



*Creative and
Performing Arts*

Year 11 Assessment Handbook 2025



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** Please note VET Assessment Schedules will be added when available. Teachers will distribute in class and this document will be updated when they are available.

MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Nepean Creative and Performing Arts High School, I warmly welcome all our Year 11 students to the commencement of Stage 6. The decision to pursue the Year 11 Record of School Achievement (RoSA) in preparation for the HSC is a significant one and requires students to take full responsibility for pursuing learning growth in your Stage 6 courses. It is critical that all Year 11 students understand that 'opting out' of your learning is NOT an option; students are expected to actively participate in all learning activities and assessment tasks, and you should aim to continually improve the quality of your work.

The information in this handbook is intended to support students and parents in understanding the expectations and requirements of the Year 11 Assessment Program. Students are strongly encouraged to develop effective learning habits and study routines from the beginning of this year. Your teachers are here to provide additional guidance and support throughout the year and will assist you with identifying specific opportunities for improvement through goal setting and feedback. I encourage all students to embrace the advice your teachers provide, and to readily engage in ongoing conversations with your teachers about your progress. Your teachers are highly experienced and have a deep understanding of what success in learning looks like for all Stage 6 students, so they are well equipped to help identify the precise areas of development you need to focus on in order to achieve your best results.

Should you require any clarification on the contents of this handbook, please feel free to contact me, the Year 11 Deputy Principal, or faculty Head Teachers for course specific information.

I encourage all students to aspire the heights, to take care in all aspects of your school work, to make the most of every opportunity at Nepean CAPA High School, and let success be your reward as you embark on Year 11 in 2025.

Ms Tania Irons
Principal

PREAMBLE

The purpose of this, the *Year 11 HSC Assessment Handbook 2025*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Nepean Creative and Performing Arts High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the assessment schedule for all Year 11 HSC courses.

At the commencement of HSC (Year 11) courses, students are provided with a hard copy of this handbook. Students are also expected to sign an acknowledgment that they have received this booklet. Please note that Nepean Creative and Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be formally advised of any relevant changes and updated versions will be accessible on the school's website, along with the forms referred to in this handbook.

Students need to ensure that they have read and understood these requirements and the procedures outlined in this handbook so that they are aware of their responsibilities and those of the school with regard to Stage 6 Year 11 and HSC assessment. This handbook can also assist students to effectively plan ahead and take responsibility for managing their own learning in 2025.

1. GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is internationally recognised and is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school and provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

1.1 ELIGIBILITY REQUIREMENTS

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:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

1.2 PATTERN OF STUDY REQUIREMENTS

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a. a Preliminary pattern of study comprising at least 12 units, and
 - b. an HSC pattern of study comprising at least 10 units.
1. To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
 - a. 2 units of a Board Developed course in English
 - b. at least 4 more units of Board Developed courses
 - c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
 - d. at least 4 subjects.
 2. Students may study a maximum of 6 units of Year 11 Science courses, and 7 units of HSC Science courses.

3. For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
4. Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
5. Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

1.3 SATISFACTORY COMPLETION OF THE YEAR 11 COURSE

Students studying an HSC course must make a genuine attempt to complete the course requirements. To be determined to have met the requirements for completion of HSC Courses, and in compliance with [NESA ACE Manual](#) students must be able to provide evidence to the Principal that they have:

- followed the course developed or endorsed by NESA; 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.
- made a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted.

Students must also sit for and make a genuine attempt at any requisite examination.

Failure to satisfy these completion requirements may result in the student being issued a Non-Completion Determination for a course which may in turn impact eligibility for the RoSA progression to HSC courses and HSC eligibility.

1.4 VET COURSE COMPLETION REQUIREMENTS

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria, which, according to [NESA ACE Manual](#), are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC 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 a non-completion ('N') determination.

1.5 HSC MINIMUM STANDARDS

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 Level 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. Some

students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

1.6 HSC PERFORMANCE BANDS

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

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

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met the minimum standard required to be credentialed in that course. Band 1 includes marks ranging from 0 to 49.

For an Extension course, student performance is divided into four bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

1.7 NESAS STUDENTS ONLINE

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

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.



Students Online - for NSW students in Years 10 to 12
NSW Education Standards Authority

Home My account Help Contact us About

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2024 HSC students

- Assessment ranks will be available after the final HSC examination for 4 weeks.
- HSC results release – 18 December 2024. For your ATAR, please visit the [University Admissions Centre \(UAC\)](#).
- Check your name:
 - Your name shown in Students Online is what you see on your certificates. To change your name, speak to your school as soon as possible.
 - Check and update contact details from 25 January to 11 December 2024:
 - your personal email address you have easy access to
 - your mobile number
- Check and update your postal address to receive your HSC Testamur.

Login

Student Number:

PIN:

I'm not a robot



Login

OR

Activate account

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

1.8 DISABILITY PROVISIONS

Disability provisions in the HSC are approved by NESA and are practical arrangements designed to help students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

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

To apply for provisions, schools must submit an online application to NESA through Schools Online. Parents need to contact the Head Teacher Teaching and Learning to commence the application process. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions and or speak to the Learning Support Team.

1.9 REQUIREMENTS FOR AN ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's rank against all other students in their state. The ATAR is not a mark, nor is it a summary of the HSC. Rather it is a ranking system used by the University Admission Centre (UAC) to allocate university placements to students in university courses.

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:

- 10 units from [HSC Board Developed courses](#)
- Including 2 units of English
- three HSC Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

The calculation of an ATAR is optional. HSC students will need to indicate whether they wish to have their ATAR calculated via their NESA Confirmation of Entry.

Students and parents are encouraged to visit the [UAC website](#) for additional information on the ATAR.

2. ASSESSMENT PROCEDURES

Nepean Creative and Performing Arts High School is required to submit to NESA an Assessment Mark based on achievement, as well as a Rank, for each of the courses forming a student's HSC pattern of study. Assessment Marks are based on the formal internal school assessment program that students undertake as part of their HSC school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to, presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

2.1 THE SCHOOL'S RESPONSIBILITIES

Nepean Creative and Performing Arts High School is responsible for providing:

- Students with the *Year 11 Assessment Handbook 2025*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Assessment Schedules (found in the *Year 11 Assessment Handbook 2025*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- appropriate adjustments to teaching, learning and assessment for students with disability in line with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. appropriate reporting procedures.
- a school-based procedure for Illness/Misadventure appeals.
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- NESA with a final school-based assessment mark using the marks assigned to the various tasks in the formal assessment program.
- a register of Malpractice in HSC Assessment to NESA.
- formal notification to any student, and their parent/caregiver, who has not met minimum course requirements in any course with the formal N Determination in line with NESA's N Determination procedure.

Faculty Head Teachers and course teachers are responsible for:

- Setting assessment tasks that:
 - Will be used to measure student performance in each component of a course.
 - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 - Specify a mark/weighting for each assessment task.
 - Are of the same type and have the same weighting for all classes studying that course.
 - Include adjustments outlined in a student's Learner Profile to support a diagnosed disability
- Setting substitute assessment tasks, where required, in accordance with the illness/misadventure provisions outlined in the school's policies and procedures for school-based assessment.
- providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task including the components, weighting and marking criteria. This notification will be issued typically 14 calendar days in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, typically 14 calendar days in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and feedback typically within 3 weeks of the task being completed.

- Establishing procedures for recording and reporting student performance on all assessment tasks.
- Issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Providing final Year 11 marks to the Principal for submission to NESA based on the marks achieved by students in the formal school-based assessment program.

2.2 THE STUDENT'S RESPONSIBILITIES

Students are responsible for:

- Being familiar with the procedures and course information contained in this Handbook
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes. The Department of Education expects students to maintain 95% attendance.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their Teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher, the relevant Faculty Head Teacher or the VET Coordinator for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification.
- Submitting work that is their own. Any material copied without acknowledgment of the original source, and any actions in breach of the principles of honesty and integrity in assessment will result in penalties being imposed and will be recorded in the school's Malpractice Register which is submitted to NESA.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within **two** school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

2.3 COMPLETION OF SCHOOL-BASED ASSESSMENTS

Students are advised of the following NESA Assessment Certification Examination [\(ACE\) policies](#):

2.3.1 ACE 8073: COMPLETION OF HSC INTERNAL ASSESSMENT TASKS

Substituting assessment tasks

- Students are expected to attempt all assessment tasks.
- If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:
 - providing an extension of time to complete the original assessment task, or
 - providing the student with a substitute assessment task.
- Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
- In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

- If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

Non-completion of HSC school-based assessment: principals must warn students

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be [given](#).

The principal must:

- advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and other relevant documentation.

2.4 ASSESSMENT TASK NOTIFICATIONS

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

- The date and time of the task and/or when the task is due – hand-in tasks will fall due at **3pm** on the submission date.
- Outcomes assessed.
- Description of the nature of the task.
- Components and task weighting.
- Marking criteria/information about how the task will be assessed.

2.5 MAINTAINING HONESTY AND INTEGRITY

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- [All My Own Work](#) (or its equivalent), and
- [HSC Rules and Procedures Guide](#), and
- [HSC minimum standard: Malpractice and breaches of test rules](#), and
- [HSC practical exams](#).

2.6 HSC: ALL MY OWN WORK

To be eligible for the HSC, all students (unless they are only entered in Life Skills courses) must complete HSC: [All My Own Work](#), a program designed to help HSC students follow the principles and ethical practices of good scholarship including the acknowledgment of sources of information. At Nepean Creative and Performing Arts High School, students usually complete this in Year 10.

2.7 MALPRACTICE

[Malpractice](#) is any attempt to gain an unfair advantage over other students:

- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents¹, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

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

Breach of assessment conditions:

- All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.
- When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.
- Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

SCHOOL BASED PROCEDURE FOR MANAGING MALPRACTICE:

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Head Teacher Administration. The relevant Faculty Head Teacher will notify the student and their parent/caregiver, and will provide the Head Teacher Administration with all relevant documentation concerning the suspected malpractice.

The Head Teacher Administration will establish an Assessment Review Panel to review each case on its own merit. The Assessment Review Panel will consist of three members of the school executive. This will generally comprise a Deputy Principal, the Head Teacher Administration, and a Head Teacher not of the faculty in which the case has arisen (the exact make up of the Panel will be subject to staff availability).

The role of the Assessment Review Panel is to review each suspected malpractice case on its merits and consider all the issues in order to arrive at a fair conclusion and make recommendations to the Principal. Where student conduct constituting malpractice has been established, the school will impose a penalty appropriate to the seriousness of the offence. In exceptional circumstances, the school may decide to administer a substitute assessment task.

Should the student wish to appeal the decision of the Assessment Review Panel, they must submit this in writing to the Principal within **two** school days of the decision being taken (see Procedures for an Assessment Appeal Application and Assessment Task Appeal Application Form). The Principal will then review the student's appeal and the process undertaken by the Assessment Review Panel to determine the final outcome.

The school's procedure for managing cases of suspected malpractice is as follows:

- a) Course teacher notifies Faculty Head Teacher.
- b) Faculty Head Teacher notifies Head Teacher Administration, as well as student and their parent/caregiver.
- c) Head Teacher Administration liaises with Deputy Principal of the Year 12 cohort to form an Assessment Review Panel.
- d) The course teacher provides all relevant information to the Assessment Review Panel via their Head Teacher.
- e) The Assessment Review Panel requests a response from the student, wherein the student will be required to demonstrate evidence honesty and integrity in the assessment process. This may occur via a meeting with the student and their parent/caregiver (or an appropriate support person as agreed by the Panel and parent/caregiver) or may be provided in writing by the student.
- f) The Assessment Review Panel consider all available information to arrive at a fair conclusion, which will be provided to the student, their parent/caregiver and the Principal.
- g) In the event that the student appeals the decision of the Assessment Review Panel, the Principal will review the appeal and make a final determination within 5 days of receipt of the appeal, and notifies all stakeholders of the final decision.

Malpractice in school-based assessment is a serious offence. If malpractice is determined as proven, a zero mark may be awarded. Where malpractice involves plagiarism, depending on the extent of the plagiarism, the teacher may only mark the sections that have not been plagiarised, or the student may be awarded a zero mark. In cases of established malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

2.8 STUDENT SUBMISSIONS OF ASSESSMENT TASKS

This Handbook shows the general timing of assessment tasks with regards to the school term and week. Precise submission dates for a hand-in task will be clearly specified on the assessment notification for each particular task,

with the submission time of 3pm remaining consistent for all hand-in tasks. Students will sign the course documentation register to confirm submission of their task, and teachers will acknowledge receipt acknowledging the task being received on this same register. Dates and times for examinations will be provided on the examination timetable.

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

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

Students are expected to keep a copy of assessment tasks that have been submitted, and must either sign the course documentation register or retain electronic evidence of submission date and time until the task is marked and returned. This will enable the student to provide proof of submission and a copy of the task should the original submission be misplaced or a digital file corrupted.

2.8.1 FAILURE TO SUBMIT AN ASSESSMENT TASK

Failure to submit a task on time will result in a zero mark being awarded and the issuing of an N Award Warning Letter notifying parents they have received a zero for that task and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESA rules. 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 the assessment task could lead to an N Determination being granted for the course and ineligibility for graduation and the award of the Higher School Certificate.

2.8.2 SCHOOL ATTENDANCE ON DUE DATE OF AN ASSESSMENT TASK

Students must attend school and all classes on the day an assessment task is due unless their absence is supported by a medical certificate or documented misadventure. Should a student miss a class on the day an assessment task is due it may be deemed as unfair advantage and penalties, including the award of a zero mark, could apply.

2.9 EXAMINATION PERIOD

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

2.9.1 EXAMINATION PROCEDURES AND RULES

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

may inspect equipment when a student enters the room and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

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

4. Students must sit at the desk that shows their name and/or student number.
5. During the exam, students must:
 - a. Always follow the exam supervisors' instructions.
 - b. Complete the Student Attendance Slip as an official record of attempting the task.
 - c. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - d. Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - e. Write clearly with black pen (only use pencil if instructed to).
 - f. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
 - g. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - h. Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - i. Stop writing immediately when the supervisor tells you to.
 - j. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
6. During each exam, students must not:
 - a. Start writing until the Supervisor in Charge instructs you to do so.
 - b. Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c. Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d. Leave the room until each exam ends.
 - e. Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
 - a. Cheat.
 - b. Include frivolous or objectionable material.
 - c. Take any prohibited items into the room.
 - d. Speak to anyone other than a supervisor.
 - e. Behave in any way likely to disturb another student or upset the exam's running.
 - f. Be affected by alcohol or illegal drugs.

- g. Eat unless approved by NESA (for example, if you have diabetes).
- h. Take any writing booklets or exam paper, whether used or not, out of the room.
- i. Write on your body (for example your arms), tissues or material that is not exam material.
- j. Leave the room until each exam ends.

8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in zero marks being awarded. If your actions might be illegal, you may also be reported to the police.

2.10 INVALIDATING AN ASSESSMENT TASK

An assessment task may need to be declared invalid if it can be clearly demonstrated that:

- either one or more students were given an unfair advantage;
- the task was interrupted due to disruptions like an emergency evacuation; or
- the task produced results that are significantly different to those expected to be produced by the cohort.

Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue in writing with their class teacher and the faculty Head Teacher no later than 2 school days of the task results being returned to students. The faculty Head Teacher will gather all relevant information regarding the issue and, in consultation with their supervising Deputy Principal as part of an Assessment Review Panel, will make a final determination on the validity of the task and will inform the Principal and all relevant stakeholders.

In the event an assessment task is deemed invalid, all students affected will be issued a substitute assessment task with a minimum of two weeks' notice for the new due date (unless the Principal deems an alternate appropriate course of action via consultation with NESA in extraordinary circumstances).

2.11 MISPLACEMENT OF ASSESSMENT SUBMISSIONS OR CORRUPTION OF DIGITAL FILES

- a. Should the class teacher or teacher marking assessments misplace a student's:
- a. Take-home assessment, the teacher will:
- Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal
 - Advise the student and parent / carer
 - Request that the student provide evidence of submission of the assessment task
 - Request the student to provide a copy of the submitted assessment (refer 2.8 above) for marking within 24 hours of the request being made
- If no evidence of submission and copy of the task can be supplied, the student will be: awarded a zero mark; issued an N Warning; and be expected to redo the task.
- b. In-class assessment or examination, the teacher will:
- Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal who will then collectively:
 - Advise the student and parent / carer.
 - Confirm the student has completed sign-on processes / Course Documentation Register as evidence of attendance and, once confirmed, offer the student to re-sit the in-class assessment or examination and / or a substitute task.
 - Where appropriate, calculate an estimate for the task based on the student's performance in: the re-sat task or examination; other assessments that the student has completed; as well as the cohort's performance in the in-class task or examination. If the estimate is calculated early in the course, a re-calculation will occur once all assessments for the course have been completed.
 - Advise the student and parent / carer of the outcome of this process.
 - Document all conversations and correspondence in accordance with current school processes for future reference.
- b. Should the class teacher or teacher marking assessments find a digital file is corrupted, the teacher will:
- Immediately report this to the Faculty Head Teacher and Year 12 Deputy Principal.
 - Advise the student and parent / carer.
 - Request that the student provide evidence of earlier copies of the assessment task and/or evidence of the submission in progress prior to the corruption of the file.
 - Request the student to provide an alternate copy of the submitted assessment (refer 2.8 above) for marking within 24 hours of the request being made.

Students are required to check that digital assessment task files they are uploading are not corrupt by re-downloading the files they submit and / or opening the files they have submitted to confirm they are not corrupt. Students are strongly advised to keep a separate copy of digital files whilst working on digital assessment tasks (or utilise cloud-based software which can show time-stamped evidence of progress) as evidence of progress in the event a file becomes corrupted.

If no evidence of submission and copy of the task in progress can be supplied, the student will be: awarded a zero mark, issued an N Warning, and be expected to resubmit the task.

Should the student not agree with the outcome of the above processes, they may lodge an Appeal of their final rank in the course in accordance with NESA's processes.

2.11 ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 6

Stage 6 Life Skills courses provide options for students with diagnosed intellectual disability or imputed intellectual disability 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 & Profile of Student Achievement. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

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

3. ASSESSMENT PROCEDURES AND STUDENT LEAVE / ABSENCE

Students are expected to be present at school to participate in all learning activities, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

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

Leave from school (other than explained sick leave) will only be granted by the Principal during the HSC year in special circumstances. These circumstances are restricted to leave for participation in elite sports/arts and leave for compassionate reasons as determined by the Principal. Any requests for leave will need to be made directly to the Principal in writing as soon as the need for leave becomes known, and will require supporting documentation to explain the special circumstances.

The granting of leave during the HSC year cannot be assumed. Students who are at risk of not meeting minimum course requirements will not be granted leave unless there are compelling and exceptional circumstances. If leave is approved, students will be provided with details of all course work to be completed whilst on leave and any assessment requirements will also be indicated.

In special circumstances, leave from school may be granted by the Principal during the Year 11 year. Any requests for leave will need to be made directly to the Principal in writing and will require supporting documentation to explain the special circumstances. The granting of leave during the Year 11 year should not be assumed. Students who are at risk of not meeting minimum course requirements will not be granted leave unless there are compelling and exceptional circumstances. If approved, students will be provided with details of all course work to be completed whilst on leave and any assessment requirements will also be indicated.

During the HSC year, approval for student absence as leave will not be granted for family holidays, social engagements, or other matters of a discretionary nature outside of the circumstances outlined herewith. Should students be absent from school due to any of these reasons, the absence will be marked as 'explained, unjustified' in accordance with the Department of Education Attendance Procedures. Where a student is absent from school in these circumstances and a scheduled in-class task or assessment task submission date falls during this period, it should not be assumed that the task can be completed / submitted prior to their absence from school. In this case, a zero mark may be awarded.

Students are expected to be present at school to participate in all learning activities, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

3.1 WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Stage 6 school-based assessments are conducted within the guidelines set by NESA which make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments are expected to be completed at the scheduled time, unless students are affected by illness or misadventure. Students who will be absent from school due to approved leave must consult with the relevant Faculty

Head Teacher **at least two weeks** prior to the scheduled task if they wish to apply for rescheduling of an assessment task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a zero mark being awarded.

All hand-in tasks due during a period of approved leave must be submitted prior to leave commencing unless there are compelling and exceptional circumstances noted by the Principal, in which case students must use the process for requesting an extension of the due date for an assessment task.

3.1.1 ABSENCE FROM SCHOOL DUE TO WORK PLACEMENT

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments. If a clash cannot be avoided, the VET Co-ordinator and Year 11 Deputy Principal must be informed.

Where clashes are unavoidable, all hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, student consultation with the class teacher and VET Coordinator and/or Careers Adviser will be required to discuss alternative arrangements for task submission. Failure to do so may result in a zero mark being awarded.

3.1.1 ABSENCE FROM AN IN-CLASS ASSESSMENT TASK

If a student is absent from an in-class assessment task, the student must complete and submit an Illness/Misadventure Form obtained from Head Teachers and provide documentation such as a doctor's certificate. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 11 Deputy Principal and the relevant Head Teacher.

3.1.2 ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an Assessment Task Reschedule Form to the Faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Faculty Head Teacher.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

3.1.3 ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.

- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer.
- **Examinations** – the Head Teacher Administration will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Administration.

The consequences of not following these procedures may result in a **zero mark** being awarded.

4. PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

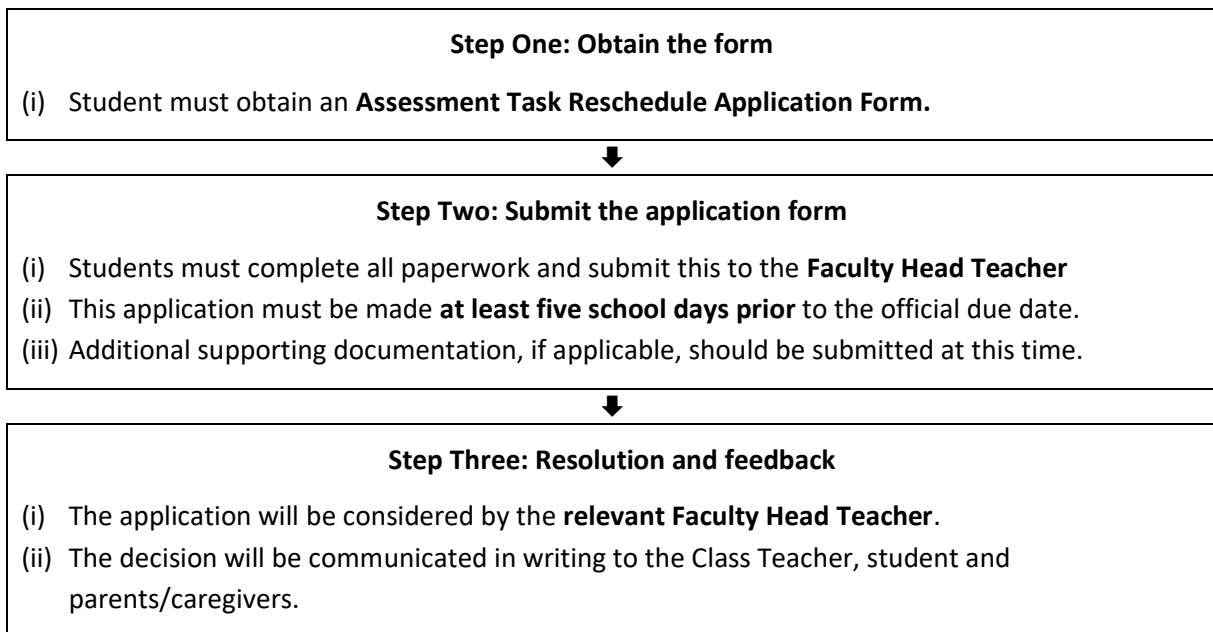
Nepean Creative and Performing Arts High School will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the school website, school office or teachers and must be returned to the Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Faculty Head Teacher.

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.



Nepean Creative & Performing Arts High School Assessment Task Reschedule Application Form

Section A (To be completed by the student)

Name of activity: Date:

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Name of activity: Date:

Venue: Organising Teacher:

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):
.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Class Teacher notified: Yes No

Comment:
.....
.....
.....

Faculty Head Teacher signature: Date:

Copy to: Parent, Student, Class Teacher, and Student File

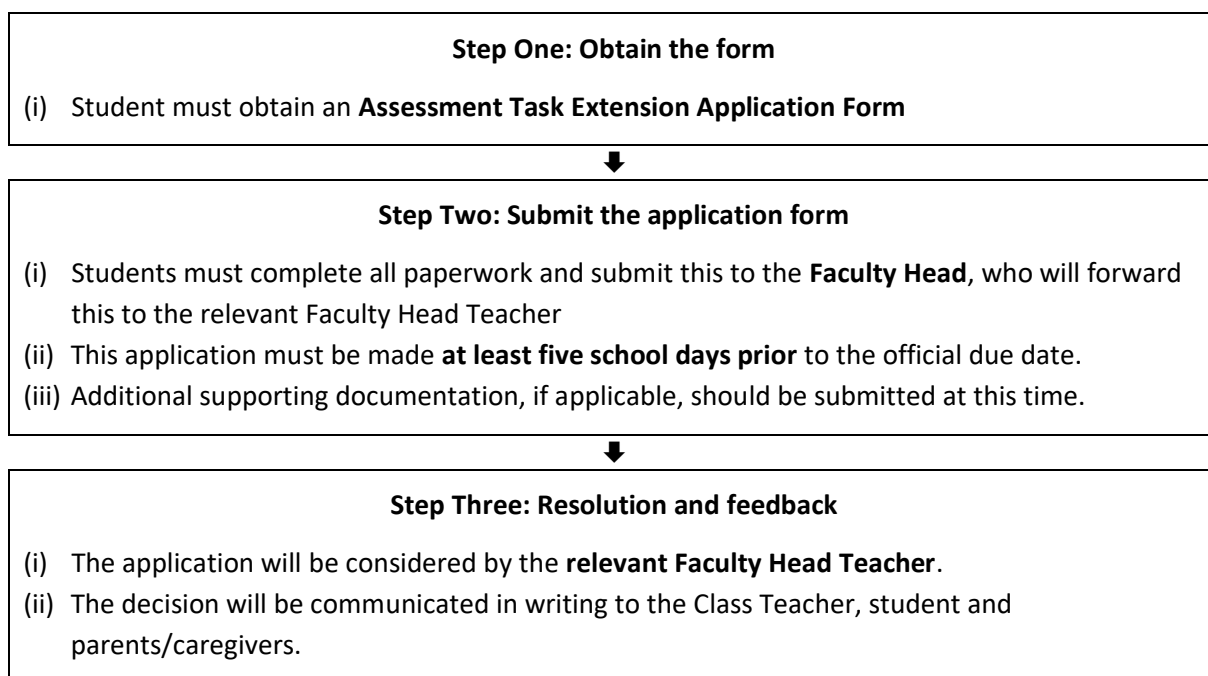
5. PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the school website or the Faculty Head Teacher and must be returned to the Faculty Head Teacher.

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not approved, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.



Nepean Creative & Performing Arts High School Assessment Task Extension Application Form

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Class Teacher notified: Yes No

Comment:

.....
.....
.....

Faculty Head Teacher signature: Date:

Copy to: Parent, Student, Class Teacher, and Student File

6. PROCEDURES FOR APPLYING FOR SPECIAL CONSIDERATION FOR ILLNESS / MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a 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.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for special considerations for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 4728 7200; or email: nepean-h.school@det.nsw.edu.au.
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is due by either phone: 02 4728 7200; or email: nepean-h.school@det.nsw.edu.au.
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Teams).
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) Leave the task and apply for illness or misadventure by immediately obtaining an **Application for Consideration for Illness / Misadventure Application Form** and seek medical assistance.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone: 02 4728 7200; or email: nepean-h.school@det.nsw.edu.au
- **Prior to their return to school**, the student must contact the **Head Teacher Administration** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Presiding Officer** at a time determined previously by the Head Teacher Administration.
- Students must obtain an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation, such as a medical certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 4728 7200; or email: nepean-h.school@det.nsw.edu.au
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an **Application for Consideration for Illness / Misadventure Application Form**.
- This form (and a medical certificate if applicable for the student concerned) needs to be returned to the relevant **Faculty Head Teacher within two school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an **Application for Consideration for Illness / Misadventure Application Form** and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. The medical certificate from the practitioner must be submitted to the school with the **Application for Consideration for Illness / Misadventure Application Form**.

The **Application for Consideration for Illness / Misadventure Application Form** is available on the school's website or from the Faculty Head Teacher.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

6.1 SUMMARY PROCEDURES FOR APPLYING FOR CONSIDERATION FOR ILLNESS / MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

Step One: Contact the school

- (i) Student or parent/caregiver **MUST** inform the school **on the day of the absence** by either phone: 02 4728 7200; or email: nepean-h.school@det.nsw.edu.au



Step Two: Obtain relevant documentation

- (i) Student must obtain an **Application for Consideration for Illness / Misadventure Application Form**.
- (ii) For illness, the student **MUST** obtain and provide a **Medical Certificate** and ensure it is completed by the medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to the either:
 - a) The **relevant Faculty Head Teacher** for missed in-school assessment tasks and hand-in assessment tasks; or,
 - b) The **Head Teacher Administration** for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment **on that day**.



Step Four: Submission, resolution and feedback

- (i) Submit the **Application for Consideration for Illness / Misadventure Application Form** and relevant documentation to the **relevant Head Teacher within two school days** of returning to school.
- (ii) The relevant Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Administration.

6.2 OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESA rules and procedures and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the **Head Teacher Administration within two school days of receiving the initial decision.**



Nepean Creative & Performing Arts High School

Illness-Misadventure Application Form

If illness or misadventure prevents a student from completing an **Assessment Task** on or before the due date the school must be advised immediately the situation is known (before the due date if possible) and submitted to the Head Teacher **on the day of returning to school**.

Section A *(To be completed by the student before completion by teachers)*

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: *(please circle)*

- | | | | | |
|--------------|--------------|---------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other <i>(please specify)</i> : | | |

Date school advised of misadventure: Person advised:

Student signature: Date:

Parent/caregiver signature: Date:

Please attach supporting documentation (e.g. Medical certificates, supporting statements, etc.)
*In case of an application on medical grounds a medical certificate **MUST** accompany the application.*

Section B *(To be completed by the class teacher **BEFORE** the application is submitted to Head Teacher)*

I recommend the misadventure be upheld

I recommend the misadventure not be upheld

Reason/s for this recommendation (attach extended statement or documentation as necessary):

Class teacher signature: Date:

Section C *(OFFICIAL USE ONLY: Decision of Head Teacher/Deputy Principal)*

Illness-Misadventure decision: Accepted / Rejected Extension of time granted until:

Student required to complete alternate task. Yes No

Zero mark to be awarded for late submission with task to be completed. Yes No

Task is a non-serious effort Yes No

Faculty Head Teacher signature: Date:

Deputy Principal signature: Date:

Copy to: Parent, Student, Class Teacher, and Student File

7. PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

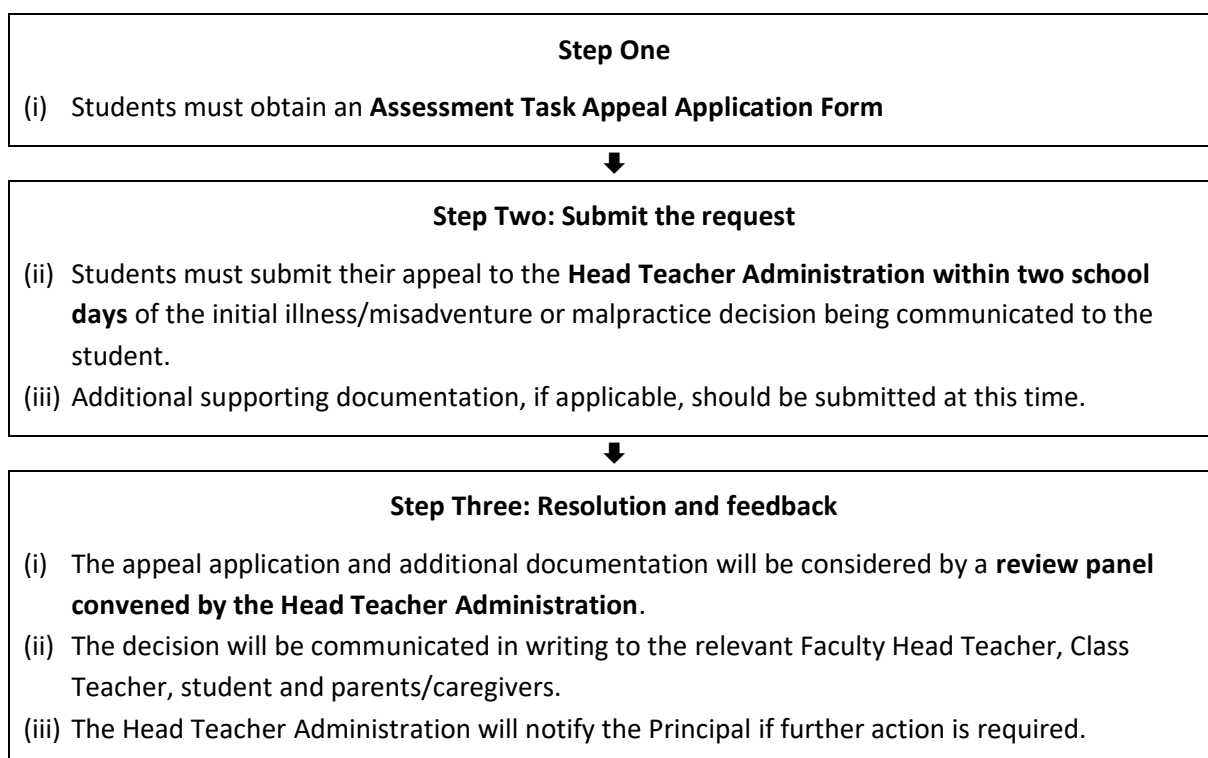
All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

7.1 TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION:



7.2 TO APPEAL AN ASSESSMENT TASK RESULT

Step One:

- (i) Students must obtain an **Assessment Task Appeal Application Form**



Step Two: Submit the request

- (ii) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Class Teacher, student and parents/caregivers.



Nepean Creative & Performing Arts High School

Assessment Task Appeal Application Form

Section A *(To be completed by the student)*

Nature of Appeal: *(please circle)*

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
------------------------	-------------------------------	----------------------

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: *(please circle)*

- | | | | | |
|--------------|--------------|---------------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other <i>(please specify)</i> : | | |

Section B *(To be completed by the student)*

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....

.....

.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C *(OFFICIAL USE ONLY: To be completed by relevant Head Teacher)*

Reviewer Name: Position:

Resolution decision: Accepted / Rejected

Comment:

.....

.....

.....

.....

.....

Reviewer signature: Date:

Copy to: Parent, Student, relevant Head Teacher / Class Teacher / Deputy Principal / Principal as required, Student File

8. FREQUENTLY ASKED QUESTIONS

1. When will assessment begin?

Nepean CAPA High School Assessment program commences at the beginning of Term 1 (2025).

2. How much notice will be given of each task?

With the exception of formal examinations you will be notified in writing typically **14 calendar days** prior to the due date of Assessment Tasks. The due date and information for all Assessment Tasks will be given to you on our Assessment Task Notice Cover Sheet which will be issued when you are notified of the task. Any variation to the published Assessment schedule must be made at least 14 days prior to the due date of the original task. Students are to sign a register kept by the teacher on receipt of the task notification and on submission of the task.

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

NESA expects students to have:

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

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school every day school is open for instruction, and attend all timetabled classes when at school.

4. What do I do when I am absent when an assessment is issued?

It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same applies if a student is absent when an Assessment Task is issued. Extensions will not be granted based on the task not being received through absence from class.

5. What happens if I am ill or unable to complete a task for some reason?

You will need to complete and submit the appropriate form referred to in this handbook within the timeframes given.

6. How do I manage major works?

Major works or projects require students to be actively working on them over the 120 hours of the Year 11 course. NESA and Vocational Education and Training (VET) rules stipulate that a student is expected to work on their major works and projects in front of their teachers, who must verify that the major work or project is the work of the student only. This work may include: process diaries; design portfolios; essay or story drafts; and /or work on the project or major work to be submitted to NESA for marking. Students who do not show adequate progress on their major works and projects will receive periodic N Award letters advising parents of their poor progress.

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

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

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

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

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

If malpractice is proven, a zero mark may be awarded. Where malpractice involves plagiarism, depending on the extent of the plagiarism, the teacher may only mark the sections that have not been plagiarised, or the student may be awarded a zero mark. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

10. What if I know in advance that I will be absent?

If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension or request to reschedule the task has been granted. This includes students who are involved in sporting events, excursions or work placement and elite representation.

11. What if I have been absent from school?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by: phone 4728 7200; or email Nepean-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a medical certificate must also be provided.

12. What happens if I hand in Assessment Tasks late?

Students submitting late work will receive a zero for that task.

13. What about students who change schools?

NESA will be notified as soon as possible of all HSC student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before 30th June in an HSC examination year, 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 30th June, 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 12, an assessment will be made for the repeated year only. No changes to the HSC entries will occur after 30th June in the HSC examination year, other than withdrawal from the course.

14. Can I get an extension for an assessment because of technical difficulties?

No, extensions will not be granted for technical difficulties including printer, computer or USB issues, misplaced assessment work, failure to upload an assessment to Teams or internet connectivity.

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

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

9. TIPS FOR BEING A SUCCESSFUL STUDENT

9.1 BE ORGANISED

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and being able to find things when you need them.

If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment.

Your school diary is a very useful resource that can help you get organised. Your diary has a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write.

Your weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks.

You should have separate exercise books for all subjects. You should use headings and subheadings for things you write and you should always date your work so it's easier to sequence.

9.2 PRIORITISE YOUR TIME AND WORK

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.

Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your **“To Do List”** will help you always feel in control and it will give you a sense of achievement. Your list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list.

Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

9.3 SET GOALS

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use your weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

9.4 GET THINGS DONE

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

10. NESA DIRECTIVE VERBS

Stage 6 subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

13. YEAR 11 ASSESSMENT CALENDAR 2025

TERM 1 2025	
1	
2	
3	
4	
5	
6	ANCIENT HISTORY TASK 1
7	HEALTH AND MOVEMENT SCIENCE TASK 1, MODERN HISTORY TASK 1
8	BUSINESS STUDIES TASK 1, ENGLISH ADVANCED TASK 1, ENGLISH STANDARD TASK 1, ENGLISH STUDIES TASK 1, INDUSTRIAL TECHNOLOGY TIMBER TASK 1
9	DRAMA TASK 1 (Weeks 9-11), FOOD TECHNOLOGY TASK 1, MUSIC 2 TASK 1, SLR TASK 1, MATHEMATICS ADVANCED TASK 1, MATHEMATICS STANDARD TASK 1, SOCIETY AND CULTURE TASK 1
10	BIOLOGY TASK 1, EARTH AND ENVIRONMENTAL SCIENCE TASK 1, EXPLORING EARLY CHILDHOOD TASK 1, MATHEMATICS EXTENSION 1 TASK 1, TEXTILES AND DESIGN TASK 1, WORK STUDIES TASK 1
11	ENGLISH EXTENSION 1 TASK 1, INVESTIGATING SCIENCE TASK 1, DANCE TASK 1, MUSIC 1 TASK 1

TERM 2 2025	
1	COMMUNITY AND FAMILY STUDIES TASK 1,
2	CERAMICS TASK 1, LEGAL STUDIES TASK 1, VISUAL ARTS TASK 1
3	
4	MODERN HISTORY TASK 2
5	VISUAL DESIGN TASK 1
6	INVESTIGATING SCIENCE TASK 2, MATHEMATICS ADVANCED TASK 2, MATHEMATICS STANDARD TASK 2, SLR TASK 2 (WEEK 6-8)
7	ENGLISH STUDIES TASK 2, EARTH AND ENVIRONMENTAL SCIENCE TASK 2, MUSIC 2 TASK 2
8	BIOLOGY TASK 2, DRAMA TASK 2 (Weeks 8-9), BIOLOGY TASK 2, INDUSTRIAL TECHNOLOGY TIMBER TASK 2, LEGAL STUDIES TASK 2, CERAMICS TASK 2, MATHEMATICS EXTENSION 1 TASK 2
9	ENGLISH ADVANCED TASK 2, ENGLISH STANDARD TASK 2, EXPLORING EARLY CHILDHOOD TASKM 2, FOOD TECHNOLOGY TASK 2, HEALTH AND MOVEMENT SCIENCE TASK 2, WORK STUDIES TASK 2
10	ANCIENT HISTORY TASK 2, COMMUNITY AND FAMILY STUDIES TASK 2, MUSIC 1 TASK 2, ENGLISH EXTENSION 1 TASK, DANCE TASK 2

TERM 3 2025	
1	
2	LEGAL STUDIES TASK 2, SOCIETY AND CULTURE TASK 2
3	
4	VISUAL ARTS TASK 2
5	BUSINESS STUDIES TASK 2
6	EXPLORING EARLY CHILDHOOD TASK 3, SLR TASK 3, TEXTILES AND DESIGN TASK 2, VISUAL DESIGN TASK 2
7	ASSESSMENT FREE WEEK
8	YEAR 11 EXAMINATIONS: BIOLOGY, BUSINESS STUDIES, COMMUNITY AND FAMILY STUDIES, DANCE WRITTEN AND PERFORMANCE, DRAMA PERFORMANCE, ENGLISH ADVANCED, ENGLISH STANDARD, EARTH AND ENVIRONMENTAL SCIENCE, FOOD TECHNOLOGY, HEALTH AND MOVEMENT SCIENCE, INDUSTRIAL TECHNOLOGY TIMBER, INVESTIGATING SCIENCE, LEGAL STUDIES, MATHEMATICS ADVANCED, MATHEMATICS STANDARD, MATHEMATICS EXTENSION 1, MODERN HISTORY, MUSIC 1, MUSIC 2, PDHPE, SOCIETY AND CULTURE, TEXTILES AND DESIGN, VISUAL ARTS. VET SUBJECTS – refer schedules
9	
10	ANCIENT HISTORY TASK 3, ENGLISH STUDIES TASK 3, ENGLISH EXTENSION 1 TASK 3, VISUAL DESIGN TASK 3, WORK STUDIES TASK 3, CERAMICS TASK 3

14. YEAR 11 COURSE ASSESSMENT SCHEDULES

ANCIENT HISTORY

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Source Analysis	Term 1 Week 6 2025	AH11-4 AH11-6 AH11-7 AH11-9	30%	10%	5%	10%	5%
Task 2 In class Examination	Term 2 Week 10 2025	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	40%	20%	10%		10%
Task 3 Historical Investigation	Term 3 Week 10 2025	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	30%	10%	5%	10%	5%
Total:			100%	40%	20%	20%	20%

BIOLOGY

Course Outcomes:

Skills:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding:

- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Skills in working scientifically	Knowledge and understanding of course content
Task 1 Depth Study Scientific Report	Term 1 Week 10	BIO11-1 BIO11-2 BIO11-3 BIO11-7 BIO11-8	30%	20%	10%
Task 2 Module Review Task- Module 2 & 3	Term 2 Week 8	BIO11-4 BIO11-5 BIO11-9 BIO11-10	30%	20%	10%
Task 3 Yearly Examination	Term 3 Week 8-9	BIO11-5 BIO11-6 BIO11-8 BIO11-9 BIO11-10 BIO11-11	40%	20%	20%
Total:			100%	60%	40%

BUSINESS STUDIES

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues	Knowledge and understanding of course content
Task 1 Nature of a business Extended Response	Term 1 Week 8 2025	P1 P2 P7 P9	35%		10%	5%	20%
Task 2 Case Study Investigation	Term 3 Week 5 2025	P4 P5 P8 P9	35%	10%	10%	5%	10%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All Outcomes	30%	10%		10%	10%
Total:			100%	20%	20%	20%	40%

CERAMICS

Course Outcomes:

Making:

- M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice.
- M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works.
- M3: investigates different points of view in the making of ceramic works.
- M4: explores ways of generating ideas as representations in the making of ceramic works.
- M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works.
- M6: takes into account issues of occupational health and safety in their practice.

Critical and Historical Studies:

- CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices.
- CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations.
- CH3: distinguishes between different points of view in their critical and historical studies.
- CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics.
- CH5: recognises how ceramic works are used in various fields of cultural production.

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Making	Critical and Historical Ceramic Studies
Task 1 Submission of Ceramic work and VAD	Term 2 Week 2 2025	M1 M2 M3 M4 M5 M6	30%	30%	
Task 2 Ceramic Case Study Critical and Historical Studies in Ceramics	Term 2 Week 8 2025	CH1 CH2 CH3 CH4 CH5	30%		30%
Task 3 Submission of Ceramic work and VAD	Term 3 Week 10 2025	M1 M2 M3 M4 M5 M6	40%	40%	
Total:			100%	70%	30%

COMMUNITY AND FAMILY STUDIES

Course Outcomes:

- P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making

Task Description	Due Date	Outcome (Syllabus)	Weighting	Course component	
				Knowledge and Understanding of course content	Critical Thinking, Research Methodology, Analysing and Communicating
Task 1 Research Methodology Research Task	Term 2 Week 1 2025	P 4.1 P 4.2	25%	5%	20%
Task 2 Individuals and Groups / Families and Communities Literature Review/Case Study	Term 2 Week 10 2025	P 1.1 P 1.2 P 2.2 P 3.1 P 5.1	35%	15%	20%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All outcomes	40%	20%	20%
Total:			100%	40%	60%

PRELIMINARY DANCE

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component		
				Performance	Composition	Appreciation
Task 1 - Performance Performance focused on Dance Technique and Performance Quality, process diary record of performance development with safe dance practice.	Term 1, Week 11	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	30%	30		
Task 2 - Composition & Appreciation Presentation of Core Composition with rationale and interview. Process diary including analysis Australian choreographer and one seminal work.	Term 2, Week 10	P1.2, P1.4, P3.1, P3.2, P3.4, P3.5, P4.1, P4.2, P4.3	30%		10	20
Task 3 - Yearly Examination Major Composition (live or film) including rationale and interview. Performance including analysis and reflection. Written Core Appreciation Examination	Term 3, Week 9-10	P1.1, P1.3, P3.3, P3.4, P3.5, P3.6, P3.7, P4.2, P4.4	40%	10	20	10
Total:			100%	40%	30%	30%

DRAMA

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component		
				Making	Performing	Critically Studying
Task 1 Class Production, Portfolio and Essay	Term 1 Week 9-11 2025	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P3.1	40%	10%	20%	10%
Task 2 Group Performance and Logbook	Term 2 Week 8-9 2025	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, 1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1	30%	10%	10%	10%
Task 3 Individual Project and Logbook	Term 3 Week 9 2025	P1.4, P1.5, P1.8, P2.2, P3.1, P3.2, P3.3	30%	20%		10%
Total			100%	40%	30%	30%

EARTH AND ENVIRONMENTAL SCIENCE

Course Outcomes:

Skills:

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding:

- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Skills in working scientifically	Knowledge and understanding of course content
Task 1 Skills Task	Term 1 Week 10 2025	EES11-3 EES11-4 EES11-5 EES11-6 EES11-8	40%	25%	15%
Task 2 Depth Study	Term 2 Week 7 2025	EES11-1 EES11-2 EES11-4 EES11-7 EES11-11	30%	25%	5%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	EES11-5 EES11-6 EES11-7 EES11-8 EES11-9 EES11-10 EES11-11	30%	10%	20%
Total:			100%	60%	40%

ENGLISH ADVANCED

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Task 1 Imaginative text with Reflection (Reading to Write)	Term 1 Week 8 2025	EA11-1 EA11-5 EA11-6 EA11-9	40%	20%	20%
Task 2 Multimodal presentation (Narratives that Shape our World)	Term 2 Week 9 2025	EA11-2 EA11-6 EA11-7	30%	20%	10%
Task 3 Yearly Examination (Critical Study of Text)	Term 3 Week 8 2025	EA11-3 EA11-4 EA11-8	30%	10%	20%
Total:			100%	50%	50%

ENGLISH STANDARD

Course Outcomes:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
Imaginative text with Reflection (Reading to Write)	Term 1 Week 8 2025	EN11-1 EN11-5 EN11-6 EN11-9	40%	20%	20%
Multimodal presentation (Contemporary Possibilities)	Term 2 Week 9 2025	EN11-2 EN11-6 EN11-7	30%	20%	10%
Yearly Examination (Close Study of Text)	Term 3 Week 8-9 2025	EN11-3 EN11-4 EN11-8	30%	10%	20%
Total:			100%	50%	50%

ENGLISH STUDIES ATAR

Course Outcomes:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in: Comprehending Texts; Communicating Ideas; Using language accurately, appropriately and effectively
Written Pieces in response to the unit (Mandatory Module – Achieving through English)	Term 1 Week 8 2025	ES11-1 ES11-4 ES11-10	40%	20%	20%
Multimodal presentation	Term 2 Week 7 2025	ES11-1 ES11-2 ES11-6 ES11-9	30%	15%	15%
Collection of Classwork	Term 3 Week 10 2025	ES11-3 ES11-5 ES11-7 ES11-8	30%	15%	15%
Total:			100%	50%	50%

ENGLISH STUDIES NON- ATAR

Course Outcomes:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of course content	Skills in: Comprehending Texts; Communicating Ideas; Using language accurately, appropriately and effectively
Collection of Written Pieces (Mandatory Module – Achieving through English)	Term 1 Week 8 2025	ES11-1 ES11-4 ES11-10	40%	20%	20%
Multimodal presentation	Term 2 Week 7 2025	ES11-1 ES11-2 ES11-6 ES11-9	30%	15%	15%
Collection of Classwork	Term 3 Week 10 2025	ES11-3 ES11-5 ES11-7 ES11-8	30%	15%	15%
Total:			100%	50%	50%

EXTENSION 1 ENGLISH

Course 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
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new 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
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
Imaginative Response	Term 1 Week 11 2025	EE11-2 EE11-3 EE11-5	40%	20%	20%
Analytical Essay	Term 2 Weeks 10 2025	EE11-2 EE11-3	30%	15%	15%
Multimodal Presentation	Term 3 Week 10 2025	EE11-1 EE11-4 EE11-5 EE11-6	30%	15%	15%
Total:			100%	50%	50%

EXPLORING EARLY CHILDHOOD

Course Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
Task 1 Pregnancy and Childhood Research Task	Term 1 Week 10 2025	1.1, 1.4, 2.1, 2.5, 5.1, 6.1, 6.2	30%	30%	0%
Task 2 Child growth and Development Research Task	Term 2 Weeks 9 2025	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	30%	10%	20%
Task 3 Food and Nutrition Practical and Theoretical Task	Term 3 Week 6 2025	1.3, 1.4, 1.5, 6.1, 6.2	40%	10%	30%
Total:			100%	50%	50%

FOOD TECHNOLOGY

Course Outcomes:

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component		
				Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts
Task 1 Food Availability and Selection	Term 1 Week 9 2025	P1.1 P1.2 P4.2 P4.1 P4.3	30%	10%	10%	10%
Task 2 Food Quality	Term 2 Week 9 2025	P2.2 P4.1 P3.2 P4.4 P5.1	30%	10%	10%	10%
Task 3 Yearly Examination Nutrition	Term 3 Week 8-9 2025	P1.1 P1.2 P2.1 P2.2 P3.1	40%	20%	10%	10%
Total:			100%	40%	30%	30%

HEALTH AND MOVEMENT SCIENCE

Course Outcomes:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and Understanding of course content	Skills in critical thinking, research, analysis and communicating
Task 1 The Body and Mind in Motion Depth Study	Term 1 Week 7 2025	HMS11-2, HMS11-8, HMS11-9, HMS11-10	30%	10%	20%
Task 2 Collaborative Investigation Task	Term 2 Week 9 2025	HMS11-2, HMS11-3, HMS11-5, HMS11-6, HMS11-7	30%	10%	20%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All outcomes	40%	20%	20%
Total:			100%	40%	60%

INDUSTRIAL TECHNOLOGY TIMBER

Course Outcomes:

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses appropriate 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 evaluates the impact of the 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects
Task 1 Portfolio and Practical Task	Term 1 Week 8 2025	P3.1, P3.2, P3.3, P4.3, P5.2, P6.1	40%	15%	25%
Task 2 Practical Skills Project	Term 2 Week 8 2025	P2.1, P2.2, P4.1, P4.2, P6.2	30%	15%	15%
Task 3 Yearly Exam	Term 3 Week 6 2025	P1.1, P1.2, P5.1, P7.1, P7.2	30%	15%	15%
Total:			100%	45%	55%

INVESTIGATING SCIENCE

Course Outcomes:

Skills:

- 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

Knowledge and Understanding:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Skills in working scientifically	Knowledge and understanding of course content
Task 1 Practical Investigation	Term 1 Week 11 2025	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-8	30%	20%	10%
Task 2 Article & Presentation	Term 2 Week 6 2025	INS11-5 INS11-6 INS11-7 INS11-10	40%	20%	20%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 INS11-11	30%	20%	10%
Total:			100%	60%	40%

LEGAL STUDIES

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms
Task 1 The Legal System Task	Term 2 Week 2 2025	P4, P7, P8, P10	30%	10%	5%	10%	5%
Task 2 The Individual and the Law Task	Term 3 Week 2 2025	P2, P5, P6, P9,	40%	10%	10%	10%	10%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All Outcomes	30%	20%	5%		5%
Total:			100%	40%	20%	20%	20%

MATHEMATICS ADVANCED

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Understanding, fluency and communication	Problem-solving, reasoning and justification
Task 1 In-Class Test	Term 1 Week 9 2025	MA11-1 MA11-6 MA11-8 MA11-9	30%	15%	15%
Task 2 In-Class Test	Term 2 Week 6 2025	MA11-1 MA11-2 MA11-3 MA11-6 MA11-8 MA11-9	30%	15%	15%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All	40%	20%	20%
Total:			100%	50%	50%

MATHEMATICS STANDARD

Course Outcomes:

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

Students studying Mathematics Standard need to be aware that in the HSC course, students will have an opportunity to elect to study either the Mathematics Standard 1 or the Mathematics Standard 2 course. The Mathematics Standard 2 course is more rigorous than the Standard 1 course.

Towards the end of Term 3, 2025, the Head Teacher Mathematics will interview students whose performance indicates that Mathematics Standard 1 is more appropriate for their learning needs.

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Understanding, fluency and communication	Problem-solving, reasoning and justification
Task 1 In-Class Test	Term 1 Week 9 2025	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	30%	15%	15%
Task 2 Assignment	Term 2 Week 6 2025	MS11-2 MS11-7 MS11-9 MS11-10	30%	15%	15%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All	40%	20%	20%
Total:			100%	50%	50%

MATHEMATICS EXTENSION 1

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Understanding, fluency and communication	Problem-solving, reasoning and justification
Task 1 Test	Term 1 Week 10 2025	ME11-2 ME11-5 ME11-6 ME11-7	30%	15%	15%
Task 2 Assignment	Term 2 Week 8 2025	ME11-1 ME11-2 ME11-6 ME11-7	30%	15%	15%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All	40%	20%	20%
Total:			100%	50%	50%

MODERN HISTORY

Course Outcomes:

Knowledge and Understanding:

- 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

Skills:

- 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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component			
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
Task 1 Case Study #1 Source investigation and response	Term 1 Week 7 2025	MH11-3 MH11-7 MH11-9	30%	10%		10%	10%
Task 2 Historical Investigation	Term 2 Week 4 2025	MH11-4 MH11-5 MH11-6 MH11-8 MH11-9 MH11-10	30%	10%	5%	10%	5%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	40%	20%	15%		5%
Total:			100%	40%	20%	20%	20%

MUSIC 1

Course Outcomes:

Through activities in performance, composition, musicology and aural a student:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Performance	Composition	Musicology	Aural
Task 1 Viva Voce/Presentation	Term 1 Week 11 2025	P2, P4, P5, P6, P8	25%			25%	
Task 2 Composition and Aural Task	Term 2 Week 10 2025	P2, P3, P4, P6, P7, P8, P10	35%		25%		10%
Task 3 Performance and Aural	Term 3 Week 8-9 2025	P1, P2, P5, P6, P8	40%	25%			15%
Total:			100%	25%	25%	25%	25%

MUSIC 2

Course Outcomes:

Through activities in performance, composition, musicology and aural a student:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components			
				Performance	Composition	Musicology	Aural
Task 1 Musicology and Aural Skills	Term 1 Week 9 2025	P2, P5, P6, P7	25%			15%	10%
Task 2 Performance with Background Research	Term 2 Week 7 2025	P3, P4, P5, P6, P7, P8, P9	35%	25%		10%	
Task 3 Composition Portfolio and Aural Analysis	Term 3 Week 8-9 2025	P2, P3, P4, P5, P7	40%		25%		15%
Total:			100%	25%	25%	25%	25%

SOCIETY AND CULTURE

Course Outcomes:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 Identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component		
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms
Task 1 Personal and Social Identity Research Report	Term 1 Week 9 2025	P1, P3, P5, P6, P7, P10	30%	15%	10%	5%
Task 2 Intercultural Communication Media Report	Term 3 Week 2 2025	P1, P3, P4, P5, P6, P7, P8, P10	40%	10%	20%	10%
Task 3 Yearly Examination	Term 3 Week 8-9 2025	All outcomes	30%	25%		5%
Total:			100%	50%	30%	20%

SPORT, LIFESTYLE AND RECREATION – NON ATAR

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 1.7 explains the principles of skill development and training
- 2.1 analyses the fitness requirements of specific activities
- 2.2 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.3 describes how societal influences impact on the nature of sport in Australia
- 2.4 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding	Skills
Task 1 Athletics Carnival Administration Task	Term 1 Week 9 2025	1.1 1.3 1.6 3.6	25%	10%	15%
Task 2 Coaching Session Development/ Application	Term 2 Weeks 6-8 2025	1.1 1.3 2.1 3.2 4.2	35%	25%	10%
Task 3 First Aid And Practical application	Term 3 Weeks 6 2025	3.6 4.5	40%	15%	25%
Total:			100%	50%	50%

TEXTILES AND DESIGN

Course Outcomes:

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

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Component	
				Knowledge and understanding	Skills
Task 1 Elements and Principles of Design Case Study investigation	Term 1 Week 10 2025	P1.1, P1.2, P2.1	25%	15%	10%
Task 2 Folio and Practical Task	Term 3 Week 6 2025	P1.1, P1.2, P2.2, P3.1, P3.2, P4.1	40%	10%	30%
Task 3 Yearly Examination	Term 3 Weeks 8-9 2025	All preliminary outcomes	35%	25%	10%
Total:			100%	50%	50%

VISUAL ARTS

Course Outcomes:

Artmaking:

- P1 explores the conventions of practice in artmaking.
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience.
- P3 identifies the frames as the basis of understanding expressive representation through the making of art.
- P4 investigates subject matter and forms as representations in art making.
- P5 investigates ways of developing coherence and layers of meaning in the making of art.
- P6 explores a range of material techniques in ways that support artistic intentions.

Art Criticism and Art History:

- P7 explores the conventions of practice in art criticism and art history.
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Artmaking	Art criticism and art history
Task 1 Portfolio of Experimental Works Submission of 5-10 exploratory artworks, VAPD	Term 2 Week 2 2025	P1, P3, P4, P5, P6	20%	20%	
Task 2 Exploring Representation submitted artworks, VAPD, annotated account	Term 3 Week 4 2025	P1, P2, P3, P4, P7, P10	40%	30%	10%
Task 3 Yearly Examination Art Criticism and Art History	Term 3 Week 8-9 2025	P8, P9, P10	40%		40%
Total:			100%	50%	50%

VISUAL DESIGN

Course Outcomes:

Designing and making:

DM1 **generates** a characteristic style that is increasingly self-reflective in their design practice

DM2 **explores** concepts of artist/designer, kinds of designed works, and interpretations of the world and audience/consumer response in their making of designed works

DM3 **investigates** different points of view in the making of designed works

DM4 **generates** images and ideas as representations/ simulations

DM5 **develops** different techniques suited to artistic and design intentions in the making of a range of works

DM6 **takes** into account issues of Work Health and Safety in the making of a range of works

Critical and Historical Studies:

CH1 **generates** in their critical and historical practice ways to interpret and explain design

CH2 **investigates** the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 **distinguishes** between different points of view, using frames in their critical and historical investigations

CH4 **explores** ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Task Description	Due date	Outcomes	Weighting	Course Components	
				Designing and Making	Critical and Historical Studies
Task1 D1: Graphic Design: Publications and Information, Design Journal Design Making: Critical and Historical Study	Term 2 Week 5 2025	DM1, DM2 DM3, DM4, DM5 CH1, CH2, CH3, CH4	40%	30%	10%
Task 2 WD2: Jewellery and Accessories, Design Journal	Term 3 Week 6 2025	DM1, DM2, DM3, DM4, DM5	30%	30%	
Task 3 IED2: Stage Sets and Props, Design Journal Critical and Historical Studies: Unseen Design Experience	Term 3 Week 10 2025	DM1, DM2, DM3, DM4, DM5, CH1, CH2, CH3, CH4	30%	10%	20%
Total:			100%	70%	30%

WORK STUDIES

Course Outcomes:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Task Description	Due Date	Outcomes (Syllabus)	Weighting	Course Components	
				Skills	Knowledge and Understanding
Task 1 Core – My working life	Week 10 Term 1 2025	2, 5	35%	25%	10%
Task 2 Personal Portfolio	Week 9 Term 2 2025	3, 4, 7	35%	25%	10%
Task 3 Work Experience Journal	Week 10 Term 3 202	1, 2, 6	30%	20%	10%
Total:			100%	70%	30%

ASSESSMENT FOR VOCATIONAL EDUCATION AND TRAINING (VET) HSC COURSES

- Assistant Dance Teaching, Construction, Entertainment Industry, Fitness, Hospitality, Information and Digital Technology, Music Industry, Primary Industries

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination.

IMPORTANT: VET courses are categorised as Category B courses and only 1 Category B course to the value of 2 units may be included in the calculation for the ATAR.

Assessment for AQF Certification is competency based. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

Competency Record

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

HSC Examination

The HSC Exam is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR), students will sit an external exam. The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Year 11 or HSC year will render the student ineligible for the award of a Year 11 and HSC credential. If a student exits the course at the end of the Year 11 year they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

*Assessment schedules for courses offered outside of Nepean CAPAHS will be supplied by schools offering those courses.



School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30320 Certificate III in Assistant Dance Teaching		Task 1 – Plan a career	Task 2 – The moving body	Task 3 – The safe workplace
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week - 8	Week - 10
		Term	Term - 2	Term - 3
		Date POST WPL	Date - 20 June	Date - 26 Sept
Code	Unit of Competency			
CUAIND314	Plan a career in the creative arts industry	Post WPL		
CUADTM421	Teach basic dance technique		X	
CUAWHS413	Incorporate anatomy principles into skill development		X	
BSBWHS211	Contribute to health and safety of self and others			X
CHCLEG003	Manage legal and ethical compliance			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30320 Certificate III in Assistant Dance Teaching.

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

School Name: Nepean Creative & Performing Arts High School

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week - 11 Term - 1 Date - 11 April	Week - 10 Term - 2 Date - 4 July	Week - 11 Term - 1 Date - 11 April	Week - 10 Term - 2 Date - 4 July
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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

School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Code	Unit of Competency	HSC Examinable	Week Term Date PRIOR TO WPL	Week Term Date POST WPL	Week - 4 Term - 2 Date - 23 May	Week - 10 Term - 3 Date - 26 SEPT
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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

School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 1 The fitness Industry	Task 2 Safety in fitness facilities
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week - 6 Term - 1 Date - 7 MARCH	Week - 10 Term - 2 Date - 4 JULY
Code	Unit of Competency		
BSBPEF301	Organise personal work priorities	X	
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISXFAC002	Maintain sport, fitness and recreation facilities		X
HLTWHS001	Participate in workplace health and safety		X

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

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

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



School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week - 10	Week - 5
			Term - 2	Term - 3
Code	Unit of Competency	HSC Examinable	Date - 4 JULY	Date - 22 AUGUST
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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



School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology			Task 1 Safe digital work	Task 2 Team web
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week - 1	Week - 2
			Term - 2	Term - 3
Code	Unit Name	HSC Examinable	Date - 2 MAY	Date - 1 AUGUST
BSBWHS311	Assist with maintaining workplace safety	✓	X	
ICTWEB305	Produce digital images for the web		X	
BSBXTW301	Work in a team	✓		X
ICTWEB304	Build simple web pages			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

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

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



School Name: Nepean Creative & Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30920 Certificate III in Music		Task 1 – Plan a career	Task 2 – Work in music	Task 3 – Play music
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week - 11	Week - 10
		Term	Term - 1	Term - 3
		Date - ANYTIME	Date - 11 APRIL	Date - 26 SEPT
Code	Unit Name			
CUAIND314	Plan a career in the creative arts industry	X		
CUACMP311	Implement copyright arrangements		X	
CUAIND313	Work effectively in the Music industry		X	
CUAMPF313	Contribute to backup accompaniment as part of a group			X
CUAMPF312	Prepare for musical performances			X
CUASOU331	Undertake live audio operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30920 Certificate III in Music.

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



School Name: Nepean Creative & Performing Arts High School

Blended – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Choose - Care for Livestock or Treat Plants
Code	Unit of Competency	HSC Examinable	Week - 6 Term - 1 Date - 7 MARCH	Week - 11 Term - 1 Date - 11 APRIL	Week - 11 Term - 1 Date - 11 APRIL	Week - 10 Term - 2 Date - 4 JULY	Week - 10 Term - 3 Date - 26 SEPT	Week - 10 Term - 3 Date - 26 SEPT
AHCWHS202	Participate in workplace health and safety processes	√	X					
AHCMOM202	Operate tractors			X				
AHCMOM304	Operate machinery and equipment			X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				X			
AHCWRK212	Work effectively in industry	√				X		
AHCWRK213	Participate in workplace communications					X		
AHCLSK205	Handle livestock using basic techniques						X	
AHCLSK204	Carry out regular livestock observation						X	
AHCLSK202	Care for health and welfare of livestock	√						X
AHCPMG202	Treat plants, pests, diseases and disorders	√						X

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

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



*Creative and
Performing Arts*