



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

**Year 11 & 12 2025**

## **Compressed Assessment Guidelines**

**Our school stands proudly on Bundjalung land**

2-40 Chickiba Drive, East Ballina NSW 2478 **T** 02 6681 0300 **F** 02 6681 0499

**E** [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au) **W** [sthcrossc-d.schools.nsw.gov.au](http://sthcrossc-d.schools.nsw.gov.au)

This booklet contains essential information for students in Higher School Certificate Courses 2025- 2026:

Assessment requirements

Assessment policies and procedures

Assessment schedules

Assessment forms

Please note:

Email the completed return slip (on page 3) to Southern Cross School of Distance Education email

## Southern Cross School of Distance Education

Address 2-40 Chickiba Drive East Ballina NSW 2478

Phone 02 6681 0300

Website <https://sthcrossc-d.schools.nsw.gov.au/>

Email [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au)

# Return Slip –

To be returned after reading the booklet

Student Name: .....

I have read the explanations of my responsibilities and the general school procedures relating to the Higher School Certificate Assessment.

Student Signature: .....

Date: .....

School Name: *(for Single Course students)*.....

I have read the explanations of my responsibilities and the general school procedures relating to the Higher School Certificate Assessment.

Supervisors Signature: .....

Date: .....

Please complete this slip and return immediately via email to [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au)

Blank Page

## Contents

<b>Return Slip</b> .....	<b>3</b>
<b>NSW Education Standards Authority (NESA) Requirements</b> .....	<b>6</b>
Satisfactory completion of Higher School Certificate courses (HSC) .....	6
<b>School-based assessment</b> .....	<b>6</b>
<b>Year 11 and 12 course assessment overview</b> .....	<b>7</b>
Schools with single course students accessing Distance Education .....	7
Midyear enrolments .....	7
Requirements for the award of Year 12 .....	8
Communicating school policy and procedures regarding assessment .....	8
Your responsibilities as a student of SCSODE .....	9
Your responsibilities as a supervisor of a student enrolled at SCSODE .....	9
Responsibility of the teacher .....	10
HSC Minimum Standards .....	11
Honesty in assessment tasks .....	12
All My Own Work .....	12
Disability provisions .....	13
CHAT GPT and artificial intelligence models .....	14
<b>School Based Assessment and Exam Requirements</b> .....	<b>15</b>
Assessment tasks .....	15
Year 11 .....	15
Year 12 .....	15
Year 11 Grades for the RoSA .....	15
Examinations and tasks completed under exam conditions .....	16
Timing and notification of assessment tasks .....	17
Number of assessment tasks .....	18
Reporting .....	18
Changes to course assessment schedules .....	19
Notification of receipt .....	19
Mode of submission and due date of assessment task .....	19
Procedure for marking .....	19
Marks submitted to NESA .....	20
Recording student performance .....	22
Feedback to students .....	22
School based examination timetable .....	22
Submission of drafts .....	22
Late submission of a task .....	22
<b>Assessment reviews and appeals</b> .....	<b>23</b>
Keeping copies of assessment tasks .....	23
Assessment review panel .....	23
Invalid assessment task .....	23
Absence from assessment task .....	23
Malpractice .....	24
Consequences of malpractice .....	24
Malpractice appeals .....	25
Non serious attempt .....	25
Non completion of assessment task .....	26
Appeals against assessment task determination .....	26
Illness/Misadventure – school based tasks .....	26
Illness and Misadventure - HSC exams .....	28
Declined Illness/Misadventure appeals .....	29
Official Notification of 'N' Determination .....	29

N- Determination and appeals .....	29
Example of assessment task planner.....	31
Contacts for assessment advice .....	33
<b>Assessment Schedules .....</b>	<b>34</b>
<b>Board Developed Courses .....</b>	<b>35</b>
Aboriginal Studies Year 11 Compressed .....	35
Aboriginal Studies Year 12 Compressed .....	36
Ancient History Year 11 Compressed .....	37
Ancient History Year 12 Compressed .....	38
Biology Year 11 Compressed .....	39
Biology Year 12 Compressed .....	40
Business Studies Year 11 Compressed.....	41
Business Studies Year 12 Compressed.....	42
Chemistry Year 11 Compressed .....	43
Chemistry Year 12 Compressed .....	44
Community and Family Studies Year 11 Compressed .....	45
Community and Family Studies Year 12 Compressed .....	46
Design and Technology Year 11 Compressed .....	47
Design and Technology Year 12 Compressed .....	48
Earth and Environmental Science Year 11 Compressed.....	49
Earth and Environmental Science Year 12 Compressed.....	50
Economics Year 11 Compressed.....	51
Economics Year 12 Compressed.....	52
Engineering Studies Year 11 Compressed .....	53
Engineering Studies Year 12 Compressed .....	54
English Extension 1 Year 11 Compressed .....	55
English Extension 1 Year 12 Compressed .....	56
Food Technology Year 11 Compressed.....	57
Food Technology Year 12 Compressed.....	58
German Beginners Year 11 Compressed .....	59
German Beginners Year 12 Compressed .....	60
German Continuers Year 11 Compressed .....	61
German Continuers Year 12 Compressed .....	62
Industrial Technology – Graphics Technologies Year 11 Compressed .....	63
Industrial Technology – Graphics Technologies Year 12 Compressed .....	64
Industrial Technology – Multimedia Technologies Year 11 Compressed .....	65
Industrial Technology – Multimedia Technologies year 12 Compressed .....	66
Legal Studies Year 11 Compressed.....	67
Legal Studies Year 12 Compressed.....	68
Mathematics Standard Year 11 Compressed.....	69
Mathematics Standard 1 Year 12 Compressed.....	70
Mathematics Standard 2 Year 12 Compressed.....	71
Mathematics Advanced Year 11 Compressed .....	72
Mathematics Advanced Year 12 Compressed .....	73
Mathematics Extension 1 Year 11 Compressed.....	74
Mathematics Extension 1 Year 12 Compressed.....	75
Modern History Year 11 Compressed .....	76
Modern History Year 12 Compressed .....	77
Music 1 Year 11 Compressed.....	78
Music 1 Year 12 Compressed.....	79
Personal Development Health and Physical Education Year 11 Compressed .....	80
Personal Development Health and Physical Education Year 12 Compressed .....	81
Physics Year 11 Compressed.....	82
Physics Year 12 Compressed.....	83
Society and Culture Year 11 Compressed .....	84

Society and Culture year 12 Compressed .....	85
Spanish Beginners Year 11 Compressed .....	86
Spanish Beginners Year 12 Compressed .....	87
Textiles and Design Year 11 Compressed .....	88
Textiles and Design Year 12 Compressed .....	89
Visual Arts Year 11 Compressed .....	90
Visual Arts Year 12 Compressed .....	91
<b>Board Developed Courses (VET) with mandatory work placement.....</b>	<b>92</b>
Business Services Qualification: BSB30120 Certificate III in Business .....	59
Business Services Qualification: BSB30120 Certificate III in Business .....	60
Business Services Qualification: BSB30120 Certificate III in Business .....	61
Business Services Qualification: BSB30120 Certificate III in Business .....	62
Course: Hospitality (2 unit x 1 year) .....	64
Course: Hospitality (2 unit x 2 year) .....	65
Course: Hospitality (4 unit x 1 year) .....	66
Course: Retail Services (2 unit x 1 year) .....	68
Course: Retail Services (2 unit x 2 year) .....	69
Course: Retail Services (4 unit x 1 year) .....	70
Course: Retail Services (4 unit x 1 year) .....	71
<b>Board Endorsed Courses .....</b>	<b>72</b>
Exploring Early Childhood Year 11 Compressed .....	72
Exploring Early Childhood Year 12 Compressed .....	73
Marine Studies 2 Unit Year 11 Compressed .....	74
Marine Studies 2 Unit Year 12 Compressed .....	75
Photography Video & Digital Imaging 240 hours Year 11 Compressed.....	76
Photography Video & Digital Imaging 240 hours Year 12 Compressed.....	77
Sport Lifestyle and Recreation Year 11 Compressed.....	78
Sport Lifestyle and Recreation Year 12 Compressed.....	80
Visual Design 2 unit 240 hours Year 11 Compressed .....	82
Visual Design 2 unit 240 hours Year 12 Compressed .....	83
<b>FORMS .....</b>	<b>85</b>
Application for Illness/Misadventure.....	86
Appeal – Student Form.....	87
Appeal – Supervisor’s statement .....	88
Higher School Certificate ‘N’ Determination - Student Appeal Form.....	89
Student statement in support of ‘N’ determination appeal .....	86
<b>Flow charts - .....</b>	<b>88</b>
Appendix 1 Malpractice flow chart .....	88
Appendix 2 - Illness/Misadventure flow chart .....	89
Appendix 3 – Assessment task result appeal flow chart.....	90
<b>Example of official notification .....</b>	<b>91</b>
<b>Abbreviations used in this document .....</b>	<b>92</b>
<b>A Glossary of Key Words .....</b>	<b>92</b>

# NSW Education Standards Authority (NESA) Requirements

## Satisfactory completion of Higher School Certificate courses (HSC)

- Students are required to meet course completion criteria as well as assessment completion criteria.
- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - a) followed the course developed or endorsed by NESA; 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.

(Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESA requirements.)

- Students are expected to complete all tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.

Students **must** complete assessment tasks that contribute more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet minimum assessment requirements.

- Students and supervisors are directed to the NSW Education Standards Authority (NESA) website for further information. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## School-based assessment

### NESA developed courses (also called Board Developed Courses)

Year 12 students complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.

### VET courses

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit.

Due to the specific requirements of VET courses it is recommended students speak to the VET Coordinator to ensure they are fully aware of the requirements.

### Life Skills courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.



# Year 11 and 12 course assessment overview

This booklet contains information about year 11 and Year 12 compressed courses at Southern Cross School of Distance Education, including assessment requirements, assessment policies and procedures, assessment schedules and forms.

The award of a Year 11 ROSA and Year 12 credential could be dependent on successfully applying this information in courses studied at Southern Cross School of Distance Education.

Assessment will measure a student's achievement relative to other students that are attempting the same course.

Assessment could include both formal test situations and observation of student's performance. In a particular course, these may involve some of the following:

- written, practical, speaking and listening tasks
- class and/or home assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- exams or tasks under exam conditions

The teacher of each course will issue information regarding requirements, which are particular to that course.

## **Schools with single course students accessing Distance Education**

The Distance Education enrolment guidelines state:

- "The maximum number of units studied by a student including the distance education course, must not exceed 13 units in the Year 11 course and 11 units for the year 12 course."

The details of the Southern Cross School of Distance Education Year 12 Assessment Guidelines follow. This should be read carefully by staff, students and their parents/carers to ensure thorough understanding. Any enquiries can be made to the Head Teacher Administration (Enrolments) for Year 12.

## **Midyear enrolments**

Students who enrol at Southern Cross School of Distance Education during the year will be assessed on the tasks completed at Southern Cross School of Distance Education. Your rank in the course will be calculated for those tasks which have been attempted. This ranking will be maintained and used to determine the final assessment mark.

## Requirements for the award of Year 12

- To be eligible for the award of the HSC credential, students must satisfactorily complete:
  - a preliminary pattern of study comprising at least 12 units, and
  - an HSC pattern of study comprising at least 10 units.
- To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
  - 2 units of a Board Developed course in English
  - at least 4 more units of Board Developed courses
  - at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
  - at least 4 subjects.
- Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.
- For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
- Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
- Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

## Communicating school policy and procedures regarding assessment

Southern Cross School of Distance education provides for this in the following ways:

- distribution via email of the booklet "Year 11 -12 compressed guidelines" and "Higher School Certificate – rules and procedures" to all full time students and single course students and their supervisors by the Head Teacher Administration (Enrolment). The distribution and acknowledgement of receipt will be recorded on DEMS for each student.
- single course student supervisors will be requested to outline the differences between the SCSODE policy and the home school policy. This request will be sent from Head Teacher Administration (Enrolments)
- having teachers of each course provide course outlines, assessment schedules and assessment details to all their students
- providing students undertaking compressed patterns of study with an adjusted assessment schedule to meet the timetable for completing the compressed course
- The "Year 11 -12 compressed guidelines" document will be uploaded to the Southern Cross School of Distance Education website - <https://sthcrossc-d.schools.nsw.gov.au/>

## **Your responsibilities as a student of SCSODE**

It is the responsibility of the student to:

- Complete all tasks: It is expected that students will complete all tasks (including assessment tasks that have a due date), practice good scholarship with no sign of malpractice.
- Keep informed: Students are to ensure that they keep all information regarding assessment tasks.
- Complete assessment tasks at the appointed time: It is a student's responsibility to complete an assessment task on or by the day it is due and submit as soon as possible. Alternate arrangements require prior agreement by their Course Teacher.
- Complete Examinations at the appointed time: It is a student's responsibility to complete examination on the date scheduled by your course teacher. Alternate arrangements require prior agreement by your Course Teacher.
- Request adjustments to assessment schedules where necessary and in a timely manner: This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.
- Report absence from tasks: an *Illness/misadventure form* with supporting documentation must be provided if a student is unable to submit a task on the due date on the day of a scheduled examination.
- Be aware of requirements: Students need to keep up to date with the NESA requirements for the award of the Record of School Achievement (ROSA) and the HSC.
- Follow their assessment schedules: Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.
- Be familiar with the school guidelines: Students are expected to be aware of the Southern Cross School of Distance Education Year 11 - 12 Compressed Assessment Policy as detailed in this booklet.
- Report and apply: It is the students and/or supervisors responsibility to report and apply for Illness/misadventure where appropriate.
- Seek advice: It is the student's responsibility to seek advice from the Head Teacher Administration (Enrolment) if there is a problem which has not been resolved satisfactorily within a course.

## **Your responsibilities as a supervisor of a student enrolled at SCSODE**

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities, attend live timetabled lessons and monitor student attendance
- Know who the student's teachers are and support students to facilitate contact with their teachers
- Assists students with their learning and wellbeing as required

- Ensure students have a copy of all relevant course assessment guidelines and schedules
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks
- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- For single course students: Inform Southern Cross School of Distance Education if the Year 12 exam schedule is not being followed and notify the dates the school will conduct the exams.
- Keep a record of receipt which will be sent via email by your course teacher and postage of work and assessment tasks.

## **Responsibility of the teacher**

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their Head Teacher, which provides engaging learning experiences for their students
- Establish an assessment schedule that consists of 3 - 4 assessment activities, covering the full range of outcomes in that course, ensuring more than one outcome is addressed in each task
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in different ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Differentiate and individualise the learning program or pathway for their students if required
- Monitor the engagement in learning of students and support students who are falling with behind weekly returns of learning activities as well as sending warning letters where appropriate

- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in DEMS
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement
- Keep a range of work samples including assessment tasks, marking guidelines, student work and feedback as required by NESA.

## **HSC Minimum Standards**

To be eligible for a HSC students need to demonstrate they have met a minimum standard in literacy and numeracy.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF).

Students can sit the numeracy, reading or writing test from Year 10 up until they reach the HSC minimum standard for that domain. The 3 domains are numeracy, reading and writing.

About the tests:

- Reading: 45 multiple choice computer adaptive questions
- Numeracy: 45 multiple choice computer adaptive questions
- Writing: One question based on a visual or text prompt.

You can take each test:

- up to 6 times per year, if you are in Year 12
- from Year 10 until up to 5 years after starting your first HSC course
- at least 30 calendar after your last attempt in a test in the same domain.

Your school:

- will help you decide when you are ready to take each test
- can arrange for you to sit practice tests

Student will be emailed a copy each term of the information required to access these tests. The Learning and Support teachers can be contacted for support and further information about the tests.

## **Honesty in assessment tasks**

This standard sets out NESAs requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required. In order to authenticate student work submission, the school subscribes to Turnitin, and faculties may use this to verify and monitor assessment tasks. Turnitin is an AI content checker that supports staff to identify when AI writing tools such as ChatGPT may have been used.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

These requirements should be read in conjunction with NESAs syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures Guide
- HSC: All My Own Work

### **All My Own Work**

All My Own Work (AMOW). is an educational program designed to instruct students about scholarship principles and ethical practices and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete AMOW. It must be completed by every student before they will be entered on to NESAs for any Preliminary or HSC course, as it has a specific focus on preparing students for HSC assessment.

Students undertaking a pattern of study that comprises only Stage 6 Life Skills courses, are not required to complete AMOW.

All students will be provided with information about HSC: All My Own Work by the Head Teacher Administration (Systems). Once a student has completed the AMOW program this will be registered on DEMS.

## **Disability provisions**

Disability provisions are available to students who require adjustments to complete a task (e.g. for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

These reasonable adjustments should ensure that students with disability can access and participate in education on the same basis as students without a disability. Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning. The Learning and Support Teacher will liaise with student and supervisors in regard to suitable adjustments for assessment tasks and course work and communicate this to teachers. Adjustments and the communication of these for single course students is the responsibility of the base school Learning and Support Teacher.

The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in course work and assessment activities. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

Students will be provided with exam provisions in the trial exams that align with Disability Provisions approved by NESAS. Disability Provision not yet approved by NESAS will be reviewed by the Learning and Support Teachers and communicated to course teachers prior the trial exams.

Schools are responsible for adjustments in school-based assessment tasks. In year 12 an application to NESAS for HSC exam provisions is required.

Students doing their Higher School Certificate (HSC) may need disability provisions for:

- a permanent condition, such as cerebral palsy or vision impairment
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

All full-time students will be emailed information for applying for disability provisions for the HSC exams by the Learning and Support Teachers in the first term of year 12. These applications are due to NESAS by the end of Term 1.

It is the responsibility of the single course school to contact student teachers to complete the teacher comment form and submit course subject students applications to NESAS.

## **CHAT GPT and artificial intelligence models**

Chat GPT and other artificial intelligence models can be a useful tool for language learning and writing practice, it should not be used in the context of completing assessment tasks.

Teachers are aware that some students are using this tool and students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. Chat GPT and other artificial intelligence models, are not a reliable tool to use in completing assessment tasks. Here are a few reasons why:

Chat GPT and other artificial intelligence models generates responses based on its training data and algorithms, which may not always be accurate or appropriate for the task at hand. Its responses can be vague, repetitive, or irrelevant to the question being asked.

Chat GPT and other artificial intelligence models cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT and other artificial intelligence models to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.

Relying on Chat GPT and other artificial intelligence models to complete assessment tasks can lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

Using Chat GPT and other artificial intelligence models and other artificial intelligence models in assessment tasks may compromise the integrity of the evaluation process. Assessment tasks are meant to assess students' independent thinking, critical analysis, and communication skills, which are essential for your future academic and professional success. If students rely on Chat GPT and other artificial intelligence models to complete assessments, they may not develop these skills and may be at a disadvantage when facing real-world challenges.

Above all the use of Chat GPT and other artificial intelligence models may result in a malpractice determination where students may receive zero.



## Assessment tasks

### Year 11

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for Year 11 RoSA involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the common grade scale. The A to E grade reflects the level of achievement demonstrated by the student at the end of the course.

### Year 12

Assessment tasks are designed to measure a student's academic progress in a given year. Assessing student achievement for Year 12 involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program teachers will build a profile of the achievements of each student. This data is used to determine the student rank and school assessment marks which are submitted to NESA in September each year. Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement. In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

## Year 11 Grades for the RoSA

After the completion of each Year 11 course teachers are responsible for recommending a RoSA grade that best reflects the student's achievement as measured against the Common Grade Scale. Grades are reported by NESA on each student's transcript of study and RoSA or HSC credential. Teachers make professional, on-balance judgements about which grade best matches each student's level of achievement. Teachers confirm their judgements about the grades they award by comparing their students' work with sample work aligned to grades. This process of comparing work samples helps ensure that the grades awarded in all schools are consistent.

### The Year 11 Common Grade Scale

The Common Grade Scale is used to report student achievement in the Year 11 Stage 6 year in all NSW schools and describes performance at each of five grade levels as listed on BOSTES website:

## **A**

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

## **B**

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

## **C**

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

## **D**

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

## **E**

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

## **Examinations and tasks completed under exam conditions**

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Course Teachers will negotiate with students the supervision of exams.

This supervision may include:

- Course Teacher supervising the exam via teams
- student attending Southern Cross School of Distance Education site for the exam
- home supervisor providing the supervision and signing the statutory declaration that is provided in the posted examination envelope

Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Single course students will be supervised at their home school.

Reading time is provided at the beginning of each written examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs and is listed as required for the exam or task
- speak to any person other than a supervisor during an examination, behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable
- take water bottles with labels into the exam room
- alter the exam times unless granted permission for disability provisions.

Consequences for breaches of the examination rules will be investigated by the Assessment Review Panel and may result in a finding of malpractice and the assessment task mark may be penalised. Students must make a serious attempt at all examinations.

### **Timing and notification of assessment tasks**

The Year 11 assessment period will commence Term 4 Week 6 2024 and conclude Term 1 Week 10 2025. Year 12 assessment period will commence Term 2 Week 1 2025 and conclude Term 3 2025. The timing of tasks is published in the assessment schedules included in this booklet. The timing of tasks is published in the assessment schedules included in this booklet. Students will be given a minimum of 10 school days notification of an assessment task.

Teachers will provide:

- notification of specific dates of assessment tasks issued from term 4 week 6.
- tasks notification will include:
  - a) components and weightings, as per the assessment schedule
  - b) syllabus outcomes assessed
  - c) type of the assessment task
  - d) scheduled date and time for attempting or submitting the task
  - e) marking criteria (where appropriate)

Where possible, no task will fall within the ten school days prior to the major examinations at the end of the course unless there are extenuating circumstances.

Assessment tasks notification information can be found on the front page of the students CANVAS course and in the students DEMS portal.

Students are expected to perform all tasks which are part of the assessment program in the courses being studied.

### **Number of assessment tasks**

A balance is essential between obtaining sufficient information about student's learning and the number of assessment tasks. For 2-unit courses, a maximum of three formal assessment tasks will be scheduled in Year 11, and four in Year 12. For 1 unit courses two-three assessment tasks will be scheduled.

### **Reporting**

Formal school reports are prepared at the end of the Year 11 and Year 12 courses.

Year 11 reports will indicate the Year 11 course overall grade for course completion. Student effort will be reflected in the learning behaviours and teacher's comments. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

Year 12 reports will indicate the student's assessment rank and Trial HSC exam results. Student effort will be reflected in the learning behaviours and teacher's comments. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

## **Changes to course assessment schedules**

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Course Teacher, after consulting with the Course Head Teacher, will contact verbally and in writing to inform all students affected by the change. This change in the date of submission will be noted on the individual students record card on DEMS against the record of the assessment. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

## **Notification of receipt**

When an assessment task notification is made available, your Course Teacher will notify you via email that the assessment notification is ready to be viewed in CANVAS. Students will need to access the CANVAS course to provide a notification of receipt of the assessment task. You will be asked a series of questions in a quiz to demonstrate your understanding of the task. You will not be able to continue with course work until this quiz is completed as it is a mandatory task. These responses will be checked by your teacher and any misunderstanding clarified.

## **Mode of submission and due date of assessment task**

All tasks are to be returned to Southern Cross School of Distance Education by the due date and time indicated on the assessment task notification. Students must submit their assessment tasks via the mode specified on the assessment task notification page. This may include digital or hard copy. Assessment tasks returned via post must be post stamped on the envelope at your local Post Office on the date prior to or the due date of the task.

## **Procedure for marking**

Schools based assessments for Board Developed courses are moderated, and the moderated marks are reported on the Record of Achievement. Moderation of assessment marks allows comparison of student cohort within a course at SCSODE. Course Teachers will record student assessment marks on DEMS.

Assessment marks are not required for VET courses, University Developed Board Endorsed Courses and/or Life Skills courses.

Students are marked on actual performance in a task and not on potential performance. For single marked assessment tasks, consistency may be improved by one teacher marking the task, or part of the task, for the entire cohort.

Where there is more than one teacher responsible for the marking process, a shared understanding of the expectations and standards of the assessment task is required. This will support consistent teacher judgement for assessment of student outcomes throughout the marking process. In some cases, double marking or panel marking may be appropriate. Where multiple classes are running in a course, common assessment tasks will be set and marked as one group. Faculties may employ a range of

strategies to ensure consistency of marking across the cohort such as common markers, team marking and check marking. An aggregate of raw marks based on weightings will be used as a student's final mark to NESAs.

Teachers must provide timely and constructive feedback to students in their assessments. While specific timeframes may vary based on factors such as the complexity of the assessment task and the number of students in the cohort, teachers are encouraged to aim for reasonable turnaround times. As a guideline, a turnaround time of up to three (3) weeks from the due date for marking and providing individual feedback is recommended.

During the year, Higher School Certificate students are ranked in each assessment task in each course. The overall rank for each course is calculated on an ongoing basis following each school-based assessment task. The final rank reflects the student's position in the group at the end of the assessment program. The final school-based assessment mark that is submitted to NESAs will be based on the marks assigned to the various assessment tasks.

All VET courses are competency-based courses. Assessment must meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based. The Registered Training Organisation (RTO) must maintain a record of the competencies achieved by each student. This may take the form of a competency record book (student log), or records generated as a result of school use of the NESAs VCS Online system.

## **Marks submitted to NESAs**

At the end of the HSC course, schools submit a mark to NESAs for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2-unit course) is calculated from the student's performance in school-based assessment tasks, the weightings of which are published in the assessment schedule for that course.

At the end of the HSC course, schools submit a mark to NESAs for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2-unit course) is calculated based only on the student's performance in school-based assessment tasks, the weightings of which are published in the assessment schedule for that course.

The school-based assessment counts for 50% of the overall HSC mark. That is, the marks sent to NESAs for each student enrolled at Southern Cross School of Distance Education are combined with their HSC examination score to produce a final mark for the course – again out of 100 for a 2-unit course. In the case of Board-developed VET courses the school will submit to NESAs a list of the competencies successfully attained by each student. If a student has nominated to sit for the optional HSC examination in a VET course, then a school assessment mark will also be submitted to NESAs.

To ensure students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessment, NESAs institutes moderation procedures in processing schools' assessments. These procedures are based on each school's performance in the external exam for the appropriate

course. This process retains the school's judgement in relation to the order of merit and the relative differences between students but adjusts the assessment to a common scale for all schools to ensure state-wide comparability. Partially for this reason students are not given their final school assessment mark as submitted to NESA as it most likely will change following the moderation process. The students rank within the course will not change following moderation. As per NESA policy, students will not be provided with their final, cumulative, school based assessment mark. Students can access their Assessment Rank Order Notice in Students Online after the last HSC Examination. If a student believes that the rank order is not correct, they can seek advice from the school about the rank order appeal process.

## **Recording student performance**

Students' assessment task marks and rank will be documented on the Markbook on DEMS. It is the responsibility of Course Teacher to record this information.

## **Feedback to students**

Once an assessment task is marked it will be returned to the student with a mark and written feedback. Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes and provide advice on areas of improvement. Feedback will be provided to each student where appropriate using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve.

## **School based examination timetable**

Individual Exam notifications will be sent to students studying the compressed course. Year 11 compressed exam security period is weeks 9, 10 Term 1 of the year studied. Exams are not to be held after week 10 term 10 for the Year 11 examinations as it is too late for marking and to meet course completion deadlines for roll over into the HSC component of the course

The Year 12 compressed trial examinations are held in weeks 5 or 6 in Term 3. Students will be emailed a copy of the trial examination timetable by Head Teacher Administration (Systems) by week 8 term 2. Paper copies of the exams are posted to students along with exam supervision requirements and a supervisor declaration. Course Teachers will arrange with students the exam supervision details.

Single course students will sit the trial exams at their home school in line with the home school timetable. The examinations must be sat within the Southern Cross School of Distance Education security period.

Students and supervisors are asked to scan the completed examination and email to the Course Teacher before posting back the hard copy.

## **Submission of drafts**

Students are encouraged to submit draft work for teacher review and feedback in an HSC course. One draft per task may be submitted, a minimum of five school days before the task is due. Students must be aware, however, that if draft work is submitted and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guideline when reviewing their work and results.

## **Late submission of a task**

In the event that a student submits an assessment task after the due date with out an application for illness/misadventure the student will receive a zero mark for that task. If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher who, in consultation with the Head Teacher of the course, will verify the original task's completion/submission date and advise the student of any process they may need to follow (e.g. Illness/misadventure application).



# Assessment reviews and appeals

## Keeping copies of assessment tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

1. provide the student with the opportunity to submit a replacement task
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted without being re-done. It should not be assumed that an illness/misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should not be deleted, until you have the marked task back from your teacher. It is also recommended that students back-up assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

## Assessment review panel

The Assessment Review Panel will meet on Thursday mornings each week to consider all illness/misadventure applications, malpractice determination, non-serious attempts of school based tasks and appeals. In exceptional time sensitive cases the panel will be able to meet more regularly. The Assessment Review Panel will include the Deputy Principal, Course Head Teacher and an additional member of the executive team. In the event of an appeal of the Assessment Review Panel decision, the Principal will make the final decision.

## Invalid assessment task

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration. The school reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid. In the event of an invalid task, the Assessment Review Panel will meet and make a decision. In the event of an appeal, the Principal will make the final decision.

## Absence from assessment task

If a teacher is absent on the day an oral or performance task is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally, and in writing, of the revised date.

## Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. Malpractice is any attempt to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person such as a parent, coach or subject expert has substantially contributed towards
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

These issues are addressed directly by NESAs in HSC: All My Own Work.

## Consequences of malpractice

If malpractice is suspected, the investigation is managed by the Assessment Review Panel.

The supervisor will be informed of the suspected malpractice and provided with information about possible appeal options.

In the case of suspected plagiarism and use of AI specifically, the supervisor will be asked to provide evidence that all unacknowledged work is entirely the student's own. Such evidence might include but is not limited to:

- the student providing evidence of and explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, one or more of the following consequences will apply:

- reduced marks for all or part of the task

- zero marks for all or part of the task
- a NESAs warning letter sent to the student/supervisor.

A register of malpractice will be maintained and NESAs will be notified of all incidences.

## **Malpractice appeals**

After being informed of the consequence of proven malpractice, students have 3 school days to appeal a decision made by the Head Teacher of the course, to the Assessment Review Panel. The completed Appeal Form must be emailed to the Course Teacher and school email.

The Assessment Review Panel will review the evidence and inform the student and supervisor of their decision in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Assessment Review Panel, a final appeal can be made to the Principal. This appeal **MUST** be made within 3 school days of being informed of the Assessment Review Panels decision. The appeal must be made to the Principal in writing using the Appeal Form and any new evidence provided. The Principal's decision will be final.

## **Non serious attempt**

A non-serious attempt in exams and assessment tasks occurs when students fail to adhere to the guidelines of Good Scholarship, as specified by NESAs in the "All My Own Work" course.

Students are expected to approach all school-based assessment tasks, HSC exams, and HSC minimum standard tests seriously.

Consequences for non-serious may attempts include a "0" mark awarded for an assessment task, not receiving a result for the course, or even becoming ineligible for the HSC award.

The determination of a non-serious attempt for school based tasks is made by the Assessment Review Panel in consultation with the Course Teacher. If the student, parent/caregiver is not satisfied with the decision of the Assessment Review Panel, a final appeal can be made to the Principal. The completed Appeal Form must be emailed to the Course Teacher and school email. This appeal **MUST** be made within 3 school days of being informed of the Assessment Review Panels decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
  - i. abuse directed at a member of school staff, Presiding Officer or NESAs, and/or
  - ii. obscene symbols, drawings, or comments.

The determination of a non-serious attempt for the HSC is made by NESAs.

## **Non completion of assessment task**

A refusal by a student to complete a task or to meet the submission requirements will result in a zero award for the task.

The teacher will inform the student and supervisor in writing of the penalty following a telephone call with the student. The task will still need to be completed in order to satisfy the requirements of the course.

In the case of prolonged absences, the Head Teacher and the Deputy Principal will confer.

## **Appeals against assessment task determination**

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on actual performance, not potential performance.

If a student/supervisor questions or has concerns relating to a marked assessment task or an assessment task for which a mark of zero has been awarded, an appeal must be made by the supervisor to the Course Head Teacher within 3 days of notification of the mark.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes. Teacher judgement in the awarding of marks cannot be appealed.

The completed Appeal Form must be emailed to the Course Teacher and school email.

Appeals are referred to the Assessment Review panel for determination.

If the appeal is upheld, the decision of the panel will override any warning letters issued for that task. If the appeal is declined the student/supervisor may appeal using Appeal Form within 3 schools day to the Principal. The Principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task, must be resolved within the school at the time and within the time frame specified by the school.

## **Illness/Misadventure – school based tasks**

Students may be eligible for Illness/Misadventure if, immediately prior to, or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs. If there is an incident which is likely to affect a student's performance, the student can submit an illness/misadventure application.

If a student believes they are eligible for Illness/Misadventure, then the student must contact the Course Teacher or Head Teacher of the course immediately and have ready (where possible), independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure application form of this document must be completed and submitted within 3 school days of the illness/misadventure. The Assessment Review Panel will then determine if the

application is successful.

The completed *Application for Illness/misadventure* form must be emailed to the Course Teacher and school email.

For an in-school examination the student must:

- inform the Course Teacher or the single course supervisor at the base school before the examination begins and /or contact the school immediately if illness or misadventure occurs during the examination
- complete the application form and return on the date of the examination
- provide evidence or supporting documentation e.g. e.g. medical certificate, police report, hospital admission form, etc). and an application form to support the illness/misadventure claim. Application forms can be found at the back of this booklet.

For a scheduled assessment task, the student must:

- inform the subject teacher and Head Teacher, or single course supervisor at the base school immediately and return an illness/misadventure application with supporting evidence to explain the circumstances surrounding the illness and/or misadventure, this includes the requirement of an extension for alternate assessment due date.
- complete an application as soon as possible within 3 days of the assessment task due date.

Once an *Application for Illness/Misadventure* form is received:

- an Assessment Review Panel will be formed to review the application and assessment task
- results of the application will be notified in writing to the student, supervisor, Course Teacher and faculty Head Teacher

The Illness/Misadventure application process does not cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- clashes with external commitments eg., sporting competitions, training commitments or non-Southern Cross of Distance Education Examinations;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a ‘flare-up’ of the condition immediately before, or during, the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);
- computer malfunction or disruption, or corruption of technology, such as a damaged thumb drive or disk; internet issues
- long-term domestic issues; and/or

- pregnancy.

If an application is successful, one or more of the following may occur:

1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a like task and assesses the same outcomes, has the same weightings and components.
3. 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.

## **Illness and Misadventure - HSC exams**

The illness and misadventure process supports students who, at the time of a Higher School Certificate (HSC) exam:

- are unwell
- have an accident
- suffer other misadventure.

You need to submit a separate application and supporting evidence for each exam or exam component that is affected.

If your whole school is affected by an event, your school will contact you directly with advice.

Applications must be accompanied by evidence of the illness or misadventure.

Application forms can be collected at the time of the exam, if it is safe for the student to attend, or through the school if the student is unable to attend the exam. If a student is unwell, they must seek independent medical advice on the day of the exam.

### **General advice**

If it is safe to attend the exam:

- attend the exam as usual
- when you arrive at the exam, notify the Presiding Officer of your illness or misadventure and ask for an illness/misadventure application form
- complete and submit the form to the Presiding Officer or the Principal with the appropriate evidence within one week of your last exam
- the school will process the form and submit your application to NESA.

If you are running late:

- contact your Principal immediately
- get to the exam centre as soon as possible
- after the exam, follow the instructions of the Presiding Officer or your Principal.

If it is NOT safe to attend the exam:

- contact your school as soon as possible to advise of the issue
- your school will provide an application form for you to complete and sign

- provide your school with evidence
- once completed and signed, the school will submit your application to NESAs.

If you misread the exam timetable and miss an exam:

- contact your Principal immediately and follow their instructions.

## **Declined Illness/Misadventure appeals**

Students have the right to appeal the decision of the Assessment Review Panel to the Principal, but this can only be done under circumstances where NEW evidence can be provided and is within 3 school days of the Assessment Review Panel decision. The completed Appeal Form must be emailed to the Course Teacher and school email. The Principal's decision will be final.

## **Official Notification of 'N' Determination**

Southern Cross School of Distance Education is required by NESAs, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course. This is a formal notification to the student and supervisor outlining what the student is required to do to resolve the warning letter. The warning will be timed to allow for completion and return of the work outlined.

Supervisors are required to complete the acknowledge and receipt page of the official notification and return to the Course Teacher.

Formal official notification, advising of a potential N Determination, will be sent to the supervisor's email address. It is the student's and supervisors' responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/supervisor.

## **N- Determination and appeals**

Students who have not complied with the course completion criteria and who have at least two written warnings letters outstanding can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination. This is the decision made by the Principal at the end of the course, under delegated authority from NESAs. A Higher School Certificate 'N' Determination - Student Appeal Form will be provided to the student and supervisor at the time of notification the Principals decision.

- Course Head Teachers will contact supervisors for students who will 'N' determined for 1 course.
- Head Teacher Administration (Wellbeing) for Year 12 will contact supervisors for students who will be 'N' determined in more than one course.
- Head Teacher Administration (Enrolments) will contact single course supervisors for single course students.

If an 'N' determination is submitted to NESAs for the course the student will not receive their HSC for this course.

Students and supervisors may appeal against the decision of an 'N' determination brought down by the Principal to NESAs. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form.





## Example of assessment task planner

We recommend that all students create their own planner of assessments. You may like to use this form.

### TERM 4 2024

### TERM 1 2025

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			
<u>11</u>				<u>11</u>			

### TERM 2 2025

### TERM 3 2025

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			



Blank page

## Contacts for assessment advice

Within the school:

### Ms Kirsten Beck

- Principal Southern Cross School of Distance Education (Rel)

### Mr Stephen Manser

- Deputy Principal Southern Cross School of Distance Education (Rel)

### Head Teacher Administration (Enrolment)

- Single course supervisor
- Provides advice on subject selections, assessment policy and its implementation

### Head Teacher Administration (Systems)

- NESA Administrator

### Head Teacher Secondary Studies

- Provides access to subject guidelines, syllabuses, NESA assessment guidelines.
- NESA contact regarding specific problems.

Outside the school:

### [Board of Studies](#)

NESA Liaison Officer phone: 02 6659 3274

fax: 02 665 93275

Please note:

Head Teachers are:

- Responsible for own faculty assessment implementation.
- Available to discuss problems related to tasks which cannot be resolved with teacher.

Remember, the student's teacher is usually the first person to contact for assistance with any problems that you may encounter

## Assessment Schedules



Exact dates for tasks will be given to students in writing at least 10 school days prior to the task.

# Board Developed Courses

## Aboriginal Studies Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Extended Response</b>	Extended Response	16 DEC 2024	P2.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	30%
<b>Assessment Task 2: Local Community Case Study</b>	Research Task	12 MAR 2025	P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	40%
<b>Assessment Task 3: Yearly Examination</b>	Examination	8 APR 2025	P1.1, P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P1.3, P3.3, P4.3	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Extended Response</b>	10	10	0	10	30%
<b>Assessment Task 2: Local Community Case Study</b>	10	0	20	10	40%
<b>Assessment Task 3: Yearly Examination</b>	20	5	0	5	30%
<b>Weighting</b>	<b>40%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
<b>P1.2</b>	Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
<b>P1.3</b>	Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
<b>P2.1</b>	Explains the meaning of the Dreaming to Aboriginal peoples
<b>P2.2</b>	Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
<b>P3.1</b>	Describes government policies, legislation and legal decisions in relation to racism and discrimination
<b>P3.2</b>	Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
<b>P3.3</b>	Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
<b>P4.1</b>	Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
<b>P4.2</b>	Undertakes community consultation and fieldwork and applies ethical research practices
<b>P4.3</b>	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Aboriginal Studies Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Knowledge and Research Task - SJ &amp; HR</b>	Research Task	6 JUN 2025	H1.1, H3.1, H1.2, H3.2, H3.3	30%
<b>Assessment Task 2: Major Project presentation with Log Book</b>	Major Project and log book	25 JUL 2025	H4.1, H4.2	40%
<b>Assessment Task 3: Trial HSC Examination</b>	Examination	21 AUG 2025	H1.1, H2.1, H3.1, H1.2, H2.2, H3.2, H1.3, H3.3, H4.3	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Knowledge and Research Task - SJ &amp; HR</b>	5	15	10	0	30%
<b>Assessment Task 2: Major Project presentation with Log Book</b>	10	10	10	10	40%
<b>Assessment Task 3: Trial HSC Examination</b>	25	0	0	5	30%
<b>Weighting</b>	<b>40%</b>	<b>25%</b>	<b>20%</b>	<b>15%</b>	<b>100%</b>

### Syllabus Outcomes

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

# Ancient History Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Investigating Ancient History</b>	Research Task	13 DEC 2024	AH11-6, AH11-9, AH11-10	30%
<b>Assessment Task 2: Historical Investigation</b>	Research Task	28 FEB 2025	AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	30%
<b>Assessment Task 3: Year 11 Examination</b>	Examination	7 APR 2025	AH11-1, AH11-2, AH11-4, AH11-6, AH11-7, AH11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	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	TOTAL VALUE
<b>Assessment Task 1: Investigating Ancient History</b>	10	5	10	5	30%
<b>Assessment Task 2: Historical Investigation</b>	5	5	10	10	30%
<b>Assessment Task 3: Year 11 Examination</b>	25	10	0	5	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Ancient History Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Research Task Cities of Vesuvius</b>	Research Task	28 MAY 2025	AH12-5, AH12-6, AH12-9	20%
<b>Assessment Task 2: Source Based Task - Sparta</b>	Written Work	25 JUN 2025	AH12-2, AH12-4, AH12-6, AH12-7, AH12-9	20%
<b>Assessment Task 3: Historical Analysis: Greece 500 - 440BC</b>	Research Task	4 AUG 2025	AH12-2, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	30%
<b>Assessment Task 4: Trial HSC Examination</b>	Examination	20 AUG 2025	AH12-1, AH12-2, AH12-4, AH12-5, AH12-6, AH12-9, AH12-10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	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	TOTAL VALUE
<b>Assessment Task 1: Research Task Cities of Vesuvius</b>	5	5	5	5	20%
<b>Assessment Task 2: Source Based Task Sparta</b>	5	5	5	5	20%
<b>Assessment Task 3: Historical Analysis Greek World</b>	10	5	10	5	30%
<b>Assessment Task 4: Trial HSC Examination</b>	20	5	0	5	30%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AH12-1</b>	accounts for the nature of continuity and change in the ancient world
<b>AH12-2</b>	proposes arguments about the varying causes and effects of events and developments
<b>AH12-3</b>	evaluates the role of historical features, individuals and groups in shaping the past
<b>AH12-4</b>	analyses the different perspectives of individuals and groups in their historical context
<b>AH12-5</b>	assesses the significance of historical features, people, places, events and developments of the ancient world
<b>AH12-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH12-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH12-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH12-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH12-10</b>	analyses issues relating to the ownership, custodianship and conservation of the ancient past



## Biology Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Enzyme Practical</b>	Research Task	10 DEC 2024	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	30%
<b>Task 2 - Depth Study Research</b>	Research Task	31 MAR 2025	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	40%
<b>Task 3 - Yr 11 Final Examination</b>	Examination	4 APR 2025	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Enzyme Practical</b>	15	15	30%
<b>Task 2 - Depth Study Research</b>	10	30	40%
<b>Task 3 - Yr 11 Final Examination</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment task 1: Research Task on Meiosis and Heredity</b>	Research Task	20 JUN 2025	BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	30%
<b>Assessment Task 2: Depth Study</b>	Research Task	27 AUG 2025	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	40%
<b>Assessment Task 3: HSC Trial Examination</b>	Examination	3 SEP 2025	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H14	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills in Working Scientifically	TOTAL VALUE
<b>Assessment Task 1: Research Task on Meiosis and Heredity</b>	10	20	30%
<b>Assessment Task 2: Depth Study</b>	10	30	40%
<b>Assessment Task 3: HSC Trial Examination</b>	20	10	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO12-12</b>	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
<b>BIO12-13</b>	Explains natural genetic change and the use of genetic technologies to induce genetic change
<b>BIO12-14</b>	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
<b>BIO12-15</b>	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Business Studies Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Nature of Business and Business Management</b>	Written Work	21 FEB 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9	35%
<b>Assessment Task 2: Business Plan</b>	Design Project	21 MAR 2025	P6, P7, P8, P9, P10	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	31 MAR 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and Research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Nature of Business and Business Management</b>	10	10	5	10	35%
<b>Assessment Task 2: Business Plan</b>	5	5	15	5	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	25	5	0	5	35%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Business Studies Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Marketing Plan Analysis-Business report</b>	Research Task	6 JUN 2025	H4, H6, H7, H8, H9	35%
<b>Assessment Task 2: Financial Statement Analysis &amp; Extended Response</b>	Written Work	27 JUN 2025	H2, H5, H6, H7, H8, H9, H10	35%
<b>Assessment Task 3: Trial HSC Examination</b>	Examination	11 AUG 2025	H1, H2, H3, H4, H5, H6, H8, H9, H10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and Research	Communication	TOTAL VALUE
<b>Assessment Task 1: Marketing Plan Analysis- Business report</b>	15	5	10	5	35%
<b>Assessment Task 2: Financial Statement Analysis &amp; Extended Response</b>	15	5	10	5	35%
<b>Assessment Task 3: Trial HSC Examination</b>	10	10	0	10	30%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Critically analyses the role of business in Australia and globally
<b>H2</b>	Evaluates management strategies in response to changes in internal and external influences
<b>H3</b>	Discusses the social and ethical responsibilities of management
<b>H4</b>	Analyses business functions and processes in large and global businesses
<b>H5</b>	Explains management strategies and their impact on businesses
<b>H6</b>	Evaluates the effectiveness of management in the performance of businesses
<b>H7</b>	Plans and conducts investigations into contemporary business issues
<b>H8</b>	Organises and evaluates information for actual and hypothetical business situations
<b>H9</b>	Communicates business information, issues and concepts in appropriate formats
<b>H10</b>	Applies mathematical concepts appropriately in business situations

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Properties and structure of Substances</b>	Depth Study	10 FEB 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11-10, CH11-11	30%
<b>Task 2 Depth Study: Rates of Reaction</b>	Depth Study	19 MAR 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-10	40%
<b>Task 3 - Exam</b>	Examination	10 APR 2025	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9, CH11-10, CH11-11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Properties and structure of Substances</b>	15	15	30%
<b>Task 2 Depth Study: Rates of Reaction</b>	10	30	40%
<b>Task 3 - Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions
<b>CH12-12</b>	Explains the characteristics of equilibrium systems, and the factors that affect these systems
<b>CH12-13</b>	Describes, explains and quantitatively analyses acids and bases using contemporary models
<b>CH12-14</b>	Analyses the structure of, and predicts reactions involving, carbon compounds
<b>CH12-15</b>	Describes and evaluates chemical systems used to design and analyse chemical processes

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Depth Study 1</b>	Depth Study	5 JUN 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	30%
<b>Assessment Task 2: Depth Study 2</b>	Practical Task	28 AUG 2025	CH11/12-1, CH11/12-5, CH11/12-7, CH12-14	40%
<b>Assessment Task 3: HSC Trial examination</b>	Examination	4 SEP 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11, CH12-12, CH12-13, CH12-14, CH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills in Working Scientifically	TOTAL VALUE
<b>Assessment Task 1: Depth Study 1</b>	15	15	30%
<b>Assessment Task 2: Depth Study 2</b>	10	30	40%
<b>Assessment Task 3: HSC Trial examination</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH12-12</b>	Explains the characteristics of equilibrium systems, and the factors that affect these systems
<b>CH12-13</b>	Describes, explains and quantitatively analyses acids and bases using contemporary models
<b>CH12-14</b>	Analyses the structure of, and predicts reactions involving, carbon compounds
<b>CH12-15</b>	Describes and evaluates chemical systems used to design and analyse chemical processes

# Community and Family Studies Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Resource Management</b>	Research Task	18 DEC 2024	P4.2, P5.1, P6.1, P6.2	25%
<b>Assessment Task 2 - Family and Communities</b>	Topic Test	12 MAR 2025	P2.2, P3.1, P4.1	35%
<b>Assessment Task 3 - Yr 11 Examination</b>	Examination	11 APR 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>Assessment Task 1 - Resource Management</b>	10	15	25%
<b>Assessment Task 2 - Family and Communities</b>	15	20	35%
<b>Assessment Task 3 - Yr 11 Examination</b>	15	25	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Community and Family Studies Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Individual Research Project</b>	Research Task	4 JUN 2025	H4.1, H4.2	20%
<b>Assessment Task 2 - Groups in Context</b>	Written Work	2 JUL 2025	H1.1, H2.2, H2.3, H3.3, H4.2, H5.1	25%
<b>Assessment Task 3 - Parenting and Caring</b>	Research Task	6 AUG 2025	H1.1, H2.1, H2.2, H3.2, H6.1	25%
<b>Assessment Task 4 - HSC Trial Examination</b>	Examination	25 AUG 2025	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

ASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>Assessment Task 1 - Individual Research Project</b>	8	12	20%
<b>Assessment Task 2 - Groups in Context</b>	10	15	25%
<b>Assessment Task 3 - Parenting and Caring</b>	10	15	25%
<b>Assessment Task 4 - HSC Trial Examination</b>	12	18	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
<b>H2.1</b>	Analyses different approaches to parenting and caring relationships.
<b>H2.2</b>	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
<b>H2.3</b>	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
<b>H3.1</b>	Analyses the sociocultural factors that lead to special needs of individuals in groups.
<b>H3.2</b>	Evaluates networks available to individuals, groups and families within communities.
<b>H3.3</b>	Critically analyses the role of policy and community structures in supporting diversity.
<b>H3.4</b>	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
<b>H4.1</b>	Justifies and applies appropriate research methodologies.
<b>H4.2</b>	Communicates ideas, debates issues and justifies opinions.
<b>H5.1</b>	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
<b>H5.2</b>	Develops strategies for managing multiple roles and demands of family, work and other environments.
<b>H6.1</b>	Analyses how the empowerment of women and men influences the way they function within society.
<b>H6.2</b>	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.



## Design and Technology Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Introductory Project</b>	Design Project	19 FEB 2025	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P6.1	35%
<b>Assessment Task 2 - Minor Design Project</b>	Design Project	7 APR 2025	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	40%
<b>Assessment Task 3 - Final Yr 11 exam</b>	Examination	8 APR 2025	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P5.3	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating design projects	TOTAL VALUE
<b>Assessment Task 1 - Introductory Project</b>	15	20	35%
<b>Assessment Task 2 - Minor Design Project</b>	10	30	40%
<b>Assessment Task 3 - Final Yr 11 exam</b>	15	10	25%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Design and Technology Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Project Proposal</b>	Design Project	14 MAY 2025	H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2	20%
<b>Assessment Task 2 - Innovation and Emerging Technology Case Study</b>	Research Task	18 JUN 2025	H2.1, H2.2, H3.1, H5.2, H6.2	20%
<b>Assessment Task 3 - Project Development &amp; Realisation</b>	Design Project	6 AUG 2025	H1.1, H1.2, H2.2, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	11 AUG 2025	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.3, H5.1, H5.2, H6.1, H6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating a major design project	TOTAL VALUE
<b>Assessment Task 1 - Project Proposal</b>	0	20	20%
<b>Assessment Task 2 - Innovation and Emerging Technology Case Study</b>	20	0	20%
<b>Assessment Task 3 - Project Development &amp; Realisation</b>	0	30	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Critically analyses the factors affecting design and the development and success of design projects.
<b>H1.2</b>	Relates the practices and processes of designers and producers to the major design project.
<b>H2.1</b>	Explains the influence of trends in society on design and production.
<b>H2.2</b>	Evaluates the impact of design and innovation on society and the environment.
<b>H3.1</b>	Analyses the factors that influence innovation and the success of innovation.
<b>H3.2</b>	Uses creative and innovative approaches in designing and producing.
<b>H4.1</b>	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.
<b>H4.2</b>	Selects and uses resources responsibly and safely to realise a quality major design project.
<b>H4.3</b>	Evaluates the processes undertaken and the impacts of the major design project.
<b>H5.1</b>	Manages the development of a quality major design project.
<b>H5.2</b>	Selects and uses appropriate research methods and communication techniques.
<b>H6.1</b>	Justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices.
<b>H6.2</b>	Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

# Earth and Environmental Science Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Depth Study</b>	Depth Study	12 DEC 2024	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	30%
<b>Task 2 - Research Task</b>	Research Task	21 MAR 2025	EES11/12-4, EES11/12-5, EES11/12-7, EES11-9	40%
<b>Task 3 - Exam</b>	Examination	3 APR 2025	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Depth Study</b>	10	30	40%
<b>Task 2 - Research Task</b>	15	15	30%
<b>Task 3 - Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EES11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>EES11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>EES11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
<b>EES11-9</b>	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Research task</b>	Research Task	20 JUN 2025	EES11/12-5, EES11/12-6, EES11/12-7, EES12-14, EES12-15	30%
<b>Assessment Task 2: Trial HSC Examination</b>	Examination	15 AUG 2025	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	30%
<b>Assessment Task 3: Depth study 2024</b>	Depth Study	29 AUG 2025	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES12-12, EES12-13, EES12-14, EES12-15	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills and working scientifically	TOTAL VALUE
<b>Assessment Task 1: Research task</b>	15	15	30%
<b>Assessment task 2: Trial HSC Examination</b>	15	15	30%
<b>Assessment Task 3: Depth study</b>	10	30	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EES11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>EES11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>EES11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES12-12</b>	Describes and evaluates the models that show the structure and development of the Earth over its history
<b>EES12-13</b>	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
<b>EES12-14</b>	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
<b>EES12-15</b>	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Comparing Economies</b>	Research Task	12 FEB 2025	P1, P2, P4, P7, P8, P9, P10, P12	35%
<b>Assessment Task 2: Understanding Markets Research</b>	Research Task	12 MAR 2025	P1, P2, P3, P5, P8, P11	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	4 APR 2025	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Comparing Economies</b>	10	0	10	10	30%
<b>Assessment Task 2: Understanding Markets Research</b>	5	10	10	5	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	25	10	0	5	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

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

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Australia's Place in the Global Economy</b>	Written Work	28 MAY 2025	H1, H3, H4, H7, H10, H11	35%
<b>Research and report on an economic issue</b>	Research Task	2 JUL 2025	H1, H2, H7, H9, H10, H11, H12	35%
<b>Trial HSC examination</b>	Examination	4 AUG 2025	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Australia's Place in the Global Economy</b>	15	5	10	5	35%
<b>Research and report on an economic issue</b>	15	5	10	5	35%
<b>Trial HSC examination</b>	10	10	0	10	30%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Demonstrates understanding of economic terms, concepts and relationships.
<b>H2</b>	Analyses the economic role of individuals, firms, institutions and governments.
<b>H3</b>	Explains the role of markets within the global economy the operation and management of economies.
<b>H4</b>	Analyses the impact of global markets on the Australian and global economies.
<b>H5</b>	Discusses policy options for dealing with problems and issues in contemporary Australian contexts.
<b>H6</b>	Analyses the impact of economic policies in theoretical and contemporary Australian contexts contemporary economic problems and issues facing individuals, firms and governments.
<b>H7</b>	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
<b>H8</b>	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
<b>H9</b>	Selects and organises information from a variety of sources for relevance and reliability.
<b>H10</b>	Communicates economic information, ideas and issues in appropriate forms.
<b>H11</b>	Applies mathematical concepts in economic contexts.
<b>H12</b>	Works independently and in groups to achieve appropriate goals in set timelines.

# Engineering Studies Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Braking Systems Engineering Report</b>	Research Task	26 FEB 2025	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P6.2	30%
<b>Assessment Task 2 - Biomedical Engineering report</b>	Research Task	19 MAR 2025	P1.1, P1.2, P2.2, P3.2, P3.3, P4.1, P4.3, P5.2, P6.1	30%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	7 APR 2025	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
<b>Assessment Task 1 - Braking Systems Engineering Report</b>	15	15	30%
<b>Assessment Task 2 - Biomedical Engineering report</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Final Examination</b>	30	10	40%
<b>Weighting</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Engineering Studies Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Civil Structures Report</b>	Research Task	23 MAY 2025	H1.2, H2.1, H3.2, H4.2, H5.1, H6.1, H6.2	25%
<b>Assessment Task 2 - Aeronautical Engineering Report</b>	Research Task	20 JUN 2025	H1.2, H2.2, H3.2, H4.1, H4.3, H5.2, H6.1	20%
<b>Assessment Task 3 - Overnight Assignment</b>	Open book exam type questions	1 AUG 2025	H1.1, H1.2, H3.1, H3.3, H4.2, H4.3	25%
<b>Assessment Task 4 Trial HSC Examination</b>	Examination	11 AUG 2025	H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H6.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
<b>Assessment Task 1 - Civil Structures Report</b>	10	15	25%
<b>Assessment Task 2 - Aeronautical Engineering Report</b>	5	15	20%
<b>Assessment Task 3 - Overnight Assignment</b>	20	5	25%
<b>Assessment Task 4 Trial HSC Examination</b>	25	5	30%
<b>Weighting</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Describes the scope of engineering and critically analyses current innovations
<b>H1.2</b>	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
<b>H2.1</b>	Determines suitable properties, uses and applications of materials in engineering
<b>H2.2</b>	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
<b>H3.1</b>	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
<b>H3.2</b>	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
<b>H3.3</b>	Develops and uses specialised techniques in the application of graphics as a communication tool
<b>H4.1</b>	Investigates the extent of technological change in engineering
<b>H4.2</b>	Applies knowledge of history and technological change to engineering- based problems
<b>H4.3</b>	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
<b>H5.1</b>	Works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
<b>H5.2</b>	Selects and uses appropriate management and planning skills related to engineering
<b>H6.1</b>	Demonstrates skills in research and problem-solving related to engineering
<b>H6.2</b>	Demonstrates skills in analysis, synthesis and experimentation related to engineering



## English Extension 1 Year 11 Compressed

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Imaginative Response and Reflection</b>	Written Work	19 FEB 2025	EE11-2 , EE11-3, EE11-6	30%
<b>Assessment Task 2: Research Project Multimodal</b>	Oral Presentation	21 MAR 2025	EE11-1 , EE11-2 , EE11-3, EE11-4, EE11-5, EE11-6	40%
<b>Assessment Task 3: Yearly Examination</b>	Examination	8 APR 2025	EE11-2 , EE11-3, EE11-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
<b>Assessment Task 1: Imaginative Response and Reflection</b>	15	15	30%
<b>Assessment Task 2: Research Project Multimodal</b>	20	20	40%
<b>Assessment Task 3: Yearly Examination</b>	15	15	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Research Task</b>	Research Task	4 JUN 2025	EE12-1, EE12-3, EE12-4	35%
<b>Assessment Task 2: Composition and Critique</b>	Creative Composition and Critique	4 AUG 2025	EE12-2, EE12-3, EE12-5	35%
<b>Assessment Task 3: Trial HSC Examination</b>	Examination	20 AUG 2025	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
<b>Assessment Task 1: Research Task</b>	20	15	35%
<b>Assessment Task 2: Composition and Critique</b>	10	25	35%
<b>Assessment Task 3: Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EE12-1</b>	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
<b>EE12-2</b>	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
<b>EE12-3</b>	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
<b>EE12-4</b>	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
<b>EE12-5</b>	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Research design project</b>	Research Task	12 FEB 2025	P 1.1, P 1.2, P 3.1, P 3.2, P4.1, P4.2, P4.3, P4.4, P 5.1	30%
<b>Assessment Task 2: Nutrition Research practical</b>	Research Task	12 MAR 2025	P 1.1, P 1.2, P 2.1, P 3.2, P4.1, P4.2, P4.3, P4.4	35%
<b>Assessment Task 3 Examination</b>	Examination	9 APR 2025	P 3.1, P 3.2, P4.1, P4.2, P4.4	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of food technology	Skills in researching, analysing, and communicating food issues	Skills in experimenting with preparing food by applying theoretical concepts	Skills in designing, implementing and evaluating solutions of food situations	TOTAL VALUE
<b>Assessment Task 1: Research design project</b>	5	10	0	10	25%
<b>Assessment Task 2: Nutrition Research practical</b>	5	10	10	10	35%
<b>Assessment Task 3 Examination</b>	10	10	20	0	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
<b>P 1.2</b>	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
<b>P 2.1</b>	Explains the role of food nutrients in human nutrition.
<b>P 2.2</b>	Identifies and explains the sensory characteristics and functional properties of food.
<b>P 3.1</b>	Assesses the nutrient value of meals/diets for particular individuals and groups.
<b>P 3.2</b>	Presents ideas in written, graphic and oral form using computer software where appropriate.
<b>P4.1</b>	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
<b>P4.2</b>	Plans, prepares and presents foods which reflect a range of the influences on food selection.
<b>P4.3</b>	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
<b>P4.4</b>	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
<b>P 5.1</b>	Generates ideas and develops solutions to a range of food situations.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 Food Manufacture</b>	Research Task	21 MAY 2025	H1.1, H2.1	20%
<b>Assessment Task 2 Exploring the Australian Food Industry</b>	Research Task	25 JUN 2025	H1.2, H1.4, H3.1, H5.1	30%
<b>Assessment Task 3 Contemporary Nutrition Issues/Food Product Development.</b>	Research Task	6 AUG 2025	H1.3, H2.1, H3.2, H4.1, H4.2, H5.1	30%
<b>Assessment Task 4 Trial HSC Examination</b>	Examination	13 AUG 2025	H1.1, H1.2, H1.3, H1.4, H2.1, H4.2, H5.1	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	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	TOTAL VALUE
<b>Assessment Task 1 Food Manufacture</b>	10	10	0	20%
<b>Assessment Task 2 Exploring the Australian Food Industry</b>	5	10	15	30%
<b>Assessment Task 3 Contemporary Nutrition Issues/Food Product Development.</b>	5	10	15	30%
<b>Assessment Task 4 Trial HSC Examination</b>	20	0	0	20%
<b>Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Explains manufacturing processes and technologies used in the production of food products.
<b>H1.2</b>	Examines the nature and extent of the Australian food industry.
<b>H1.3</b>	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
<b>H1.4</b>	Evaluates the impact of food manufacture on the individual, society and environment.
<b>H2.1</b>	Evaluates the relationship between food, its production, consumption, promotion and health.
<b>H3.1</b>	Investigates operations of one organisation within the Australian food industry.
<b>H3.2</b>	Independently investigates contemporary food issues.
<b>H4.1</b>	Develops, prepares and presents food using product development processes.
<b>H4.2</b>	Applies principles of food preservation to extend the life of food and maintain safety.
<b>H5.1</b>	Develops, realises and evaluates solutions to a range of food situations.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Listening</b>	Supervised paper	28 FEB 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 1 - Speaking</b>	Conversation	28 FEB 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Assessment Task 2 - Reading</b>	Supervised paper	14 MAR 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 2 - Writing</b>	Supervised paper	14 MAR 2025	3.2, 3.3	15%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Listening</b>	0	15	0	0	15%
<b>Assessment Task 1 - Speaking</b>	15	0	0	0	15%
<b>Assessment Task 2 - Reading</b>	0	0	15	0	15%
<b>Assessment Task 2 - Writing</b>	0	0	0	15	15%
<b>Assessment Task 3 - Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in German.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in German.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of German speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of German speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.

## German Beginners Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Reading and Writing</b>	Supervised paper	16 MAY 2025	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	30%
<b>Assessment Task 2 - Listening and Speaking</b>	Paper and conversation	20 JUN 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	30%
<b>Assessment Task 3 - Speaking</b>	Oral Presentation	1 AUG 2025	1.1, 1.2, 1.3	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	29 AUG 2025	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Reading and Writing</b>	0	0	20	10	30%
<b>Assessment Task 2 - Listening and Speaking</b>	10	20	0	0	30%
<b>Assessment Task 3 - Speaking</b>	10	0	0	0	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	0	10	10	10	30%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in German.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in German.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of German speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of German speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
<b>3.4</b>	Applies knowledge of the culture of German speaking communities to the production of texts.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Listening</b>	Supervised paper	28 FEB 2025	3.1, 3.4	15%
<b>Assessment Task 1 - Speaking</b>	Conversation	28 FEB 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Assessment Task 2 - Reading</b>	Supervised paper	14 MAR 2025	3.1, 3.3, 3.5	15%
<b>Assessment Task 2 - Writing</b>	Supervised paper	14 MAR 2025	2.1, 2.2, 2.3	15%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Listening</b>	0	15	0	0	15%
<b>Assessment Task 1 - Speaking</b>	15	0	0	0	15%
<b>Assessment Task 2 - Reading</b>	0	0	15	0	15%
<b>Assessment Task 2 - Writing</b>	0	0	0	15	15%
<b>Assessment Task 3 - Year 11 Yearly Exam</b>	5	15	15	5	40%

## Syllabus Outcomes

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

## German Continuers Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Reading and Writing</b>	Supervised paper	16 MAY 2025	2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 3.6	30%
<b>Assessment Task 2 - Listening and Speaking</b>	Paper and conversation	20 JUN 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	30%
<b>Assessment Task 3 - Speaking</b>	Conversation	1 AUG 2025	1.1, 1.2, 1.3, 1.4	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	29 AUG 2025	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Reading and Writing</b>	0	0	20	10	30%
<b>Assessment Task 2 - Listening and Speaking</b>	10	20	0	0	30%
<b>Assessment Task 3 - Speaking</b>	10	0	0	0	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	0	10	10	10	30%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

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



# Industrial Technology – Graphics Technologies Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1- Industry Study</b>	Depth Study	16 DEC 2024	P1.1, P1.2, P5.1, P7.1, P7.2	20%
<b>Assessment Task 2 - Minor Project</b>	Design Project	2 APR 2025	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	7 APR 2025	P1.2, P2.1, P3.1, P3.2, P3.3, P4.3, P5.1, P7.1, P7.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of the course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>Assessment Task 1- Industry Study</b>	10	10	20%
<b>Assessment Task 2 - Minor Project</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Industrial Technology – Graphics Technologies Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Portfolio Stage 1 Research Task</b>	Research Task	29 MAY 2025	H1.1, H1.2, H4.2, H5.1, H5.2, H7.1, H7.2	15%
<b>Assessment Task 2 - Industry Study</b>	Research Task	19 JUN 2025	H2.1, H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1, H6.2	25%
<b>Assessment Task 3 - Major Project Production</b>	Design Project	31 JUL 2025	H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H6.1, H6.2	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	11 AUG 2025	H1.2, H3.1, H3.2, H4.1, H5.1, H7.1, H7.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in design management, communication and production of a major project.	TOTAL VALUE
<b>Assessment Task 1 - Portfolio Stage 1 Research Task</b>	5	10	15%
<b>Assessment Task 2 - Industry Study</b>	5	20	25%
<b>Assessment Task 3 - Major Project Production</b>	10	20	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Industrial Technology – Multimedia Technologies Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Industry Study</b>	Depth Study	16 DEC 2024	P1.1, P1.2, P5.1, P7.1, P7.2	20%
<b>Assessment Task 2 - Marketing Video</b>	Design Project	2 APR 2025	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	7 APR 2025	P1.1, P1.2, P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P6.1, P7.1	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of the course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>Assessment Task 1 - Industry Study</b>	10	10	20%
<b>Assessment Task 2 - Marketing Video</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Industrial Technology – Multimedia Technologies year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Portfolio Stage 1 Research Task</b>	Portfolio	29 MAY 2025	H1.1, H1.2, H5.1, H7.1, H7.2	15%
<b>Assessment Task 2 - Industry Study</b>	Research Task	19 JUN 2025	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1, H6.2	25%
<b>Assessment Task 3 - Major Project Production</b>	Design Project	31 JUL 2025	H2.1, H3.1, H3.2, H3.3, H4.2, H6.2	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	11 AUG 2025	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in design management, communication and production of a major project.	TOTAL VALUE
<b>Assessment Task 1 - Portfolio Stage 1 Research Task</b>	5	10	15%
<b>Assessment Task 2 - Industry Study</b>	5	20	25%
<b>Assessment Task 3 - Major Project Production</b>	10	20	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

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

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: The Legal System: Research and Response Task.</b>	Research Task	14 FEB 2025	P1, P2, P3, P4, P6, P9	30%
<b>Assessment Task 2: Resolving disputes: Research and extended response</b>	Research Task	14 MAR 2025	P1, P4, P5, P7, P8, P9	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	11 APR 2025	P1, P2, P3, P4, P5, P6, P7, P9, P10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: The Legal System: Research and Response Task.</b>	5	10	10	5	30%
<b>Assessment Task 2: Resolving disputes: Research and extended response</b>	5	10	10	5	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	30	0	0	10	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

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

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Crime Case Studies Analysis.</b>	Research Task	6 JUN 2025	H1, H4, H5, H6, H7, H8, H9	35%
<b>Assessment Task 2: Human Rights Research Task.</b>	Research Task	25 JUL 2025	H2, H3, H4, H5, H7, H8, H9, H10	35%
<b>Assessment Task 3 : Trial HSC Legal Studies Compressed Examination</b>	Examination	15 AUG 2025	H1, H2, H3, H4, H5, H6, H7, H9, H10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Crime Case Studies Analysis.</b>	10	10	10	5	35%
<b>Assessment Task 2 : Human Rights Research</b>	10	10	10	5	35%
<b>Assessment Task 3 : Trial HSC Examination</b>	20	0	0	10	30%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Identifies and applies legal concepts and terminology
<b>H2</b>	Describes and explains key features of and the relationship between Australian and international law
<b>H3</b>	Analyses the operation of domestic and international legal systems
<b>H4</b>	Evaluates the effectiveness of the legal system in addressing issues
<b>H5</b>	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>H6</b>	Assesses the nature of the interrelationship between the legal system and society
<b>H7</b>	Evaluates the effectiveness of the law in achieving justice
<b>H8</b>	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>H9</b>	Communicates legal information using well-structured and logical arguments
<b>H10</b>	Analyses differing perspectives and interpretations of legal information and issues.

# Mathematics Standard Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Learning activities 1-7</b>	Topic Test - open book	13 DEC 2024	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	30%
<b>Assessment Task 2 - Edamame Crop</b>	Research Task	28 FEB 2025	MS11-2, MS11-6, MS11-7, MS11-8, MS11-9	30%
<b>Assessment Task 3 - Year 11 Exam</b>	Examination	4 APR 2025	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1 - Learning activities 1-7</b>	15	15	30%
<b>Assessment Task 2 - Edamame Crop</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Mathematics Standard 1 Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Is a Hybrid car worth it?</b>	Research Task	23 MAY 2025	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	30%
<b>Assessment Task 2 - The Gooniyandi People</b>	Research Task	27 JUN 2025	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	35%
<b>Assessment Task 3 - Final Examination</b>	Examination	15 AUG 2025	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1 - Is a Hybrid car worth it?</b>	10	20	30%
<b>Assessment Task 2 - The Gooniyandi People</b>	20	15	35%
<b>Assessment Task 3 - Final Examination</b>	20	15	35%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MS1-12-1</b>	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS1-12-2</b>	Analyses representations of data in order to make predictions and draw conclusions
<b>MS1-12-3</b>	Interprets the results of measurements and calculations and makes judgements about their reasonableness
<b>MS1-12-4</b>	Analyses simple two-dimensional and three-dimensional models to solve practical problems
<b>MS1-12-5</b>	Makes informed decisions about financial situations likely to be encountered post-school
<b>MS1-12-6</b>	Represents the relationships between changing quantities in algebraic and graphical forms
<b>MS1-12-7</b>	Solves problems requiring statistical processes
<b>MS1-12-8</b>	Applies network techniques to solve network problems
<b>MS1-12-9</b>	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
<b>MS1-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others



# Mathematics Standard 2 Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Learning activities 1-7</b>	Assignment	30 MAY 2025	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	15%
<b>Assessment Task 2 - Trigonometry and Networks</b>	Assignment and Topic Test	27 JUN 2025	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9	25%
<b>Assessment Task 3 - Consolidation</b>	Assignment	15 JUL 2025	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	29 AUG 2025	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10, MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, fluency and communication	Problem solving, reasoning and justification	TOTAL VALUE
<b>Assessment Task 1 - Learning activities 1-7</b>	5	10	15%
<b>Assessment Task 2 - Trigonometry and Networks</b>	15	10	25%
<b>Assessment Task 3 - Consolidation</b>	10	20	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MS2-12-1</b>	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS2-12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions
<b>MS2-12-3</b>	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
<b>MS2-12-4</b>	Analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS2-12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments
<b>MS2-12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2-12-7</b>	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	Solves problems using networks to model decision-making in practical problems
<b>MS2-12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2-12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# Mathematics Advanced Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Algebraic Techniques and Equations</b>	Topic Test - open book	13 DEC 2024	MA11-1, MA11-2, MA11-8, MA11-9	30%
<b>Assessment Task 2 - Functions and Trigonometry</b>	Research Task	7 MAR 2025	MA11-1, MA11-2	30%
<b>Assessment Task 3 - Year 11 Exam</b>	Examination	11 APR 2025	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1 - Algebraic Techniques and Equations</b>	15	15	30%
<b>Assessment Task 2 - Functions and Trigonometry</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Mathematics Advanced Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Learning activities 1-6</b>	Assignment	23 MAY 2025	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	20%
<b>Assessment Task 2 - Differentiation and Integration</b>	Topic Test - open book	27 JUN 2025	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	30%
<b>Assessment Task 3 - Home loans</b>	Research Task	15 AUG 2025	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	20%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	29 AUG 2025	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Concepts Skills and Techniques	Reasoning and Communication	TOTAL VALUE
<b>Assessment Task 1 - Learning activities 1-6</b>	10	10	20%
<b>Assessment Task 2 - Differentiation and Integration</b>	10	20	30%
<b>Assessment Task 3 - Home loans</b>	10	10	20%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA12-1</b>	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
<b>MA12-2</b>	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
<b>MA12-3</b>	Applies calculus techniques to model and solve problems
<b>MA12-4</b>	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
<b>MA12-5</b>	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
<b>MA12-6</b>	Applies appropriate differentiation methods to solve problems
<b>MA12-7</b>	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA12-8</b>	Solves problems using appropriate statistical processes
<b>MA12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
<b>MA12-10</b>	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

# Mathematics Extension 1 Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Permutations, Combinations, Equations and Inequalities</b>	Topic Test - open book	19 DEC 2024	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	30%
<b>Assessment Task 2 - Polynomials, Inverse Functions and Further Functions</b>	Research Task	14 MAR 2025	ME11-1, ME11-2, ME11-6, ME11-7	30%
<b>Assessment Task 3 Yearly Exam</b>	Examination	11 APR 2025	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1 - Permutations, Combinations, Equations and Inequalities</b>	15	15	30%
<b>Assessment Task 2 - Polynomials, Inverse Functions and Further Functions</b>	15	15	30%
<b>Assessment Task 3 Yearly Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

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

# Mathematics Extension 1 Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Proofs, Trigonometry and Vectors</b>	Topic Test - open book	23 MAY 2025	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	15%
<b>Assessment Task 2 - Differentiation</b>	Assignment	18 JUL 2025	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	30%
<b>Assessment Task 3 - Further Vectors</b>	Research Task	8 AUG 2025	ME12-2, ME12-6, ME12-7	25%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	22 AUG 2025	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Concepts Skills and Techniques	Reasoning and Communication	TOTAL VALUE
<b>Assessment Task 1 - Proofs, Trigonometry and Vectors</b>	10	5	15%
<b>Assessment Task 2 - Differentiation</b>	15	15	30%
<b>Assessment Task 3 - Further Vectors</b>	5	20	25%
<b>Assessment Task 4 - Trial HSC Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ME12-1</b>	Applies techniques involving proof or calculus to model and solve problems
<b>ME12-2</b>	Applies concepts and techniques involving vectors and projectiles to solve problems
<b>ME12-3</b>	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
<b>ME12-4</b>	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
<b>ME12-5</b>	Applies appropriate statistical processes to present, analyse and interpret data
<b>ME12-6</b>	Chooses and uses appropriate technology to solve problems in a range of contexts
<b>ME12-7</b>	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment task 1: Historical Investigation</b>	Research Task	17 DEC 2024	MH11-2, MH11-3, MH11-6, MH11-8, MH11-9	30%
<b>Assessment task 2: WWI source analysis task</b>	Written Work	7 MAR 2025	MH11-4, MH11-6, MH11-7, MH11-8, MH11-10	30%
<b>Compressed Year 11 Yearly examination</b>	Examination	9 APR 2025	MH11-1, MH11-3, MH11-4, MH11-5, MH11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	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	TOTAL VALUE
<b>Assessment task 1: Historical Investigation</b>	10	10	10	0	30%
<b>Assessment task 2: WWI source analysis task</b>	5	5	10	10	30%
<b>Compressed Year 11 Yearly examination</b>	25	5	0	10	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

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

## Assessment Schedule

<b>Assessment Task 1: Annotated Bibliography Power and authority</b>	Source Analysis	26 MAY 2025	MH12-1, MH12-4, MH12-6, MH12-7	15%
<b>Assessment Task 2: Historical Analysis: Russia and Core</b>	Research Task	23 JUN 2025	MH12-2, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	30%
<b>Assessment Task 3: Extended response Indochina</b>	Written Work	28 JUL 2025	MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	25%
<b>Assessment task 4: Trial HSC Examination</b>	Examination	21 AUG 2025	MH12-1, MH12-2, MH12-6, MH12-9	30%
<b>Assessment Task 1: Annotated Bibliography Power and authority</b>	Source Analysis	26 MAY 2025	MH12-1, MH12-4, MH12-6, MH12-7	15%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	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	TOTAL VALUE
<b>Assessment Task 1: Annotated Bibliography Power and authority</b>	0	5	5	5	15%
<b>Assessment Task 2: Historical Analysis: Russia and the Soviet Union 1917-1941 and Power and Authority</b>	10	5	10	5	30%
<b>Assessment Task 3: Extended response Indochina</b>	10	5	5	5	25%
<b>Assessment task 4: Trial HSC Examination</b>	20	5	0	5	30%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MH12-1</b>	accounts for the nature of continuity and change in the modern world
<b>MH12-2</b>	proposes arguments about the varying causes and effects of events and developments
<b>MH12-3</b>	evaluates the role of historical features, individuals, groups and ideas in shaping the past
<b>MH12-4</b>	analyses the different perspectives of individuals and groups in their historical context
<b>MH12-5</b>	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH12-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH12-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH12-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH12-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## Music 1 Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Viva Voce and Aural Analysis Topic 1</b>	Oral Presentation	14 FEB 2025	P2, P3, P5, P6, P8	35%
<b>Task 2 - Composition Portfolio Topic 2</b>	Portfolio	7 MAR 2025	P3, P7, P8	25%
<b>Task 3 - Aural Performance Topic 3</b>	Examination	11 APR 2025	P1, P2, P5, P6, P9, P10, P11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
<b>Task 1 - Viva Voce and Aural Analysis Topic 1</b>	0	0	25	10	35%
<b>Task 2 - Composition Portfolio Topic 2</b>	0	25	0	0	25%
<b>Task 3 - Aural Performance Topic 3</b>	25	0	0	15	40%
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

### Syllabus Outcomes

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



## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Viva voce and aural analysis</b>	Oral Presentation	25 JUL 2025	H2, H4, H5, H6	20%
<b>Assessment Task 2 - Composition and Portfolio 2022</b>	Practical Task	1 AUG 2025	H3, H5, H7, H8	10%
<b>Assessment Task 3 - Core Performance, Elective 1, Elective 2</b>	Practical Task	15 AUG 2025	H1, H7, H9, H10, H11	40%
<b>Assessment Task 4 - Trial HSC Aural Skills and Elective 3</b>	Examination	22 AUG 2025	H1, H4, H5, H6, H7, H9	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance Core	Composition Core	Musicology Core	Aural Core	Elective 1 (15%) and Elective 2 (15%)	Elective 3	TOTAL VALUE
<b>Assessment Task 1 - Viva voce and aural analysis</b>	0	0	10	10	0	0	20%
<b>Assessment Task 2 - Composition and Portfolio 2022</b>	0	10	0	0	0	0	10%
<b>Assessment Task 3 - Core Performance, Elective 1, Elective 2</b>	10	0	0	0	30	0	40%
<b>Assessment Task 4 - Trial HSC Aural Skills and Elective 3</b>	0	0	0	15	0	15	30%
<b>Weighting</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
<b>H2</b>	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
<b>H3</b>	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
<b>H4</b>	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
<b>H5</b>	Critically evaluates and discusses performances and compositions.
<b>H6</b>	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
<b>H7</b>	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
<b>H8</b>	Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
<b>H9</b>	Performs as a means of self-expression and communication.
<b>H10</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>H11</b>	Demonstrates a willingness to accept and use constructive criticism.

# Personal Development Health and Physical Education Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Core 1 &amp; Option 1</b>	Research Task	19 FEB 2025	P1, P2, P3, P4, P5, P6, P12, P15, P16	30%
<b>Assessment Task 2: The body in motion and Option 2: Fitness choices</b>	Written Work	26 MAR 2025	P6, P7, P8, P10, P11, P15	30%
<b>Assessment Task 3 - Year 11 Examination</b>	Examination	11 APR 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and Understanding of course content	Skills in critical thinking, research, analysing and communicating	TOTAL VALUE
<b>Assessment Task 1 - Core 1 &amp; Option 1</b>	12	18	30%
<b>Assessment Task 2: The body in motion and Option 2: Fitness choices</b>	12	18	30%
<b>Assessment Task 3 - Year 11 Examination</b>	16	24	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Identifies and examines why individuals give different meanings to health
<b>P2</b>	Explains how a range of health behaviours affect an individual's health
<b>P3</b>	Describes how an individual's health is determined by a range of factors
<b>P4</b>	Evaluates aspects of health over which individuals can exert some control
<b>P5</b>	Describes factors that contribute to effective health promotion
<b>P6</b>	Proposes actions that can improve and maintain an individual's health
<b>P7</b>	Explains how body systems influence the way the body moves
<b>P8</b>	Describes the components of physical fitness and explains how they are monitored
<b>P9</b>	Describes biomechanical factors that influence the efficiency of the body in motion
<b>P10</b>	Plans for participation in physical activity to satisfy a range of individual needs
<b>P11</b>	Assesses and monitors physical fitness levels and physical activity patterns
<b>P12</b>	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
<b>P15</b>	Forms opinions about health-promoting actions based on a critical examination of relevant information
<b>P16</b>	Uses a range of sources to draw conclusions about health and physical activity concepts

# Personal Development Health and Physical Education Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Health Priorities</b>	Research Task	4 JUN 2025	H1, H2, H3, H4, H5, H6	30%
<b>Assessment Task 2 - Sports Medicine</b>	Written Work	25 JUN 2025	H8, H13, H16, H17	10%
<b>Assessment Task 3 - Factors Affecting Performance</b>	Written Work	30 JUL 2025	H7, H8, H16, H17	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	25 AUG 2025	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills in critical thinking, research and communicating	TOTAL VALUE
<b>Assessment Task 1 - Health Priorities</b>	12	18	30%
<b>Assessment Task 2 - Sports Medicine</b>	4	6	10%
<b>Assessment Task 3 - Factors Affecting Performance</b>	12	18	30%
<b>Assessment Task 4 - Trial HSC Examination</b>	12	18	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Describes the nature, and justifies the choice, of Australia's health priorities.
<b>H2</b>	Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
<b>H3</b>	Analyses the determinants of health and health inequities.
<b>H4</b>	Argues the case for health promotion based on the Ottawa Charter.
<b>H5</b>	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
<b>H6</b>	Demonstrates a range of personal health skills that enables them to promote and maintain health.
<b>H7</b>	Explains the relationship between physiology and movement potential.
<b>H8</b>	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
<b>H9</b>	Explains how movement skill is acquired and appraised.
<b>H10</b>	Designs and implements training plans to improve performance.
<b>H11</b>	Designs psychological strategies and nutritional plans in response to individual performance needs.
<b>H12</b>	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport.
<b>H13</b>	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
<b>H14</b>	Argues the benefits of health-promoting actions and choices that promote social justice.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Inclined plane analysis</b>	Depth Study	12 DEC 2024	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	30%
<b>Task 2 - Snell's Law - Practical/Depth study</b>	Depth Study	28 FEB 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10, PH11-11	40%
<b>Task 3 - Year 11 Exam</b>	Examination	3 APR 2025	PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11, PH12-12, PH12-13, PH12-14, PH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Inclined plane analysis</b>	15	15	30%
<b>Task 2 - Snell's Law - Practical/Depth study</b>	10	30	40%
<b>Task 3 - Year 11 Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>PH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>PH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>PH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH11-8</b>	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
<b>PH11-9</b>	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
<b>PH11-10</b>	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>PH11-11</b>	Explains and quantitatively analyses electric fields, circuitry and magnetism

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment task 1 - Depth Study</b>	Practical Task	2 JUN 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	30%
<b>Assessment Task 2: Electromagnetism</b>	Depth Study	3 JUL 2025	PH12-13	40%
<b>Assessment Task 3: Trial Examination</b>	Examination	29 AUG 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11, PH12-12, PH12-13, PH12-14, PH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and Understanding	Skills in Working Scientifically	TOTAL VALUE
<b>Assessment task 1 - Depth Study</b>	15	15	30%
<b>Assessment Task 2: Electromagnetism</b>	10	30	40%
<b>Assessment Task 3: HSC Trial Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>PH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>PH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>PH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH12-12</b>	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
<b>PH12-13</b>	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
<b>PH12-14</b>	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
<b>PH12-15</b>	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Society and Culture Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Social and Cultural World Presentation</b>	Oral Presentation	13 DEC 2024	P1, P2, P3, P6, P7, P8, P10	35%
<b>Assessment Task 2: Personal and Social Identity Research</b>	Research Task	7 MAR 2025	P3, P5, P6, P9, P10, P11	35%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	8 APR 2025	P1, P2, P3, P4, P5, P6, P7, P8, P10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Social and Cultural World Presentation</b>	15	15	5	35%
<b>Assessment Task 2: Personal and Social Identity Research</b>	15	10	10	35%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	20	5	5	30%
<b>Weighting</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Identifies and applies social and cultural concepts
<b>P2</b>	Describes personal, social and cultural identity
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops
<b>P5</b>	Explains continuity and change and their implications for societies and cultures
<b>P6</b>	Differentiates between social and cultural research methods
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>P8</b>	Plans and conducts ethical social and cultural research
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Social &amp; Cultural Research Investigation</b>	Research Task	22 MAY 2025	H1, H2, H3, H4, H5, H6, H7, H9, H10	30%
<b>Assessment Task 2 : Popular Culture</b>	Research Task	26 JUN 2025	H1, H2, H3, H5, H7, H9, H10	35%
<b>Assessment Task 3: Trial HSC Examination</b>	Examination	13 AUG 2025	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Social &amp; Cultural Research Investigation</b>	20	5	5	30%
<b>Assessment Task 2 : Popular Culture Case Study</b>	10	15	10	35%
<b>Assessment Task 3: Trial HSC Examination</b>	20	10	5	35%
<b>Weighting</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Evaluates and effectively applies social and cultural concepts
<b>H2</b>	Explains the development of personal, social and cultural identity
<b>H3</b>	Analyses relationships and interactions within and between social and cultural groups
<b>H4</b>	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
<b>H5</b>	Analyses continuity and change and their influence on personal and social futures
<b>H6</b>	Evaluates social and cultural research methods for appropriateness to specific research tasks
<b>H7</b>	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
<b>H8</b>	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
<b>H9</b>	Applies complex course language and concepts appropriate for a range of audiences and contexts
<b>H10</b>	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Spanish Beginners Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Listening</b>	Supervised paper	28 FEB 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 1 - Speaking</b>	Conversation	28 FEB 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Assessment Task 2 - Reading</b>	Supervised paper	14 MAR 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 2 - Writing</b>	Supervised paper	14 MAR 2025	3.1, 3.2, 3.3	15%
<b>Assessment Task 3 - Year 11 Yearly Exam</b>	Oral and written examination	11 APR 2025	1.1, 2.1, 3.1, 1.2, 2.2, 3.2, 1.3, 3.3, 1.4, 2.4, 2.5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Listening</b>	0	15	0	0	15%
<b>Assessment Task 1 - Speaking</b>	15	0	0	0	15%
<b>Assessment Task 2 - Reading</b>	0	0	15	0	15%
<b>Assessment Task 2 - Writing</b>	0	0	0	15	15%
<b>Assessment Task 3 - Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Spanish
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Spanish
<b>1.3</b>	Sequences ideas and information
<b>1.4</b>	Applies knowledge of the culture of Spanish-speaking communities to interact appropriately
<b>2.1</b>	Understands and interprets information in texts using a range of strategies
<b>2.2</b>	Conveys the gist of and identifies specific information in texts
<b>2.3</b>	Summarises the main points of a text
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text
<b>2.5</b>	Identifies the purpose, context and audience of a text
<b>2.6</b>	Identifies and explains aspects of the culture of Spanish-speaking communities in texts
<b>3.1</b>	Produces texts appropriate to audience, purpose and context
<b>3.2</b>	Structures and sequences ideas and information
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
<b>3.4</b>	Applies knowledge of the culture of Spanish-speaking communities to the production of texts



## Spanish Beginners Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Reading and Writing</b>	Supervised paper	16 MAY 2025	2.1, 3.1, 2.2, 3.2, 3.3, 2.4	30%
<b>Assessment Task 2 - Listening and Speaking</b>	Paper and conversation	20 JUN 2025	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4, 2.5	30%
<b>Assessment Task 3 - Speaking</b>	Conversation	1 AUG 2025	1.1, 1.2, 1.3, 1.4	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	29 AUG 2025	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 2.5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Assessment Task 1 - Reading and Writing</b>	0	0	20	10	30%
<b>Assessment Task 2 - Listening and Speaking</b>	10	20	0	0	30%
<b>Assessment Task 3 - Speaking</b>	10	0	0	0	10%
<b>Assessment Task 4 - Trial HSC Examination</b>	0	10	10	10	30%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Spanish
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Spanish
<b>1.3</b>	Sequences ideas and information
<b>1.4</b>	Applies knowledge of the culture of Spanish-speaking communities to interact appropriately
<b>2.1</b>	Understands and interprets information in texts using a range of strategies
<b>2.2</b>	Conveys the gist of and identifies specific information in texts
<b>2.3</b>	Summarises the main points of a text
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text
<b>2.5</b>	Identifies the purpose, context and audience of a text
<b>2.6</b>	Identifies and explains aspects of the culture of Spanish-speaking communities in texts
<b>3.1</b>	Produces texts appropriate to audience, purpose and context
<b>3.2</b>	Structures and sequences ideas and information
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
<b>3.4</b>	Applies knowledge of the culture of Spanish-speaking communities to the production of texts

## Textiles and Design Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 -Manufacturing Skills</b>	Design Project	18 DEC 2024	P 1.2, P 2.1, P 2.2, P 2.3, P 3.1, P 3.2	35%
<b>Task 2 - Properties and Performance of Textiles.</b>	Design Project	19 MAR 2025	P 1.1, P 2.2, P 2.3, P 3.1, P 3.2, P4.1	35%
<b>Task 3 - Examination</b>	Examination	7 APR 2025	P 1.2, P 2.1, P 3.1, P 3.2, P4.1, P 5.1, P 5.2, P 6.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects	TOTAL VALUE
<b>Task 1 -Manufacturing Skills</b>	10	25	35%
<b>Task 2 - Properties and Performance of Textiles.</b>	10	25	35%
<b>Task 3 - Examination</b>	30	0	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Describes the elements and principles of design and uses them in a variety of applications.
<b>P 1.2</b>	Identifies the functional and aesthetic requirements and features of a range of textile items.
<b>P 2.1</b>	Demonstrates the use of a variety of communication skills, including computer-based technology.
<b>P 2.2</b>	Develops competence in the selection and use of appropriate manufacturing techniques and equipment.
<b>P 2.3</b>	Manages the design and manufacture of textile projects.
<b>P 3.1</b>	Identifies properties of a variety of fabrics, yarns and fibres.
<b>P 3.2</b>	Justifies the selection of fabrics, yarns and fibres for end-uses.
<b>P4.1</b>	Identifies and selects textiles for specific end-uses based on analysis of experimentation.
<b>P 5.1</b>	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.
<b>P 5.2</b>	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries.
<b>P 6.1</b>	Identifies and appreciates the factors that contribute to the quality and value of textiles in society.

# Textiles and Design Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 Major Textiles Project Proposal</b>	Oral Presentation	23 MAY 2025	H 1.1, H 1.2, H 2.1, H 6.1	20%
<b>Assessment Task 2 Investigation, Experimentation of Fabric Properties</b>	Research Task	19 JUN 2025	H 2.2, H3.1, H 4.1	30%
<b>Assessment Task 3 Contemporary Designers</b>	Research Task	7 AUG 2025	H 2.1, H 5.1, H 5.2, H 6.1	20%
<b>Assessment Task 4 Trial HSC Examination</b>	Examination	11 AUG 2025	H1.3, H3.2, H 4.1, H 5.1, H 5.2, H 6.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project	TOTAL VALUE
<b>Assessment Task 1 Major Textiles Project Proposal</b>	10	10	20%
<b>Assessment Task 2 Investigation, Experimentation of Fabric Properties</b>	15	15	30%
<b>Assessment Task 3 Contemporary Designers</b>	10	10	20%
<b>Assessment Task 4 Trial HSC Examination</b>	15	15	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H 1.1</b>	Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project.
<b>H 1.2</b>	Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements.
<b>H1.3</b>	Identifies the principles of colouration for specific end-uses.
<b>H 2.1</b>	Communicates design concepts and manufacturing specifications to both technical and non-technical audiences.
<b>H 2.2</b>	Demonstrates proficiency in the manufacture of a textile item/s.
<b>H2.3</b>	Effectively manages the design and manufacture of a Major Textiles Project to completion.
<b>H3.1</b>	Explains the interrelationship between fabric, yarn and fibre properties.
<b>H3.2</b>	Develops knowledge and awareness of emerging textile technologies.
<b>H 4.1</b>	Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses.
<b>H 4.2</b>	Selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
<b>H 5.1</b>	Investigates and describes aspects of marketing in the textile industry.
<b>H 5.2</b>	Analyses and discusses the impact of current issues on the Australian textiles industry.
<b>H 6.1</b>	Analyses the influence of historical, cultural and contemporary developments on textiles.

## Visual Arts Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Case Study 1 - The Artist</b>	Portfolio	17 DEC 2024	P2, P3, P6, P7, P8	35%
<b>Assessment Task 2 - Case Study 2 - Critical &amp; Historical Study</b>	Depth Study	21 FEB 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%
<b>Assessment Task 3 - Exam - Historical &amp; Critical</b>	Examination	28 MAR 2025	P7, P8, P9, P10	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Artmaking	Critical and Historical Studies	TOTAL VALUE
<b>Assessment Task 1 - Case Study 1 - The Artist</b>	25	10	35%
<b>Assessment Task 2 - Case Study 2 - Critical &amp; Historical Study</b>	25	15	40%
<b>Assessment Task 3 - Exam - Historical &amp; Critical</b>	0	25	25%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Visual Arts Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Case Study 1- Abstraction in the 20th Century &amp; Visual Arts Process Diary</b>	Practical Task	23 MAY 2025	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	25%
<b>Assessment Task 2 - Case Study 2 &amp; BoW Development</b>	Research Task	27 JUN 2025	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	25%
<b>Assessment Task 3 - Portfolio- Viva Voce on BoW Development</b>	Practical Task	1 AUG 2025	H1, H2, H3, H4, H5, H6	25%
<b>Assessment Task 4 - Trial HSC Examination</b>	Examination	15 AUG 2025	H7, H8, H9, H10	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Art Making	Art Criticism and Art History	TOTAL VALUE
<b>Assessment Task 1 - Case Study 1- Abstraction in the 20th Century &amp; Visual Arts Process Diary</b>	15	10	25%
<b>Assessment Task 2 - Case Study 2 &amp; BoW Development</b>	10	15	25%
<b>Assessment Task 3 - Portfolio- Viva Voce on BoW Development</b>	25	0	25%
<b>Assessment Task 4 - Trial HSC Examination</b>	0	25	25%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions conceptual framework.
<b>H2</b>	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work frames.
<b>H3</b>	Demonstrates an understanding of the frames when working independently in the making of art representation.
<b>H4</b>	Selects and develops subject matter and forms in particular ways as representations in art- making conceptual strength and meaning.
<b>H5</b>	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways resolution.
<b>H6</b>	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
<b>H7</b>	Applies their understanding of practice in art criticism and art history conceptual framework.
<b>H8</b>	Applies their understanding of the relationships among the artist, artwork, world and audience.
<b>H9</b>	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art representation.
<b>H10</b>	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

# Board Developed Courses (VET) with mandatory work placement

The VET courses offered by Southern Cross School of Distance Education are:

- BUSINESS SERVICES
- FOUNDATION SKILLS FOR WORK AND EDUCATIONAL PATHWAYS
- HOSPITALITY
- RETAIL
- SPORTS COACHING (TVET Content Endorsed Course. Note: no exam and cannot count towards an ATAR)

The Year 12 Credential examination in Content Endorsed VET courses, is optional. Students will nominate during the Year 12 Year if they intend to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course.

Content endorsed courses (Sports Coaching) do not have a Year 12 examination and as such cannot count towards an ATAR.

For students nominating to achieve an ATAR they must do the Year 12 Examination in their given VET course.

For students nominating to achieve the YEAR 12 Certificate they must complete the assessments in the given VET Courses.

This program is subject to change.

The order or components certainly can be varied; however, students will receive a minimum 2 weeks' notice of changes in writing.

### Business Services Qualification: BSB30120 Certificate III in Business

Southern Cross School of Distance Education  
 Course: Business Services (2 unit x 1 year)

Assessment Schedule Year: 12 - 2025

Assessment Tasks for BSB30120 Certificate III in Business 2 Unit x 1 Year		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	Task 4 Wellbeing	Year 12 Mandatory Workplacement
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 9 Term 4 Date 13.12.24	Week 9 Term 1 Date 28.3.25	Week 2 Term 3 Date 1.8.25	Week 9 Term 3 Date 19.9.25	Week 5 Term 3 Date 22.8.25
Code	Unit of Competency					
BSBTEC201	Use business software applications	X				
BSBTEC202	Use digital technologies to communicate in the work environment	X				
BSBWHS311	Assist with maintaining workplace safety		X			
BSBINS302	Organise workplace information		X			
BSBXCM301	Engage in workplace communication			X		
BSBOPS201	Work effectively in business environments			X		
BSBPEF201	Support personal wellbeing in the workplace				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion this course is a Statement of Attainment towards BSB30120 Certificate III in Business.

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”.

**Business Services Qualification: BSB30120 Certificate III in Business**

School Name: Southern Cross School of Distance Education

Course: Business Services (2 unit x 2 year)

Assessment Schedule Year: 12 - 2025

Assessment Tasks for BSB30120 Certificate III in Business 2 Unit x 2 Years		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	Year 12 Mandatory Workplacement	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 4 Term 4 Date 8.11.24	Week 8 Term 1 Date 28.3.25	Week 8 Term 2 Date 20.6.25	Week 8 Term 3 Date 12.9.25	Week 5 Term 3 Date 22.8.25	Week 4 Term 3 Date 15 Aug
Code	Unit of Competency						
BSBPEF201	Support personal wellbeing in the workplace	X					
BSBPEF301	Organise personal work priorities		X				
BSBTEC301	Design and produce business documents		X				
BSBSUS211	Participate in sustainable work practices			X			
BSBTWK301	Use inclusive work practices			X			
BSBTEC303	Create electronic presentations			X			
BSBCRT311	Apply critical thinking skills in a team environment				X		
BSBOPS301	Maintain business resources				X		

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

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



**Business Services Qualification: BSB30120 Certificate III in Business**

School Name: Southern Cross School of Distance Education

Course: Business Services (4 unit x 1 year)

Assessment Schedule Year: 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business 4 Unit x 1 Year		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 2	Week 8
		Term 4	Term 1	Term 1
Code	Unit of Competency	Date 15.11.24	Date 7.2.25	Date 21.3.25
BSBTEC201	Use business software applications	X		
BSBTEC202	Use digital technologies to communicate in the work environment	X		
BSBWHS311	Assist with maintaining workplace safety		X	
BSBINS302	Organise workplace information		X	
BSBXCM301	Engage in workplace communication			X
BSBOPS201	Work effectively in business environments			X

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

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”.

**Business Services Qualification: BSB30120 Certificate III in Business**

School Name: Southern Cross School of Distance Education

Course: Business Services (4 unit x 1 year)

Assessment Schedule Year: 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business 4 Unit x 1 Year		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	Year 12 Mandatory Workplacement (70 Hours)	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 1	Week 7	Week 3	Week 6	Week 5	Week 4
		Term 2	Term 2	Term 3	Term 3	Term 3	Term 3
		Date 2.5.25	Date 13.6.25	Date 8.8.25	Date 29.8.25	Date 22.8.25	Date 15 Aug
Code	Unit of Competency						
BSBPEF201	Support personal wellbeing in the workplace	X					
BSBPEF301	Organise personal work priorities		X				
BSBTEC301	Design and produce business documents		X				
BSBSUS211	Participate in sustainable work practices			X			
BSBTWK301	Use inclusive work practices			X			
BSBTEC303	Create electronic presentations			X			
BSBCRT311	Apply critical thinking skills in a team environment				X		
BSBOPS301	Maintain business resources				X		

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

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

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

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

School Name: Southern Cross School of Distance Education Student Competency  
 Course: FSK20119 Certificate II Skills for Work and Vocational Pathways

Assessment Schedule Year 12 - 2025

Assessment Events for FSK20119 Certificate II in Skills for Work and Vocational Pathways		Event 1	Event 2	Event 3	Event 4	Event 5	Event 6	Event 7	Event 8
		Date: 01/11/24 Week 3 Term 4	Date: 15/11/24 Week 6 Term 4	Date: 13/12/24 Week 9 Term 4	Date: 07/03/25 Week 6 Term 1	Date: 28/03/25 Week 9 Term 1	Date: 09/05/25 Week 2 Term 2	Date: 30/05/25 Week 5 Term 2	Date: 08/08/25 Week 3 Term 3
Code	Unit of Competency								
FSKLRG011	Use routine strategies for work related learning								
FSKRDG009	Read and respond to routine standard operating procedures								
FSKRDG010	Read and respond to routine workplace information								
FSKWTG009	Write routine workplace texts								
FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages at work								
FSKNUM015	Estimate, measure & calculate with routine metric measurements for work								
FSKDIG003	Use digital technology for non-routine workplace tasks								
FSKLRG009	Use strategies to respond to routine workplace problems								
BSBWHS211	Contribute to the health and safety of self and others								
FSKOCM004	Use oral communication skills to participate in workplace meetings								
FNSFLT212	Develop and use a savings plan								
FNSFLT211	Develop and use personal budgets								
HLTAID010	Provide Basic Emergency Life Support								
BSBOPS203	Deliver a service to customers								
FSKLRG010	Use routine strategies for career planning								
FSKOCM007	Interact effectively with others								

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: Southern Cross School of Distance Education

Course: **Hospitality (2 unit x 1 year)**

Assessment Schedule Year: 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality 2 Unit x 1 Year		Task 1 Safety in the kitchen	Task 2 Service please	Year 12 Mandatory Workplacement (35 Hours)
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 10	Week 4	Week 5
		Term 2	Term 3	Term 3
		Date 4.7.25	Date 15.8.25	Date 22.8.25
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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: Southern Cross School of Distance Education

Course: **Hospitality (2 unit x 2 year)**

Assessment Schedule Year: 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality 2 Unit x 2 Years		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	Year 12 Mandatory Workplacement	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 8	Week 7	Week 5	Week 4
		Term 1	Term 3	Term 3	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date 21.3.25	Date 5.9.25	Date 22.8.25	Date 11-15 Aug
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others		X		
SITHIND007	Use hospitality skills effectively		X		

Depending on the achievement of units of competency, the possible qualification outcome is a 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.**

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

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

School Name: Southern Cross School of Distance Education

 Course: **Hospitality (4 unit x 1 year)**

Assessment Schedule Year: 12 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality 4 Unit x 1 Year		Task 1 Safety in the kitchen	Task 2 Service please	Year 11 Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 8	Week 10	Week 11
		Term 1	Term 1	Term 1
<b>Code</b>	<b>Unit of Competency</b>	Date 21.3.25	Date 4.4.25	Date 11.4.25
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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: Southern Cross School of Distance Education  
 Course: **Hospitality (4 unit x 1 year)**

Assessment Schedule Year: 12 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality 4 Unit x 1 Year		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	Year 12 Mandatory Workplacement (70 Hours)	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 8	Week 7	Week 5	Week 4
		Term 2	Term 3	Term 3	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date 20.6.25	Date 5.9.25	Date 22.8.25	Date 11-15 Aug
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others		X		
SITHIND007	Use hospitality skills effectively		X		

Depending on the achievement of units of competency, the possible qualification outcome is a 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.**

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

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

School Name: Southern Cross School of Distance Education

 Course: **Retail Services (2 unit x 1 year)**

Assessment Schedule Year: 12 – 2025

Assessment Tasks for SIR30216 Certificate III in Retail 2 Unit x 1 Year		Task 1 There's no I in team	Task 2 Better safe than sorry	Task 3 Cash me outside	Year 12 Mandatory Workplacement (35 Hours)
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 9	Week 8	Week 4	Week 5
		Term 4	Term 1	Term 3	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date 13.12.24	Date 28.3.25	Date 12.9.25	Date 22.8.25
SIRXIND001	Work effectively in a service environment	X			
SIRXCOM002	Work effectively in a team	X			
SIRXWHS002	Contribute to workplace health and safety		X		
SIRXIND002	Organise and maintain the store environment		X		
SIRXCEG001	Engage the customer			X	
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of this course is a Statement of Attainment towards SIR30216 Certificate III in Retail.

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: Southern Cross School of Distance Education

 Course: **Retail Services (2 unit x 2 year)**

Assessment Schedule Year: 12 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail 2 Unit x 2 Years		Task 4 Window of opportunity	Task 5 I see sales people	Task 6 Commission impossible	Year 12 Mandatory Workplacement	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 3 Term 1 Date 14.2.25	Week 4 Term 2 Date 23.5.25	Week 4 Term 3 Date 15.8.25	Week 5 Term 3 Date 22.8.25	Week 4 Term 3 Date 11-15 Aug
Code	Unit of Competency					
SIRXPDK001	Advise on products and services	X				
SIRRINV001	Receive and handle retail stock	X				
SIRRMER001	Produce visual merchandise	X				
SIRXSLS001	Sell to the retail customer		X			
SIRXRSK001	Identify and respond to security risks		X			
SIRXSLS002	Follow point-of-sale procedures			X		
SIRRRTF001	Balance and secure POS terminal			X		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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

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

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

Assessment Tasks for SIR30216 Certificate III in Retail 4 Unit x 1 Year		Task 1 There's no I in team	Task 2 Better safe than sorry	Task 3 Cash me outside
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 9	Week 7	Week 3
		Term 4	Term 1	Term 2
		Date 13.12.25	Date 21.3.25	Date 16.5.25
Code	Unit of Competency			
SIRXIND001	Work effectively in a service environment	X		
SIRXCOM002	Work effectively in a team	X		
SIRXWHS002	Contribute to workplace health and safety		X	
SIRXIND002	Organise and maintain the store environment		X	
SIRXCEG001	Engage the customer			X
SIRXCEG002	Assist with customer difficulties			X
SIRXCEG003	Build customer relationships and loyalty			X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of this course is a Statement of Attainment towards SIR30216 Certificate III in Retail.

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: Southern Cross School of Distance Education

Course: **Retail Services (4 unit x 1 year)**

Assessment Schedule Year: 12 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail 4 Unit x 1 Year		Task 4 Window of opportunity	Task 5 I see sales people	Task 6 Commission impossible	Year 12 Mandatory Workplacement	HSC Trial Examination
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 7	Week 3	Week 7	Week 5	Week 4
		Term 2	Term 3	Term 3	Term 3	Term 3
		Date 13.6.25	Date 8.8.25	Date 5.9.25	Date 22.8.25	Date 11-15 Aug
Code	Unit of Competency					
SIRXPDK001	Advise on products and services	X				
SIRRINV001	Receive and handle retail stock	X				
SIRRMER001	Produce visual merchandise	X				
SIRXSL001	Sell to the retail customer		X			
SIRXRSK001	Identify and respond to security risks		X			
SIRXSL002	Follow point-of-sale procedures			X		
SIRRRTF001	Balance and secure POS terminal			X		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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

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

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

# Board Endorsed Courses

## Exploring Early Childhood Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Written report: Pregnancy and childbirth</b>	Written Work	4 DEC 2024	1.1, 1.4, 2.1, 2.4, 5.1, 6.1, 6.2	30%
<b>Assessment Task 2 - Research and written report: Promoting positive behaviour</b>	Research Task	12 FEB 2025	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	40%
<b>Assessment Task 3 - Year 11 exam</b>	Examination	2 APR 2025	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1, 6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Assessment Task 1 - Written report: Pregnancy and childbirth</b>	10	20	30%
<b>Assessment Task 2 - Research and written report: Promoting positive behaviour</b>	10	30	40%
<b>Assessment Task 3 - Year 11 exam</b>	30	0	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Exploring Early Childhood Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 Child Health and Safety Report</b>	Research Task	21 MAY 2025	1.2, 1.3, 2.4, 2.5, 6.1	30%
<b>Assessment Task 2 The Children's Services Industry</b>	Research Task	25 JUN 2025	1.4, 2.1, 2.4, 4.1, 6.1	40%
<b>Assessment Task 3 Review of EEC course.</b>	Research Task	21 AUG 2025	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1, 6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Assessment Task 1 Child Health and Safety Report</b>	10	20	30%
<b>Assessment Task 2 The Children's Services Industry</b>	20	20	40%
<b>Assessment Task 3 Review of EEC course</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Analyses prenatal issues that have an impact on development.
<b>1.2</b>	Examines major physical, social-emotional, behavioural, cognitive and language development of young children.
<b>1.3</b>	Examines the nature of different periods in childhood infant, toddler, preschool and the early school years.
<b>1.4</b>	Analyses the ways in which family, community and culture influence the growth and development of young children.
<b>1.5</b>	Examines the implications for growth and development when a child has special needs.
<b>2.1</b>	Analyses issues relating to the appropriateness of a range of services for different families.
<b>2.2</b>	Critically examines factors that influence the social world of young children.
<b>2.3</b>	Explains the importance of diversity as a positive issue for children and their families.
<b>2.4</b>	Analyses the role of a range of environmental factors that have an impact on the lives of young children.
<b>2.5</b>	Examines strategies that promote safe environments.
<b>3.1</b>	Evaluates strategies that encourage positive behaviour in young children.
<b>4.1</b>	Demonstrates appropriate communication skills with children and/or adults.
<b>5.1</b>	Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
<b>6.1</b>	Demonstrates an understanding of decision making processes.
<b>6.2</b>	Critically examines all issues including beliefs and values that may influence interactions with others.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 Power Point Information Screen</b>	Design Project	4 DEC 2024	1.1, 1.3, 2.1, 2.3, 3.1	30%
<b>Task 3 Hydrometer Experiment and Report</b>	Practical Task	2 APR 2025	2.3, 3.2, 3.3, 3.4, 5.3	35%
<b>Task 2 Whale Watching Venue</b>		4 JUN 2025	1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills outcomes and content	TOTAL VALUE
<b>Task 1 Power Point Information Screen</b>	15	5	20%
<b>Task 3 Hydrometer Experiment and Report</b>	0	0	0%
<b>Task 2 Whale Watching Venue</b>	5	5	10%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Relates with a respectful and caring attitude to the ocean and its life forms.
<b>1.2</b>	Identifies the roles of individuals or groups involved in maritime activities.
<b>1.3</b>	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course.
<b>1.4</b>	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea.
<b>1.5</b>	Demonstrates an awareness of the value of the ocean as a source of historical information.
<b>2.1</b>	Appreciates the importance of effective management practice.
<b>2.3</b>	Communicates information by writing reports, giving short talks and contributing to discussions.
<b>3.1</b>	Evaluates information, situations, equipment manuals and written or manual procedures.
<b>3.2</b>	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing.
<b>3.3</b>	Generates information from data by calculating, inferring, interpreting and generalising.
<b>3.4</b>	Carries out planned research activities using appropriate measurements, observations, classification and recording skills.
<b>4.1</b>	Identifies marine vocations and a range of leisure pursuits.
<b>4.2</b>	Appreciates marine environments as sources of employment and leisure.
<b>5.1</b>	Values the rules and operating principles of marine equipment and applies them.
<b>5.2</b>	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment.
<b>5.3</b>	Interprets and follows instructions, with accuracy.
<b>5.4</b>	Selects, organises, assembles, dismantles, cleans, and returns equipment.

# Marine Studies 2 Unit Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 Coral Reef Ecology</b>	Research Task	21 NOV 2024	1.1, 1.2, 2.3, 3.4	25%
<b>Task 2 Marine Archaeology</b>	Research Task	21 FEB 2025	1.2, 1.4, 3.4, 5.1	25%
<b>Task 3 Aquaculture</b>	Depth Study	8 AUG 2025	1.3, 3.3, 4.1, 4.2	25%
<b>Task 4 EXAM</b>	Examination	8 AUG 2025	1.1, 2.3, 5.1, 5.3	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge	Skills	TOTAL VALUE
<b>Task 1 Coral Reef Ecology</b>	15	10	25%
<b>Task 2 Marine Archaeology</b>	15	10	25%
<b>Task 3 Aquaculture</b>	15	10	25%
<b>Task 4 EXAM</b>	15	10	25%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Relates with a respectful and caring attitude to the ocean and its life forms.
<b>1.2</b>	Identifies the roles of individuals or groups involved in maritime activities.
<b>1.3</b>	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course.
<b>1.4</b>	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea.
<b>1.5</b>	Demonstrates an awareness of the value of the ocean as a source of historical information.
<b>2.1</b>	Appreciates the importance of effective management practice.
<b>2.2</b>	Works effectively within a group.
<b>2.3</b>	Communicates information by writing reports, giving short talks and contributing to discussions.
<b>3.1</b>	Evaluates information, situations, equipment manuals and written or manual procedures.
<b>3.2</b>	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing.
<b>3.3</b>	Generates information from data by calculating, inferring, interpreting and generalising.
<b>3.4</b>	Carries out planned research activities using appropriate measurements, observations, classification and recording skills.
<b>4.1</b>	Identifies marine vocations and a range of leisure pursuits.
<b>4.2</b>	Appreciates marine environments as sources of employment and leisure.
<b>5.1</b>	Values the rules and operating principles of marine equipment and applies them.
<b>5.2</b>	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment.
<b>5.3</b>	Interprets and follows instructions, with accuracy.
<b>5.4</b>	Selects, organises, assembles, dismantles, cleans, and returns equipment.

# Photography Video & Digital Imaging 240 hours Year 11 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Manipulated Portraits</b>	Practical Task	13 DEC 2024	M1, M2, M3, M5, M6	40%
<b>Assessment Task 2 - Photo Documentary</b>	Portfolio	28 FEB 2025	CH1, CH2, CH3, CH5, M1, M4, M5, M6	40%
<b>Assessment Task 3 - Examination</b>	Examination	11 APR 2025	CH1, CH2, CH3, CH4, CH5	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Making	Critical and historical studies	TOTAL VALUE
<b>Assessment Task 1 - Manipulated Portraits</b>	40	0	40%
<b>Assessment Task 2 - Photo Documentary</b>	30	10	40%
<b>Assessment Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

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



# Photography Video & Digital Imaging 240 hours Year 12 Compressed

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Stop Motion Animation (Digital Imaging)</b>	Practical Task	23 MAY 2025	M3, M4, M5, M6	35%
<b>Assessment Task 2 - Time and Place Critical Study Extended Response &amp; Mini-BoW (Digital Imaging)</b>	Portfolio	13 JUN 2025	CH1, CH3, CH4, M1, M3, M5	35%
<b>Assessment Task 3 - Case Study and Mini-Body of Work (Digital Imaging)</b>	Practical Task	4 JUL 2025	M1, M2, M3, M4, M5, M6	20%
<b>Assessment Task 4 - Portfolio and Evaluation or Trial HSC Examination (Digital Imaging)</b>	Portfolio	22 AUG 2025	CH1, CH2, CH3, CH4, CH5	10%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Art making photographic practice	Art Criticism and Art History	TOTAL VALUE
<b>Assessment Task 1 - Stop Motion Animation (Digital Imaging)</b>	35	0	35%
<b>Assessment Task 2 - Time and Place Critical Study Extended Response &amp; Mini-BoW (Digital Imaging)</b>	15	20	35%
<b>Assessment Task 3 - Case Study and Mini-Body of Work (Digital Imaging)</b>	20	0	20%
<b>Assessment Task 4 - Portfolio and Evaluation or Trial HSC Examination (Digital Imaging)</b>	0	10	10%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

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

## Sport Lifestyle and Recreation Year 11 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - First Aid and Sports Injuries</b>	Written Work	18 DEC 2024	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	30%
<b>Assessment Task 2 - Healthy Lifestyle</b>	Depth Study	5 MAR 2025	1.5, 2.3, 3.5, 4.3	35%
<b>Assessment Task 3 - Individual games and sports application</b>	Written Work	2 APR 2025	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and Understanding of course content	Skills in critical thinking, research, analysing and communicating	TOTAL VALUE
<b>Assessment Task 1 - First Aid and Sports Injuries</b>	10	20	30%
<b>Assessment Task 2 - Healthy Lifestyle</b>	15	20	35%
<b>Assessment Task 3 - Individual games and sports application</b>	15	20	35%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities.
<b>1.2</b>	Explains the relationship between physical activity, fitness and healthy lifestyle.
<b>1.3</b>	Demonstrates ways to enhance safety in physical activity.
<b>1.4</b>	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
<b>1.5</b>	Critically analyses the factors affecting lifestyle balance and their impact on health status.
<b>1.6</b>	Describes administrative procedures that support successful performance outcomes.
<b>2.1</b>	Explains the principles of skill development and training.
<b>2.2</b>	Analyses the fitness requirements of specific activities.
<b>2.3</b>	Selects and participates in physical activities that meet individual needs, interests and abilities.
<b>2.4</b>	Describes how societal influences impact on the nature of sport in Australia.
<b>2.5</b>	Describes the relationship between anatomy, physiology and performance.
<b>3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts.
<b>3.2</b>	Designs programs that respond to performance needs.
<b>3.3</b>	Measures and evaluates physical performance capacity.
<b>3.4</b>	Composes, performs and appraises movement.
<b>3.5</b>	Analyses personal health practices.
<b>3.6</b>	Assesses and responds appropriately to emergency care situations.

<b>3.7</b>	Analyses the impact of professionalism in sport.
<b>4.1</b>	Plans strategies to achieve performance goal.
<b>4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
<b>4.3</b>	Makes strategic plans to overcome the barriers to personal and community health.
<b>4.4</b>	Demonstrates competence and confidence in movement contexts.
<b>4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
<b>5.1</b>	Accepts responsibility for personal and community health.
<b>5.2</b>	Willingly participates in regular physical activity.
<b>5.3</b>	Values the importance of an active lifestyle.
<b>5.4</b>	Values the features of a quality performance.
<b>5.5</b>	Strives to achieve quality in personal performance.

## Sport Lifestyle and Recreation Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Resistance Training</b>	Research Task	21 MAY 2025	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	25%
<b>Assessment Task 2 - Outdoor Recreation</b>	Research Task	18 JUN 2025	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	25%
<b>Assessment Task 3 - Sport Coaching</b>	Research Task	30 JUL 2025	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	25%
<b>Assessment Task 4 - Examination</b>	Examination	25 AUG 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and Understanding	Critical thinking, research, analysis and communication	TOTAL VALUE
<b>Assessment Task 1 - Resistance Training</b>	12	13	25%
<b>Assessment Task 2 - Outdoor Recreation</b>	12	13	25%
<b>Assessment Task 3 - Sport Coaching</b>	13	12	25%
<b>Assessment Task 4 - Examination</b>	13	12	25%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities.
<b>1.2</b>	Explains the relationship between physical activity, fitness and healthy lifestyle.
<b>1.3</b>	Demonstrates ways to enhance safety in physical activity.
<b>1.4</b>	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
<b>1.5</b>	Critically analyses the factors affecting lifestyle balance and their impact on health status.
<b>1.6</b>	Describes administrative procedures that support successful performance outcomes.
<b>2.1</b>	Explains the principles of skill development and training.
<b>2.2</b>	Analyses the fitness requirements of specific activities.
<b>2.3</b>	Selects and participates in physical activities that meet individual needs, interests and abilities.
<b>2.4</b>	Describes how societal influences impact on the nature of sport in Australia.
<b>2.5</b>	Describes the relationship between anatomy, physiology and performance.
<b>3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts.

<b>3.2</b>	Designs programs that respond to performance needs.
<b>3.3</b>	Measures and evaluates physical performance capacity.
<b>3.4</b>	Composes, performs and appraises movement.
<b>3.5</b>	Analyses personal health practices.
<b>3.6</b>	Assesses and responds appropriately to emergency care situations.
<b>3.7</b>	Analyses the impact of professionalism in sport.
<b>4.1</b>	Plans strategies to achieve performance goal.
<b>4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
<b>4.3</b>	Makes strategic plans to overcome the barriers to personal and community health.
<b>4.4</b>	Demonstrates competence and confidence in movement contexts.
<b>4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Street Smart</b>	Design Project	6 DEC 2024	DM1, DM2, DM3	40%
<b>Assessment Task 2 - Pots and Pods</b>	Design Project	21 FEB 2025	CH1, CH2, DM4, DM5, DM6	40%
<b>Assessment Task 3 - Examination</b>	Examination	11 APR 2025	CH1, CH2, CH3, CH4	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Design Making	Critical and Historical Study	TOTAL VALUE
<b>Assessment Task 1 - Street Smart</b>	40	0	40%
<b>Assessment Task 2 - Pots and Pods</b>	30	10	40%
<b>Assessment Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.

## Visual Design 2 unit 240 hours Year 12 Compressed

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Packaging and Containers</b>	Design Project	23 MAY 2025	DM2, DM5	35%
<b>Assessment Task 2 - Modern Design</b>	Design Project	27 JUN 2025	CH2, CH4, DM1, DM2, DM6	35%
<b>Assessment Task 3 - Visual Design Mini Body of Work</b>	Design Project	8 AUG 2025	DM1, DM2, DM3, DM4, DM5, DM6	20%
<b>Assessment Task 4 - Portfolio or Trial HSC Examination</b>	Portfolio	22 AUG 2025	CH1, CH2, CH3, CH4	10%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Making - Design practice	Critical & Historical Study	TOTAL VALUE
<b>Assessment Task 1 - Packaging and Containers</b>	35	0	35%
<b>Assessment Task 2 - Modern Design</b>	15	20	35%
<b>Assessment Task 3 - Visual Design Mini Body of Work</b>	20	0	20%
<b>Assessment Task 4 - Portfolio or Trial HSC Examination</b>	0	10	10%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

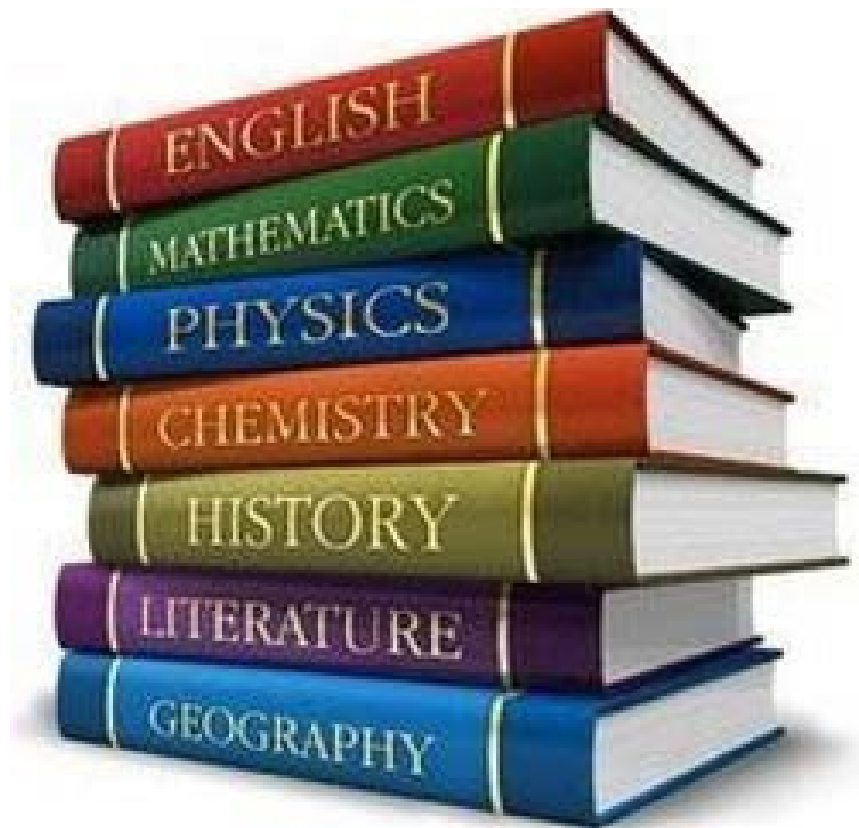
### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.





## FORMS



### Application for Illness/Misadventure

Student name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: - \_\_\_\_\_ Date of submission of form: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

**Student Statement:** Please provide **details** and **attach independent evidence** to this form:

---

---

---

---

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

### Supervisor Statement

---

---

---

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OR

Request received via phone call and form completed by \_\_\_\_\_

(teacher) on behalf of student.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supporting documentation attached:

- Medical Certificate
- Police Report
- Hospital admission
- Other: \_\_\_\_\_

## Appeal – Student Form

A student has the right to appeal the decision made by the 'Assessment Review Panel'. The student and supervisor must present in writing explicit reason/any new evidence for appealing this decision.

Student name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of form: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Please tick the correct appeal reason below:

<input type="checkbox"/> <b>Illness /Misadventure appeal</b>	<input type="checkbox"/> <b>Malpractice appeal</b>	<input type="checkbox"/> <b>Non-serious attempt determination appeal</b>	<input type="checkbox"/> <b>Assessment task determination appeal</b>
Supporting documentation attached eg:  <input type="checkbox"/> Updated medical certificate <input type="checkbox"/> Statutory declaration <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Supporting documentation attached eg:  <input type="checkbox"/> Study notes <input type="checkbox"/> Supervisor statement providing evidence <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Supporting documentation attached eg:  <input type="checkbox"/> Study notes <input type="checkbox"/> Supervisor statement providing evidence <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Please provide reason for appeal of mark in the 'reason for appeal' box below. (clear reference to task administration breakdown/ marking guidelines/ course outcomes/ feedback must be made)

Appeal details:

Assessment task	Date	Reason for appeal
Task Number:		
Assessment Name:		

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal – Supervisor’s statement**

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes the decision -

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

I declare that all the information I have provided is true.

Supervisor’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Higher School Certificate 'N' Determination - Student Appeal Form

This form should be completed only if the student feels that he/she has met the NSW Education Standards Authority (NESA) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age)

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

School Name: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_

In lodging an appeal, you are asking the school to reconsider the decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the school reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

Course Name (Please list Extension courses separately)

## Student statement in support of 'N' determination appeal

You need to detail how you have completed all NESA course completion requirements and include any evidence to support your appeal. You should refer to any warning letters you have been sent and provide details of tasks/assignments you may now have completed.

If you are appealing in a number of courses, you need to name and comment on each course separately. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: \_\_\_\_\_


Course: \_\_\_\_\_


Course: \_\_\_\_\_


Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

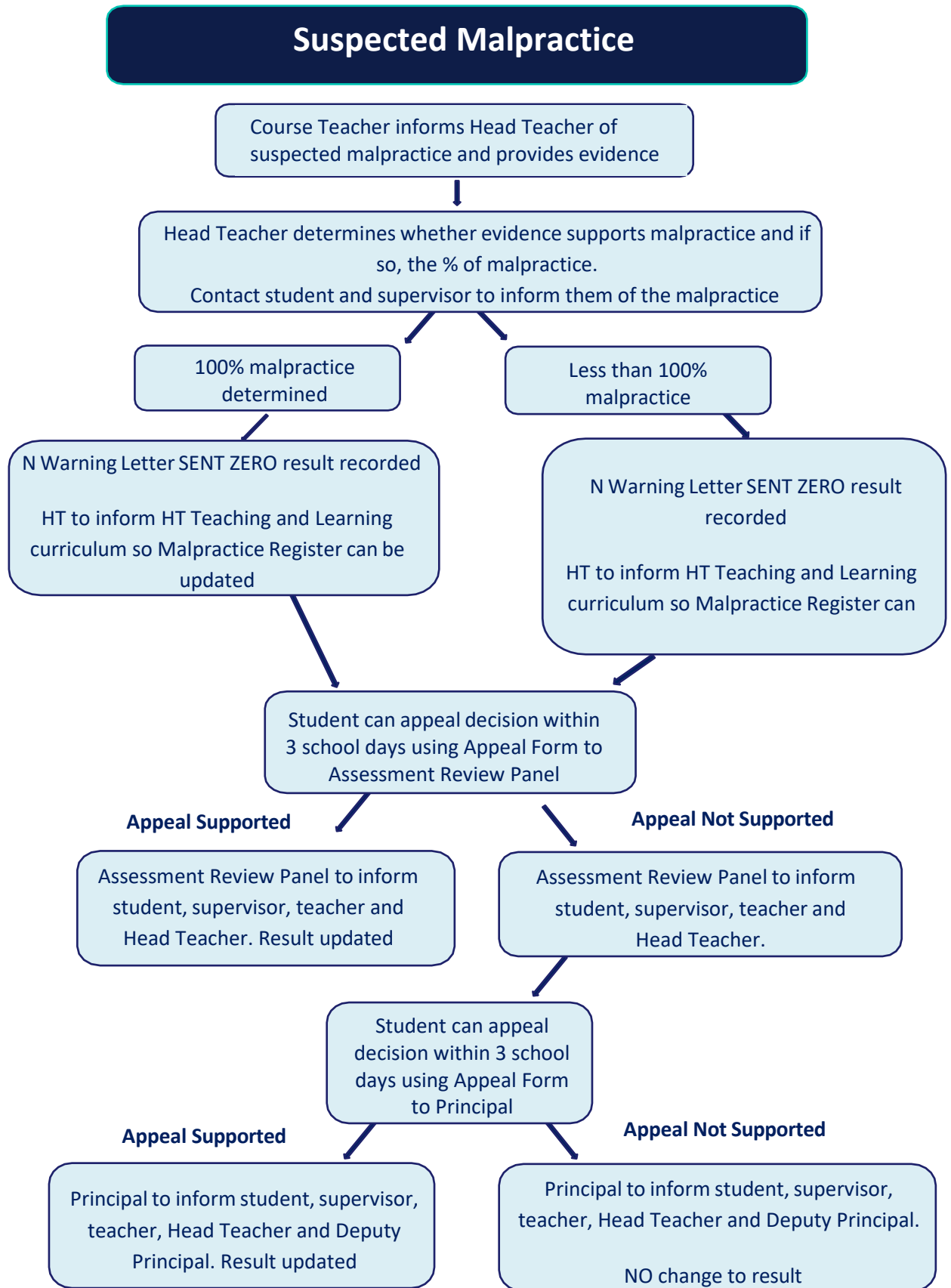
Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(if student is under 18 years of age)

Blank page

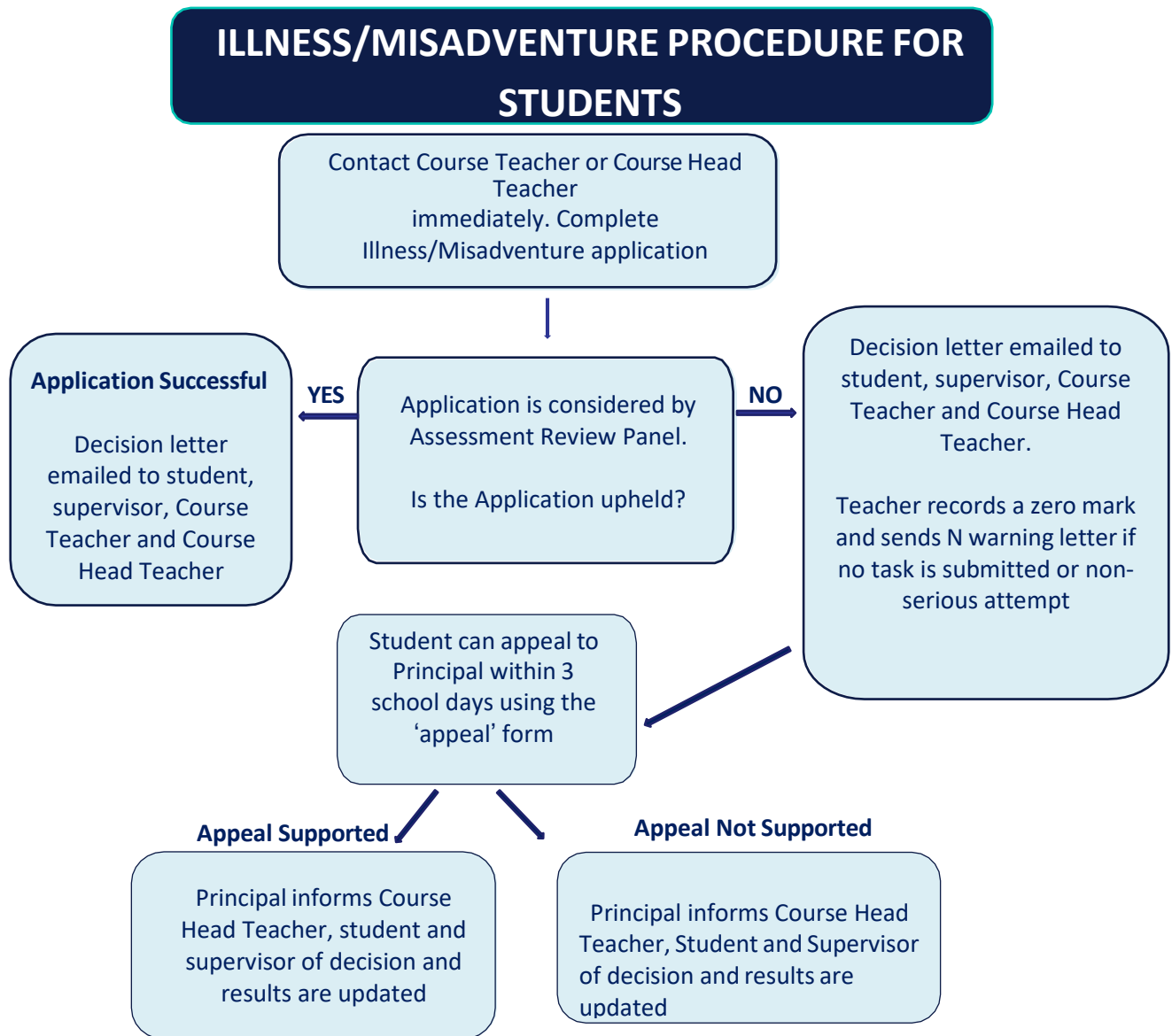
# Flow charts -

## Appendix 1 Malpractice flow chart



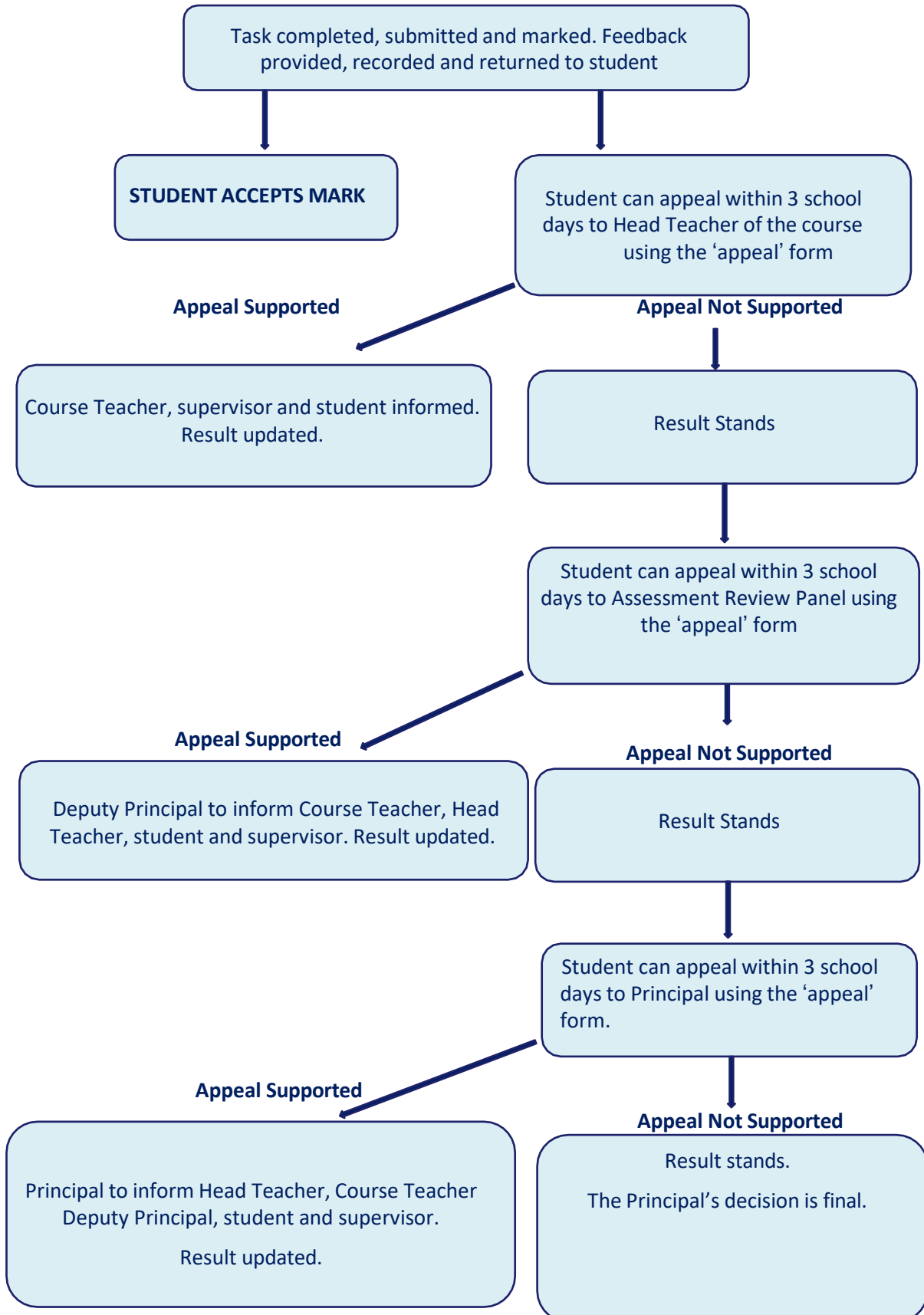


## Appendix 2 - Illness/Misadventure flow chart



## Appendix 3 – Assessment task result appeal flow chart

### ASSESSMENT TASK RESULT APPEAL PROCESS



# Example of official notification



DATE

SUPERVISOR  
ADDRESS:

Dear Mr & Mrs EXAMPLE SUPERVISOR,

**OFFICIAL NOTIFICATION – Possible non-completion of a Year 12 course**

This notification is to advise you that **STUDENT** in Year 12 is in danger of not meeting the course requirements for **TEST course**. This is **notification number 1** issued concerning student's enrolment in TEST course.

**What does this mean?**

When a student falls behind with their work the NSW Education Standards Authority (NESA) requires us to issue a notification. The notification lists the work to be completed and the time-frame for completion, so that the student has the opportunity to catch up and meet their course requirements.

**Course Completion Criteria**

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

- A  followed the course developed or endorsed by the NSW Education Standards Authority
- B  applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- C  achieved some or all of the course outcomes.

As at the date of this notification, Joe has not satisfactorily met all of the NESA course requirements as specified above. The unmet course requirements are indicated with a cross in the above list.

Where it is decided that a student has not met the course requirements they place themselves at risk of receiving an 'N' determination (non-completion of course determination). An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement (ROSA) or Higher School Certificate. This may also place their eligibility to complete Year 12 in jeopardy depending on commitment to their study plans.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Joe to satisfy the course requirements, the listed items need to be completed within the specified timeframe.

Our school stands proudly on Bundjalung land  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au



DATE

If this notification is in regard to an assessment task, then in accordance with Southern Cross School of Distance Education Guidelines, STUDENT has subsequently been given a mark of 0 for this task. Should you require further clarification, please contact STUDENT's teacher and refer to the relevant Assessment Policy.

To successfully meet the NESA course requirements, the following tasks need to be satisfactorily completed by Joe, within the given timeframe as shown below.

Course Requirement/s	Initial Due Date	Action Required by Student	Due Date for Completion
Example of the requirements eg: STUDENT has not completed Learning Activity Number #, #  These learning activities are to be completed in addition to the requirement of returning one learning activity per week as outlined in the course overview.	2 March 2025	Example of action required eg: STUDENT needs to complete and return Learning Activity Number #, #  STUDENT has two previous Official Notification Letters outstanding: Letter 1 - Task 1 due DATE. Letter 2 - Adjusted Learning Activities 12 - 15 due DATE.  STUDENT is encouraged to contact their teacher to discuss how they can best redeem these Official Notification Letters. My number is	1 April 2025

Yours sincerely,

Principal

Our school stands proudly on Bundjalung land  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au



DATE

**If you require clarification or assistance with this notification, please contact STUDENT's teacher, TEACHER NAME on 66810XXX or teacher.name@det.nsw.edu.au.**

**Acknowledgement and receipt**

Please sign and complete this form as acknowledgement that you have read and understood the requirements, and return to the school as soon as possible.

Student:

Supervisor:

Course: TEST course

Teacher:

Head Teacher:

**Declaration / Acknowledgement - Re: Requirements for the satisfactory completion of the Year 12 course.**

- I have received the notification dated xxxxxxxx indicating that STUDENT is in danger of not having satisfactorily completed the NESA course requirements for TEST course.
- I am aware that this course may not appear on the Higher School Certificate.
- I am also aware that the 'N' determination may make STUDENT ineligible for the subsequent award of the Higher School Certificate.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Our school stands proudly on Bundjalung land  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au

## Abbreviations used in this document

NESA	NSW Education Standards Authority
ATAR	Australian Tertiary Admission Rank
SCSoDE	Southern Cross School of Distance Education
RoSA	Record of Student Achievement
HSC	Higher School Certificate
KLA	Key Learning Areas
VET	Vocational Education and Training
RTO	Registered Training Organisation
DEMS	Distance Education Management System

## A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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 (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/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