agriculture (Primary Industries)

Assessment Summary for AHC20122 Certificate II in Agriculture (Primary Industries)

Requirements for HSC Purposes	2025 Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 Week 5, Term 3 Week 6
Trial HSC Examination - Students whose pattern of study makes them eligible to receive an ATAR must sit this exam.	Term 3 Week 6

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
WHS	AHCWHS202	Participate in workplace health and safety processes	X	X	X
Communicate and Work Effectively	AHCWRK212	Work effectively in industry	X	X	X
	AHCWRK213	Participate in workplace communications	X	X	X
Operate Tractors	AHCMOM202	Operate tractors	X	X	X
	AHCMOM304	Operate machinery and equipment	X	X	X
Biosecurity	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	X	X	X
Handle and Observe Livestock	AHCLSK205	Handle livestock using basic techniques	X	X	X
	AHCLSK204	Carry out regular livestock observation	X	X	X
Care for Livestock	AHCLSK202	Care for health and welfare of livestock	X	X	X
Weather	AHCWRK210	Observe and report on weather	X	X	X
Chemicals and Weeds	AHCCHM201	Apply chemicals under supervision	X	X	X
	AHCPMG201	Treat weeds	X	X	X
Environmentally Sustainable	AHCWRK211	Participate in environmentally sustainable work practices	X	X	X
Electric Fencing	AHCINF205	Carry out basic electric fencing operations	X	X	X
Farm Fencing	AHCINF206	Install, maintain and repair farm fencing	X	X	X

MEM10119 Certificate I in Engineering & SOA towards MEM20422 Certificate II in Engineering Pathways (Metal)

Assessment Summary for MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways

Requirements for HSC Purposes	2025 Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2 Week 5, Term 3 Week 6
There is NO HSC Examination available in this Board Endorsed Course. This course cannot be used in the calculation of an ATAR.	

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
Task 1 – Welcome to the industry	MEM13015	Work safely and effectively in manufacturing and engineering	X	X	X
	MEM16006	Organise and communicate information	X	X	X
	MEM11011	Undertake manual handling	X	X	X
Task 2 – Tools and equipment	MEM18001	Use hand tools	X		X
	MEM18002	Use power tools/hand held operations	X		X
Task 3 – Engineering in practice	MEM12024	Perform computations	X	X	X
	MEM16008	Interact with computer technology	X	X	X
	MEM07032	Use workshop machines for basic operations	X	X	X
Task 4 – Can we build it	MEMPE006	Undertake a basic engineering project	X	X	X
	MEMPE001	Use engineering workshop machines	X	X	X
Task 5 – GMAW or MMAW	MEMPE002	Use Electric welding machines	X	X	X
	MEMPE004	Use fabrication equipment	X	X	X
Task 6 – Career planning	MEMPE005	Develop a career plan for the engineering and manufacturing industry	X	X	

Depending on the achievement of units of competency, the possible AQF qualification outcome are:
Statement of Attainment towards MEM10119 Certificate I in Engineering or MEM10119 Certificate I in Engineering and/or Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

<https://educationstandards.nsw.edu.au/wps/wcm/connect/13101fe8-b358-4f0e-8d53-43fb5b06d5f8/2025-engineering-certificate-i-uploaded-sept-2024.pdf?MOD=AJPERES>

<https://educationstandards.nsw.edu.au/wps/wcm/connect/1d340b7c-60e5-450f-a805-d5410c36df1b/2025-engineering-pathways-uploaded-sept-2024.pdf?MOD=AJPERES>

SIS30321 Certificate III in Fitness

Assessment Summary for SIS30321 Certificate III in Fitness

Requirements for HSC Purposes	2025 Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2 Week 5, Term 3 Week 6
There is NO HSC Examination available in this Board Endorsed Course. This course cannot be used in the calculation of an ATAR.	

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment	Student portfolio – Compilation of assignments, practical tasks	Work placement Journal
Task 1 – The Fitness Industry	SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	X		X	
	BSBPEF301	Organise personal work priorities	X	X	X		
Task 2 – Safety in Fitness Facilities	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	X	X	X		
	SISXFAC002	Maintain sport, fitness and recreation facilities	X	X	X		
	HLTWHS001	Participate in workplace health and safety	X	X	X		
Task 3 – Health and client assessments	SISFFIT032	Complete pre-exercise screening and service orientation	X	X	X		
	SISFFIT052	Provide healthy eating information	X	X	X		
	SISFFIT033	Complete client fitness assessments	X	X	X		
Task 4 - Group Exercise	SISFFIT035	Plan group exercise sessions	X	X	X		
	SISFFIT036	Instruct group exercise sessions	X	X	X		
Task 5 - Strength and Conditioning	SISXCAI009	Instruct strength and conditioning techniques	X	X	X		



Task 6 - First Aid	HLTAID011	Provide first aid (Online Delivery through IVET)	X	X	X		
Task 7 - Focussing on the fitness client	BSBOPS304	Deliver and monitor a service to customers	X	X	X		
	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	X	X	X		
Task 8 - Creating Inclusive Environments	SISXDIS001	Facilitate inclusion for people with a disability	X	X	X		

<https://educationstandards.nsw.edu.au/wps/wcm/connect/452edef8-d33e-4645-a136-795ea90782a0/2025-fitness-uploaded-sept-2024.pdf?MOD=AJPERES>



End of Assessment Schedules

APPENDICES

APPENDIX	DESCRIPTION
1	Assessment Task Notification/Receipt
2	Record of Issue of Task Notification
3	Record of Task Submission
4	Illness/Misadventure Form
5	Appeal Form



Appendix 1



BARHAM HIGH SCHOOL
- Assessment Task Notification –

Name: _____

Subject: _____

Type of Assessment Task: _____

Date of Assessment Task: _____

Work to be Assessed: _____

Method of Assessment: _____

Equipment to bring: _____

Teacher: _____

Issue Date: _____

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BARHAM HIGH SCHOOL
- Assessment Task Submission Receipt –

This receipt must be retained by the student as proof of having handed in the Assessment Task. This is to certify that I have received the Assessment Task described below.

Name: _____

Subject: _____

Title of Assessment Task: _____

Due Date: _____

Date and Time Submitted: _____

Signature of Receiving Teacher: _____



Appendix 3



BARHAM HIGH SCHOOL
- Record of Task Submission -

Name: _____

Subject: _____

Type of Assessment Task: _____

Date of Assessment Task: _____

Work to be Assessed: _____

Equipment to bring: _____

Teacher: _____

Issue Date: _____

Assessment Tasks Submission

Name:	Time:	Date:	Name:	Time:	Date:

Appendix 4

BARHAM HIGH SCHOOL

- Illness/Misadventure Form -



Name: _____ Date: _____

Subject: _____

This form must be submitted if you:

1. were absent on the day through illness/misadventure that an assessment task was to be completed or handed in at school.
2. completed an in-class task or hand in task and believe illness/misadventure has impacted your result.
3. are seeking an extension before a task is due because of illness/misadventure.

This form must be collected from the HT concerned (or copied from your Assessment booklet) at the first available opportunity.

Class Teacher: _____

Head Teacher: _____

Assessment Task Title: _____

Due Date: _____

Outline reason for illness/misadventure:

Independent evidence of illness/misadventure:

- | | |
|--|--------|
| 1. Doctor Certificate OR MC from Pharmacy | YES/NO |
| 2. Letter from Parent / Guardian | YES/NO |
| 3. School notified on before due / date | YES/NO |

I declare all information I have supplied is true.

Student Signature: _____

Date: _____

Parent / Guardian: _____

Date: _____

Recommendation and Decision

Head Teacher:

Class Teacher:

Deputy Principal:

Head Teacher Informs student of decision

Head Teacher: _____

Student: _____

Other class members advised of rank adjustments (if applicable). HT Initial: _____



Appendix 5



BARHAM HIGH SCHOOL

- Appeal Form -

Name:

Date:

If you are appealing against an assessment mark or grade you must complete sections A and B. For other appeals complete section B only.

SECTION A

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You must seek advice from your class teacher and Head Teacher before you complete this form. If the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted based on:

- The marks or grades given, unless due process was not followed.
- Difficulties in preparation or loss of preparation time.
- Alleged deficiencies in tuition.
- Long term illness.
- The same grounds for which special provisions were received.
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments

Course Name:

Task Description:

Task Number:

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SECTION B

Details of you appeal:

Supporting documentation (List the documents that you are attaching to this appeal)

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Office Use Only

Decision:		Reasons:	
Declined/Upheld			
Name:		Signed:	

YEAR 11 ASSESSMENT TASK SCHEDULE 2025

Week	Term 1, 2025	Term 2, 2025	Term 3, 2025
1		Visual Arts Investigating Science	Visual Arts Chemistry
2		Tertiary Tour (Wed/Fri) Mathematics Extension 1	Legal Studies
3		English Studies Health and Movement Science	Investigating Science
4		Biology Chemistry	Biology
5		VET Work Placement	
6			VET Work Placement English Studies Health and Movement Science (HSC Trial Exams)
7		Mathematics Advanced Mathematics Standard	Business Studies Numeracy Industrial Technology
8	Modern History	Modern History Business Studies Numeracy	No Assessment Tasks due during this period.
9	Numeracy CAFS Industrial Technology	English Advanced English Standard	
10	English Advanced English Standard English Extension	English Extension 1 Mathematics Extension 1 CAFS	Preliminary Course Exams
11	Legal Studies English Studies Mathematics Advanced Mathematics Standard		