



"WE STRIVE"

YEAR 11

PRELIMINARY ASSESSMENT BOOKLET 2024

TERRIGAL HIGH SCHOOL

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Dear Year 11 Students, Parents and Carers,

This booklet contains the assessment procedures for the courses offered by Terrigal High School for the 2024 Preliminary HSC.

The course assessment procedures contained in this booklet should be read in conjunction with the course schedules and are accurate at time of publication.

NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of the HSC. All schools must follow NESA regulations in arriving at a student's final HSC assessment mark and rank in a subject.

Much of the information is from the NESA 'Rules and Procedures Guide for Higher School Certificate Candidates'.

This document is available at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2024-rules-and-procedures-guide>

The syllabuses of all subjects can be found on the NESA website:
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

In Year 11, students are commencing the final stages of secondary education. Students are responsible for the educational choices they make and the consequences of these choices. At Terrigal High School our aim is to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Careers Advisor, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents/Carers and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely,

Mrs Sharnee Klempert
Relieving Principal

Mr Adam Montgomery
Deputy Principal

Key Terms

AMOW	<p>HSC: All My Own Work</p> <p>This is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.</p>
NESA	<p>NSW Education and Standards Authority</p> <p>NESA organises and conducts the HSC examinations in all NSW schools and are responsible for the awarding of the HSC credential.</p> <p>www.educationstandards.nsw.edu.au</p>
RoSA	<p>Record of School Achievement</p> <p>The Certification students receive from NESA if they leave school prior to completing the HSC.</p>
HSC	<p>Higher School Certificate</p> <p>Highest level of certification in NSW high schools; usually completed in Year 12 of high school.</p>
Preliminary HSC	<p>First stage of the HSC; usually completed in Year 11 of high school.</p>
Stage	<p>A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.</p>
Unit	<p>The amount of time involved in a course.</p>
BDC	<p>Board Developed Course</p> <p>Courses completed by NESA that can be used in the calculation of an ATAR.</p>
BEC	<p>Board Endorsed Course</p> <p>Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR.</p>
TAFE	<p>Technical and Further Education</p>
VET	<p>Vocational Education & Training</p>
TVET	<p>TAFE delivered Vocational Education & Training Courses</p>
UAC	<p>University Admissions Centre www.uac.edu.au</p>
ATAR	<p>Australian Tertiary Admission Rank</p> <p>A rank calculated by UAC as a way of determining entry to University courses</p>

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 (HSC) 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 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	Add a degree or level of accuracy, depth, knowledge and understanding, logic (analyse/evaluate), 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/note/indicate as being distinct or different from; 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, reasons why
EXTRACT	Choose relevant and/or appropriate details
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 (point of view, idea, argument) for consideration or action
RECALL	Present remembered ideas, facts or experiences
RECOMMEND	Provide reasons in favour
RECOUNT	Retell a series of events
SUMMARISE	Concisely express the relevant details
SYNTHESISE	Putting together various elements to make a whole

Year 11 Assessment Calendar 2024

TO FOLLOW

(See Course Schedules)

Week	Term 1, 2024	Term 2, 2024	Term 3, 2024	Term 4, 2024
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

In HSC assessment, students have the following rights:

- to be informed of the assessment policies of the school and the NESA.
- to receive clear guidelines relating to the requirements of each assessment task.
- to be told in advance of the due date for each assessment task.
- to receive timely and appropriate feedback that assists them to review their work.
- to query the mark for an individual task at the time it is returned to them.
- to request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

Each student has the responsibility to:

- be familiar with and fulfil the requirements of the Terrigal High School Assessment Procedures as set out in this handbook.
- be familiar with the [*Rules and Procedures for Higher School Certificate Candidates*](#) guide.
- understand NESA course requirements and procedures for each course of study.
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course.
- attend all scheduled lessons, unless there is a valid reason they cannot.
- complete and submit all set tasks on the due date.
- make a serious attempt at each task and act on constructive feedback.
- follow up any concerns with tasks at the time they are marked and returned.
- provide written evidence to explain absence from, or late submission of, formal assessment tasks.
- not engage in behaviour which could be considered malpractice or cheating.
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted.
- register with Students Online and ensure their personal details are correctly recorded with NESA.
- confirm their pattern of study by signing the Confirmation of Entry form, and
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance.
- not use unauthorised Artificial Intelligence to generate work, and submitting without declaring the work as 'AI Generated'

Terrigal High School has the responsibility to:

- develop tasks that meet syllabus requirements in the course
- publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- demonstrate an understanding of course content, objectives and outcomes
- implement classroom assessment procedures according to school and NESA requirements
- ensure that students have copies of all relevant course documents
- provide parents/students with information that gives a true reflection of student progress
- provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- ensure learning is based on current material and meets student/syllabus needs
- identify students causing concern and employ strategies to support them and communicate with parents
- provide strategies to support gifted and talented students
- provide students with detailed feedback on their performance, in a timely manner.

The Terrigal High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence.

Eligibility for the HSC

To be eligible for the HSC, students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or Year 12 courses, unless the student is only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed in 'Pattern of Study'
 - completing the requirements of each course
 - completing the tasks designed for the internal assessment program in each HSC course at Terrigal High School
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard to receive the HSC.

NESA may refuse to grant the HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

Pattern of Study

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

- six (6) units from Board Developed Courses
- two (2) units of a Board Developed Course in English
- three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- four (4) subjects

HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Types of Courses

Board Developed Courses are the courses set and examined by NESA that also contribute to the calculation of the ATAR.

Board Endorsed Courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Life Skills Courses - If students have special education needs they can attain the HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to earn their HSC. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the work place.

VET courses contribute towards the HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC examination so, if students choose to sit the exam, their results can also count towards their ATAR.

Students Online

It is essential that all students activate a Students Online account with NESA. Students will gain access to their HSC results and HSC Examination timetable via this account. Students can also update their personal details through this account. Students should see the Head Teacher Administration if they require assistance with this process.

Confirming Entry for HSC

Students will receive a printed Confirmation of Entry showing their personal details, courses entered and whether they are eligible for the HSC. Students must check that all details are correct. If these details are not, they must notify the school immediately. Students must then sign the declaration printed on the Confirmation of Entry and return it to the school. If a student changes their personal details during the year, the student must notify the school immediately. The school will support students to complete this requirement.

Disability Provisions

NESA may provide disability provisions for students in the HSC examinations. Disability provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher (LaST) is responsible for the identification and management of students requiring disability provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
 - a permanent condition, such as diabetes or reading difficulty
 - a temporary condition, such as a broken arm, or
 - an intermittent condition, such as back pain when sitting for long periods
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Terrigal High School will support students seeking Disability Provisions for their Preliminary HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination. The LaST will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.

Applying for Disability Provisions:

- If students wish to seek disability provisions they must speak to the Head Teacher Wellbeing.
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if criteria met.
- If a student is granted the use of a computer, they will only have access to a school computer with Wi-Fi access disabled.
- Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

HSC Credentials

The Higher School Certificate

School-based assessment tasks will contribute to 50% of the marks for the HSC. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each course.

The HSC is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The HSC Testamur – This shows that a student is eligible for the HSC. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- HSC Record of Achievement – The HSC, RoSA including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit a HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the HSC examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

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

Each Extension course is divided into 4 bands:

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

Further information relating to standards-referenced assessment can be found at:
<https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools, using the Common Grade Scale for Year 11 courses, award A – E grades for Stage 6 Year 11 courses (other than Life Skills and VET courses).

Stage 5 grades: Schools, using the Common Grade Scale and course performance descriptors, award A – E grades for Stage 5 courses (other than Life Skills and VET courses).

Moderation

Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admissions Rank (ATAR)

The requirements for the ATAR are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

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

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. Students should refer to the UAC website at: <https://www.uac.edu.au/>

Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement

- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment Schedules

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

General Guidelines:

- Assessment in the Year 11 course should not begin before Week 5 of Term 1 for that cohort
- Assessment for the Year 12 course may commence in Term 4 of the year prior to the HSC examination in that course
- Students who have been admitted to the HSC course on probation will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

Number of Tasks

NESA mandates:

- mandatory components and weightings for both Year 11 and Year 12 courses
- the maximum number of formal assessment tasks is three in Year 11 and four in Year 12
- a maximum of one formal written examination task that mimics the HSC examination per course, with a maximum weighting of 30% for the Year 12 course.

Assessment Notifications

In addition to the information in this Year 11 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification a minimum of two weeks prior to the task that contains:

- the date and time of the task
- the weighting of the task
- the specific nature of the task
- an indication of the length of the task (word limits/time limits) if applicable
- the time allowed for the task if it is an in-class task
- the outcomes addressed by the task
- the marking criteria used for the task
- administrative procedures for the collection of the task
- the amount of time that will be allocated during lessons if applicable
- feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma.
- All assessment tasks are required to be submitted to the Deputy Principal at least two weeks prior to the distribution of task to students.
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher and Deputy Principal to certify the task.
- Students will be notified of the task and provided the task in person and via their DoE email.
- Students are to sign that they have received the assessment task notification.
- A copy of the task notification is filed with the teacher's monitoring folder for the course.
- If a student is absent on the day that a notification for an assessment task is given, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. A digital copy can also be obtained from the student's DoE email inbox.
- Unless there are exceptional circumstances, an extension of time for the task will not be granted.

Maintaining Honesty and Integrity

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standard to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. Students don't need to formally acknowledge material that has been learned from their teacher in class.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. 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, CDs 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 their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially 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

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students or any other source without indicating this by quotation marks or by indentations, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, web sites and computer programs.

Artificial Intelligence (AI), ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submissible task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students. This must accurately identify any or all use of AI generated text.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. Students may receive zero marks for any work/tasks that cannot be certified as being completed by the student.

If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own. The student might need to:

- prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed
- answer questions about the assessment task, exam or submitted work being investigated, to show their knowledge, understanding and skills.

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate. This information will also be entered into a formal malpractice register with NESA.

Submission of Assessment Tasks

Details of the submission of task will be indicated on the Assessment Task Notification.

All tasks, where practicable, must be completed and/or submitted with a student's NESA number only.

In class assessment tasks must be handed in at the conclusion of the time allowed for the task.

Assessment tasks required to be submitted electronically, must be uploaded before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a zero mark. Technology fault is not grounds for appeal.

Assessment tasks required to be physically submitted on a specific date must be handed in at the location indicated on the Assessment Notification before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a zero mark. All submitted tasks must have a completed Assessment Task Cover Sheet attached.

If a student is unable to attend school on the day a task is due, they must arrange for someone else to submit the task on their behalf. If this is not possible, they should contact the school and an Appeal Form will need to be submitted explaining the reason for non-submission. Failure to do so will result in a zero mark being issued for that task.

Oral presentations must be submitted to the class teacher on the due date of the task, even if the presentation is not made on that day.

In cases where task completion is to occur across multiple days, such as Music Viva Voce, every student is required to be prepared for the task completion on the first day of the task and is required to submit a draft of the task on the first day it is due.

HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

Change of dates for assessment tasks to outside the advertised assessment schedule will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks' notice in writing will be given to all students concerned. A new assessment schedule will also be issued to all students within the course.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

Feedback

Feedback should be received within two weeks of submitting a task. This feedback will include the assessment mark recorded, the course average, the student rank and any recommendations for student improvement.

If a student disputes the assessment mark provided, they should approach the class teacher in the first instance, who will address the issue in consultation with the Head Teacher. This should be done immediately after the return of the task.

Where a student is dissatisfied with any aspect of the assessment process, or the response of the class teacher, they should appeal to the Principal who will convene a meeting of the School Appeals Panel.

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the task
- other, as determined by the Head Teacher and Deputy Principal

Student Attendance Prior to Assessment Tasks

Students must not seek to gain an unfair advantage on an assessment task by choosing not to attend school to prepare for that task.

If a student is absent, without valid explanation, for any lessons on the day of an in-class task, a zero mark will be issued for that task.

If a student is absent, without valid explanation, during the day prior to the due date of an assessment task, including examination periods, they are at risk of receiving a zero mark for that task if it is deemed that they sought to achieve an unfair advantage.

Head Teachers will submit attendance and submission to Deputy Principals on the day of an assessment task.

If a student fails to meet this requirement, they must complete the Appeals process, providing independent evidence of the reasons, detailing the circumstances that prevented them from being at school the day or lessons prior to the assessment task. Students who appeal on medical grounds must provide a medical certificate certifying the illness occurred during the two days prior. Back dated medical certificates will not be accepted.

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

Non-Serious Attempt on a Task

Students are required to make a serious attempt on all assessment tasks. For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)
- Understanding malpractice
- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations

Failure to Submit/Complete a Task on the Due Date

Failure to submit or complete an assessment task on the due date will automatically result in a zero mark being issued for that task.

Procedures for Late Submission and Task Non-Completion

Failure to submit or complete an assessment task on the due date will automatically result in a zero mark being issued for that task.

Where a student experiences an illness, misadventure or requires an alteration to an assessment task they should obtain an Assessment Task Appeal Form from the Deputy Principal (also available in the appendix of this booklet).

When a student knows in advance that they will be absent on the due date of a task, e.g. work placement or sporting event, they must submit the Assessment Task Appeal Form to the Deputy Principal PRIOR to the event.

When a student is unable to complete a task on the due date because of illness or misadventure, they follow each step below:

- Contact the school on that morning to explain the absence.
- On the first day of return to school, see the Deputy Principal who will issue and date an Assessment Task Appeal Form.
- Complete Section A and return to the Deputy within two days of issue, along with any supporting documentation.

Failure to complete any part of this process will result in the Appeal being denied and the zero mark upheld.

Querying the Result of a Task

Disputes over an individual assessment task result must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is FINAL. It should be noted, however, that a teacher's professional judgement cannot be the basis of an appeal.

*Note: The Principal is the final arbiter in all procedural matters.

Assessment Task Appeal Process

Grounds for an appeal must be serious and substantiated; students must be able to prove the reason for absence or late submission.

Students can only apply in relation to circumstances that occur before or during an assessment task. They cannot submit an application on the basis of:

- technology malfunction eg. printer not working, no internet access.
- misreading the assessment notification
- the same grounds for which a Disability Provision has been granted, unless the condition was exacerbated at the time of the task
- long term illness, such as asthma or epilepsy, unless a significant flare up of the condition was experienced at the time
- difficulties in preparation or loss of preparation time
- absence due to suspension

The School Assessment Panel will consider the application and documentation provided. The panel will notify the student of the outcome of the appeal within two days of receiving the form.

Where students are dissatisfied with the decision reached by the School Assessment Panel, they may appeal to the Principal.

*Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.

Assessment Review Panel

In exceptional circumstances where a student has an assessment appeal determination as 'For Review', the following processes will apply:

1. The task will be marked along with all others.
2. As the end of the course, the Assessment Review Panel will examine the marks awarded in relation to all other assessment data and other relevant evidence of the student's achievement.
3. If the mark achieved is commensurate with, or better, than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.
5. Students are entitled to know estimated marks for tasks under this process.

If a student transfers from Mathematics or English to another Mathematics or English course during the HSC year and they have not completed a task in the alternate course, then an estimate/s will be made by the Assessment Review Panel, in conjunction with Head Teacher professional judgement for the task/s they did not complete.

N-Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.

An "N" Warning Letter may be given in circumstances such as the following:

- a student is absent from an assessment task and has not provided acceptable evidence to justify that absence with the first THREE days of return to school
- a student is found to be cheating in an assessment task
- a student is deemed to have breached principles of academic integrity and ethical scholarship
- a student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work, including the use of AI
- a student has provided a false explanation for the late submission of an assessment task
- a student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- a student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- Attendance: A student who attends less than 85% of their lessons would be deemed as causing concern
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- the principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- offer an Appeal Form (if required) and review the appeal
- form an Appeals Panel (if required) o If the appeal is upheld, award the marks for the course o If the appeal is declined, forward all documentation to the NESA for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.

Practical and Submitted Works

The following courses require students either to undertake practical examinations or to submit major works or projects:

- | | |
|-------------------------|-------------------------------|
| ▪ Dance | ▪ Music 1 and Music Extension |
| ▪ Drama | ▪ Science Extension |
| ▪ English Extension 2 | ▪ Society and Culture |
| ▪ History Extension | ▪ Textiles and Design |
| ▪ Industrial Technology | ▪ Visual Arts |
| ▪ Languages | |

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

Examination Procedures

Explicit information will be provided to students prior to formal examination periods.

Students must:

- wear full school uniform to all examinations
- cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- always follow the examination supervisor's instructions
- be prompt to the examination. Students should assemble outside the MPC or other designated venue (minimum 15 minutes prior to the commencement of the examination)
- fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - **NESA awards zero** to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a **non-attempt of the examination in that course**.
 - In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on the students HSC.
 - In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards their 10 units.
- not take food into the examination room
- only take permitted equipment into the examination room. Books, notes, paper, mobile phones and electronic equipment (including smart watches) of any kind are not to be taken into the examination room. The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Specific course equipment can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

- i. For students who transfer into the school before 30 June in the year of the HSC examination:
Request the former school forward information regarding:
 - assessment marks, task weightings and rank
 - N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

- ii. For students who transfer into the school after 30 June in the year of the HSC examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the HSC, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

AGRICULTURE - Preliminary Year 11, 2024

Task 1: Topic Test In-Class

Task 2: Farm Case Study Report

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1.1 P1.2 P4.1	P1.1 P1.2 P2.3 P3.1 P5.1	P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills required to manage agricultural production systems	10	15	15	40
Skills in effective research, experimentation and communication	10	5	5	20
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

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

ANCIENT HISTORY - Preliminary Year 11, 2024

Task 1: Source Analysis and Extending Response

Task 2: Historical Investigation

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	AH11-5 AH11-6 AH11-7 AH11-9	AH11-7 AH11-8 AH11-9	AH11-1 AH11-2 AH11-3 AH11-4 AH11-9	
Components				Weighting %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	10	5	20
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

BIOLOGY - Preliminary Year 11, 2024

Task 1: Practical Investigation

Task 2: Depth Study Report

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-7 BIO11-8	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-11	BIO11-2 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Working scientifically	25	25	10	60
TOTAL	30	30	40	100

Outcomes:

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11-5 analyses and evaluates primary and secondary data and information

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BUSINESS STUDIES - Preliminary Year 11, 2024

Task 1: Research Business Report

Task 2: Business Plan of a SME

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	P2 P5 P6 P7 P8	P4 P5 P7 P8 P9	P1, P2 P3, P4 P5, P6 P8, P9 P10	
Components				Weighting %
Knowledge and understanding	10	15	15	40
Stimulus based skills	10		10	20
Communication of business information, ideas and issues		10	10	20
Inquiry and research	10	10		20
<u>TOTAL</u>	<u>30</u>	<u>35</u>	<u>35</u>	<u>100</u>

Outcomes:

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

CHEMISTRY - Preliminary Year 11, 2024

Task 1: Practical Investigation

Task 2: Depth Study

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 2 Week 3	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	CH11-2 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-10	CH11-1 CH11-2 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Working scientifically	20	20	20	60
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

COMMUNITY AND FAMILY STUDIES - Preliminary Year 11, 2024

Task 1: Case Study – Resource Management (Core 1)

Task 2: Research Task – Families and Communities (Core 3)

Task 3: Preliminary Examination (Core 1, 2 & 3)

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1.2 P4.1 P4.2 P6.1	P2.4 P3.1 P3.2 P4.1 P4.2	P1.1 P2.1 P2.2 P2.3 P5.1 P6.2	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research analysis and communicating	20	20	20	60
<u>TOTAL</u>	<u>35</u>	<u>35</u>	<u>30</u>	<u>100</u>

Outcomes:

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

School Name: Terrigal High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	Week 10 Term 1 Date	Week 6 Term 2 Date	Week 2 Term 3 Date	Week 10 Term 3 Date	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

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

*** 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”.

DANCE - Preliminary Year 11, 2024

Task 1: Presentation of Dance Performance Process Diary Submission

Task 2: Written Core Appreciation Test

Task 3: Preliminary Examination Presentation of Solo Composition & Process Diary Presentation

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	P1.1, P1.2 P1.4, P2.1 P2.2, P2.3 P2.4, P2.5 P2.6	P4.1 P4.2 P4.4 P4.5	P1.3, P3.1 P3.2, P3.3 P3.4, P3.5 P3.6, P3.7 P4.3	
Components				Weighting %
Performance	40			40
Composition			30	30
Appreciation		20	10	30
TOTAL	40	20	40	100

Outcomes:

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

DRAMA - Preliminary Year 11, 2024

Task 1: Group Presentation of Scene and Promotional Material

Task 2: Performance - Monologues and Group Performance

Task 3: Preliminary Examination - Elements of Production, Contemporary Australian Theme

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1.1, P1.2 P1.3, P1.6 P1.7, P2.1	P1.4, P2.2 P2.4, P2.5 P2.6	P1.8, P2.3 P3.1, P3.2, P3.3, P3.4	
Components				Weighting %
Making	10	20		30
Performing	20		10	30
Critically studying		10	30	40
TOTAL	30	30	40	100

Outcomes:

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

EARTH & ENVIRONMENTAL SCIENCE - Preliminary Year 11, 2024

Task 1: Practical Investigation

Task 2: Depth Study Fieldwork Presentation

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	EES11-3 EES11-4 EES11-5 EES11-6 EES11-7 EES11-8	EES11-1 EES11-2 EES11-3 EES11-4 EES11-5 EES11-7 EES11-11	EES11-1 EES11-4 EES11-5 EES11-6 EES11-7 EES11-8 EES11-9 EES11-10 EES11-11	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Working scientifically	20	25	15	60
TOTAL	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

EES11-1 develops and evaluates questions and hypotheses for scientific investigation

EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11-5 analyses and evaluates primary and secondary data and information

EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

ECONOMICS - Preliminary Year 11, 2024

Task 1: Class test

Task 2: Research essay/report

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	P1 P2 P4 P8 P10 P11	P5 P6 P7 P9 P10	P3 P4 P5 P6 P7 P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Inquiry and research	5	15		20
Stimulus-based skills	10		10	20
Communication of economic information, issues and ideas in appropriate forms	5	5	10	20
TOTAL	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

P1 demonstrates understanding of economic terms, concepts and relationships

P2 explains the economic role of individuals, firms and government in an economy

P3 describes, explains and evaluates the role and operation of markets

P4 compares and contrasts aspects of different economies

P5 analyses the relationship between individuals, firms, institutions and government in the Australia economy

P6 explains the role of government in the Australian economy

P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

P8 applies appropriate terminology, concepts and theories in economic contexts

P9 selects and organises information from a variety of sources for relevance and reliability

P10 communicates economic information, ideas and issues in appropriate forms

P11 applies mathematical concepts in economic contexts

P12 works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES - Preliminary Year 11, 2024

Task 1: Fundamentals Test

Task 2: Engineering Report

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1.2 P2.1 P3.1 P3.3	P1.1 P2.1 P3.1 P3.2 P3.3 P6.2	P1.2 P2.1 P3.1 P3.3 P4.1 P4.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineered practise	20	20		40
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports

P3.3 applies graphics as a communication tool

P4.1 describes developments in technology and their impact on engineering products

P4.2 describes the influence of technological change on engineering and its effect on people

P4.3 identifies the social, environmental and cultural implications of technological change in engineering

P5.1 demonstrates the ability to work both individually and in teams

P5.2 applies management and planning skills related to engineering

P6.1 applies knowledge and skills in research and problem-solving related to engineering

P6.2 applies skills in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED - Preliminary Year 11, 2024

Task 1: Imaginative Writing and Multimodal Reflection Task - Common Module, Reading to Write

Task 2: Essay - Module B; Critical Study of Literature

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	EA11-2 EA11-5 EA11-9	EA11-4 EA11-7 EA11-8	EA11-1 EA11-3 EA11-6	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH EXTENSION 1 - Preliminary Year 11, 2024

Task 1: Imaginative Text and Reflection

Task 2: Multimodal Presentation on Independent Project

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	EE11-1 EE11-2 EE11-6	EE11-4 EE11-5 EE11-6	EE11-2 EE11-3 EE11-5	
Components				Weighting %
Knowledge and understanding of texts and why they are valued	10	20	20	50
Skills in complex analysis and investigation	20	20	10	50
TOTAL	<u>30</u>	<u>40</u>	<u>30</u>	<u>100</u>

Outcomes:

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH STANDARD 1 - Preliminary Year 11, 2024

Task 1: Imaginative Writing and Multimodal Reflection Task - Common Module, Reading to Write

Task 2: Essay - Module B, Close Study of Literature

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	EN11-2 EN11-5 EN11-9	EN11-4 EN11-6 EN11-7	EN11-1 EN11-3 EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

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

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

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

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

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

EN11-6 investigates and explains the relationships between texts

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

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

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

ENGLISH STUDIES - Preliminary Year 11, 2024

Task 1: Multimodal Resume, Cover Letter and Application Video - Mandatory Module: Achieving Through English

Task 2: Essay - Elective Module: Part of the Family

Task 3: Portfolio of Classwork (All Modules) - Elective Module: MiTunes

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	ES11-1 ES11-2 ES11-3	ES11-5 ES11-6 ES11-7	ES11-4 ES11-8 ES11-9 ES11-10	
Components				Weighting %
Knowledge and understanding of course content	10	20	20	50
Skills in: Comprehending texts; Communicating ideas; Using language accurately, appropriately and effectively	20	10	20	50
TOTAL	30	30	40	100

Outcomes:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

ENTERTAINMENT (VET)

2024 Schedule TBA

School Name: Terrigal High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X	Week: 10 Term: 4 Date: 12/12	
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

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

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

INDUSTRIAL TECHNOLOGY (TIMBER) - Preliminary Year 11, 2024

Task 1: Practical Project 1 and Folio

Task 2: Mini Major Project and Folio

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 2 Week 3	Term 3 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P3.1 P4.2 P5.1	P3.1 P3.2 P3.3 P4.1 P4.3 P5.2	P1.1 P1.2 P2.1 P6.1 P6.2 P7.1 P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<u>TOTAL</u>	<u>20</u>	<u>40</u>	<u>40</u>	<u>100</u>

Outcomes:

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

JAPANESE CONTINUERS - Preliminary Year 11, 2024

Task 1: Listening & Responding; Reading & Responding; Writing

Task 2: Speaking; Listening & Responding; Writing

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9	
Outcomes Assessed	2.1 2.2 2.3 3.1 3.2 3.3 3.4	1.1, 1.2 1.3, 1.4, 2.1, 2.2 2.3, 3.1 3.2, 3.3 3.4, 3.5 3.6	1.1, 1.2 1.3, 1.4 2.1, 2.2 2.3, 3.1 3.2, 3.3 3.4, 3.5 3.6, 4.1 4.2, 4.3	
Components				Weighting %
Speaking		10	10	20
Listening & Responding	10	10	10	30
Reading & Responding	15 (A)		15 (A&B)	30
Writing in Japanese	5	10	5	20
TOTAL	30	30	40	100

Outcomes:

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to create original text
- 2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3** structures and sequences ideas and information
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas
- 3.3** identifies the tone, purpose, context and audience
- 3.4** draws conclusions from or justifies an opinion
- 3.5** interprets, analyses and evaluates information
- 3.6** infers points of view, attitudes or emotions from language and context
- 4.1** recognises and employs language appropriate to different social contexts
- 4.2** identifies values, attitudes and beliefs of cultural significance
- 4.3** reflects upon significant aspects of language and culture

LEGAL STUDIES - Preliminary Year 11, 2024

Task 1: Topic Test

Task 2: Research and Extended Response

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1 P2 P3 P6	P5 P7 P8 P9 P10	P1 P2 P4 P7 P9	
Components				Weighting %
Knowledge and understanding of content	20	5	15	40
Inquiry and research		15	5	20
Analysis and evaluation	5	5	10	20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6. explains the nature of the interrelationship between the legal system and society

P7. evaluates the effectiveness of the law in achieving justice

P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9. communicates legal information using well- structured responses

P10. accounts for differing perspectives and interpretations of legal information and issues

MARINE STUDIES - Preliminary Year 11, 2024

Task 1: Practical Application, Safety Assessment and Dive Log

Task 2: Practical Demonstration and Research Task

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	1.1 1.3 2.2 3.1 5.1 5.2 5.4	1.1 1.2 1.3 2.1 2.3 4.1 4.2 5.1	1.1 1.2 1.3 3.2	
Components				Weighting %
Knowledge and understanding	5	20	25	50
Skills	25	15	10	50
<u>TOTAL</u>	<u>30</u>	<u>35</u>	<u>35</u>	<u>100</u>

Outcomes:

- 1.1** relates with a respectful and caring attitude to the ocean and its life forms
- 1.2** identifies the roles of individuals or groups involved in maritime activities
- 1.3** recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4** recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5** demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1** appreciates the importance of effective management practice
- 2.2** works effectively within a group
- 2.3** communicates information by writing reports, giving short talks and contributing to discussions
- 3.1** evaluates information, situations, equipment manuals and written or manual procedures
- 3.2** collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3** generates information from data by calculating, inferring, interpreting and generalising
- 3.4** carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1** identifies marine vocations and a range of leisure pursuits
- 4.2** appreciates marine environments as sources of employment and leisure
- 5.1** values the rules and operating principles of marine equipment and applies them
- 5.2** applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3** interprets and follows instructions, with accuracy
- 5.4** selects, organises, assembles, dismantles, cleans, and returns equipment

MATHEMATICS ADVANCED - Preliminary Year 11, 2024

Task 1: Topic Test

Task 2: Assignment

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	MA11-1 MA11-2 MA11-9	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Outcomes:

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

MATHEMATICS EXTENSION 1 - Preliminary Year 11, 2024

Task 1: Topic Test

Task 2: Assignment

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	ME11-2 ME11-5 ME11-7	ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

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

MATHEMATICS STANDARD - Preliminary Year 11, 2024

Task 1: Topic Test

Task 2: Assignment

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	MS11-1 MS11-3 MS11-4 MS11-6 MS11-10	MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Outcomes:

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

MODERN HISTORY - Preliminary Year 11, 2024

Task 1: In Class Test

Task 2: Essay

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8/9	
Outcomes Assessed	MH11-1 MH11-4 MH11-7	MH11-2 MH11-3 MH11-6 MH11-8	MH11-4 MH11-5 MH11-9 MH11-10	
Components				Weighting %
Knowledge and understanding of content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	10		20
Historical inquiry and research		10	10	20
Communication of historical understanding in appropriate forms		10	10	20
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

MUSIC 1 - Preliminary Year 11, 2024

Task 1: Composition and Musicology Portfolio

Task 2: Performance and Viva Voce

Task 3: Preliminary Aural Written Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9/10	Term 3 Week 8/9	
Outcomes Assessed	P2 P3 P4	P1 P5 P6	P6 P7 P8	
Components				Weighting %
Performance		25		25
Composition	25			25
Musicology	15	10		25
Aural			25	25
<u>TOTAL</u>	<u>40</u>	<u>35</u>	<u>25</u>	<u>100</u>

Outcomes:

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

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - Preliminary Year 11, 2024

Task 1: In Class Responses – Better Health for Individuals (Core 1)

Task 2: Movement Scenario – Body in Motion (Core 2)

Task 3: Preliminary Examination (Cores and Options)

Task	1	2	3	
Timing	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	P2 P4 P15 P16	P8 P10 P11	P1, P2 P3, P4 P5, P6 P7, P8 P9, P10 P11, P12 P15, P16 P17	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research analysis and communicating	20	20	20	60
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

- P1** identifies and examines why individuals give different meanings to health
- P2** explains how a range of health behaviours affect an individual's health
- P3** describes how an individual's health is determined by a range of factors
- P4** evaluates aspects of health over which individuals can exert some control
- P5** describes factors that contribute to effective health promotion
- P6** proposes actions that can improve and maintain an individual's health
- P7** explains how body systems influence the way the body moves
- P8** describes the components of physical fitness and explains how they are monitored
- P9** describes biomechanical factors that influence the efficiency of the body in motion
- P10** plans for participation in physical activity to satisfy a range of individual needs
- P11** assesses and monitors physical fitness levels and physical activity patterns
- P12** demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13** develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15** forms opinions about health-promoting actions based on a critical examination of relevant information
- P16** uses a range of sources to draw conclusions about health and physical activity concepts
- P17** analyses factors influencing movement and patterns of participation

PHYSICS - Preliminary Year 11, 2024

Task 1: Practical Investigation

Task 2: Depth Study

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	PH11-3 PH11-4 PH11-5 PH11-7 PH11-8	PH11-1 PH11-2 PH11-3 PH11-5 PH11-6 PH11-7 PH11-10	PH11-6 PH11-8 PH11-9 PH11-10 PH11-11	
Components				Weighting %
Knowledge and understanding	5	5	30	40
Skills Working scientifically	25	25	10	60
TOTAL	30	30	40	100

Outcomes:

PH11-1 develops and evaluates questions and hypotheses for scientific investigation

PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11-5 analyses and evaluates primary and secondary data and information

PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 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

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY & CULTURE - Preliminary Year 11, 2024

Task 1: Research Cross Cultural Comparison

Task 2: Mini Personal Interest Project

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P1 P3 P5	P6 P7 P8 P9 P10	P1 P2 P4	
Components				Weighting %
Knowledge and understanding of content	10	10	30	50
Application and evaluation of social and cultural research methods	10	20		30
Communication of information, ideas and issues in appropriate forms	10	10		20
TOTAL	30	40	30	100

Outcomes:

P1 identifies and applies social and cultural concepts

P2 describes personal, social and cultural identity

P3 identifies and describes relationships and interactions within and between social and cultural groups

P4 identifies the features of social and cultural literacy and how it develops

P5 explains continuity and change and their implications for societies and cultures

P6 differentiates between social and cultural research methods

P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias

P8 plans and conducts ethical social and cultural research

P9 uses appropriate course language and concepts suitable for different audiences and contexts

P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

SPORT, LIFESTYLE AND RECREATION - Preliminary Year 11, 2024

Task 1: Aquatics – Practical Application & Scenarios

Task 2: Coaching and Training – Coaching Session Plan

Task 3: Social Perspectives – Data Analysis

Task	1	2	3	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8	
Outcomes Assessed	1.3 3.6 4.4 4.5	1.1 2.1 4.5	1.4 2.4 3.7	
Components				Weighting %
Knowledge and understanding	15	20	15	50
Skills	20	15	15	50
TOTAL	35	35	30	100

Outcomes:

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

TEXTILES AND DESIGN - Preliminary Year 11, 2024

Task 1: Project 1

Task 2: Project 2

Task 3: Preliminary Examination

Task	1	2	3	
Timing	Term 2 Week 1	Term 3 Week 7	Term 3 Week 8/9	
Outcomes Assessed	P1.1 P1.2 P2.1 P2.2 P2.3	P2.1 P2.2 P2.3 P3.1 P4.1 P6.1	P1.1 P1.2 P3.1 P3.2 P5.1 P6.1	
Components				Weighting %
Knowledge and understanding of textiles and the textiles industry	5	5	40	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	20	30		50
TOTAL	<u>25</u>	<u>35</u>	<u>40</u>	<u>100</u>

Outcomes:

P1.1 describes the elements and principles of design and uses them in a variety of applications

P1.2 identifies the functional and aesthetic requirements and features of a range of textile items

P2.1 demonstrates the use of a variety of communication skills, including computer-based technology

P3.1 identifies properties of a variety of fabrics, yarns and fibres

P3.2 justifies the selection of fabrics, yarns and fibres for end-uses

P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation

P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context

P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries

P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

VISUAL ARTS - Preliminary Year 11, 2024

Task 1: Case Study 1 and Artmaking. Part A: Essay, Part B: Artwork Related to Essay

Task 2: Case Study 2 and Artmaking. Part A: Essay, Part B: Artwork Related to Essay

Task 3: Preliminary Examination and Submission of Body of Work

Task	1	2	3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes Assessed	P4 P6 P9 P10	P2 P5 P8 P10	P1 P3 P7 P10	
Components				Weighting %
Artmaking	15	15	20	50
Art critical and historical	15	15	20	50
<u>TOTAL</u>	<u>30</u>	<u>30</u>	<u>40</u>	<u>100</u>

Outcomes:

P1 explores the conventions of practice in artmaking.

P2 explores the roles and relationships between the concepts of artist, artwork, world, and audience.

P3 identifies the frames as the basis of understanding expressive representation through the making of art.

P4 investigates subject matter and forms as representations in artmaking.

P5 investigates ways of developing coherence and layers of meaning in the making of art.

P6 explores a range of material techniques in ways that support artistic intentions.

P7 explores the conventions of practice in art criticism and art history.

P8 explores the roles and relationships between concepts of artist, artwork, world, and audience through critical and historical investigations of art.

P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.

P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

Appendices

- Assessment Task Cover Sheet
- Assessment Task Flowchart
- Missed Assessment Task Flowchart
- Assessment Task Appeal Form
- Principles for Effective Assessment
- Procedures for Awarding Marks
- VET
- Other Relevant Sites
- Quick Guide to Harvard Referencing



Terrigal High School HSC Assessment Task Cover Sheet

Please attach this signed cover sheet to every assignment/assessment task you submit.

Name:	Date of submission:
Subject:	Due date:
Teacher:	Task title:

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism / collusion

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet,
- Using someone else's ideas or conclusions, even if you have put them in your own words,
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.
- Not engaging in the unauthorised use of AI generated work and presenting it as your own.

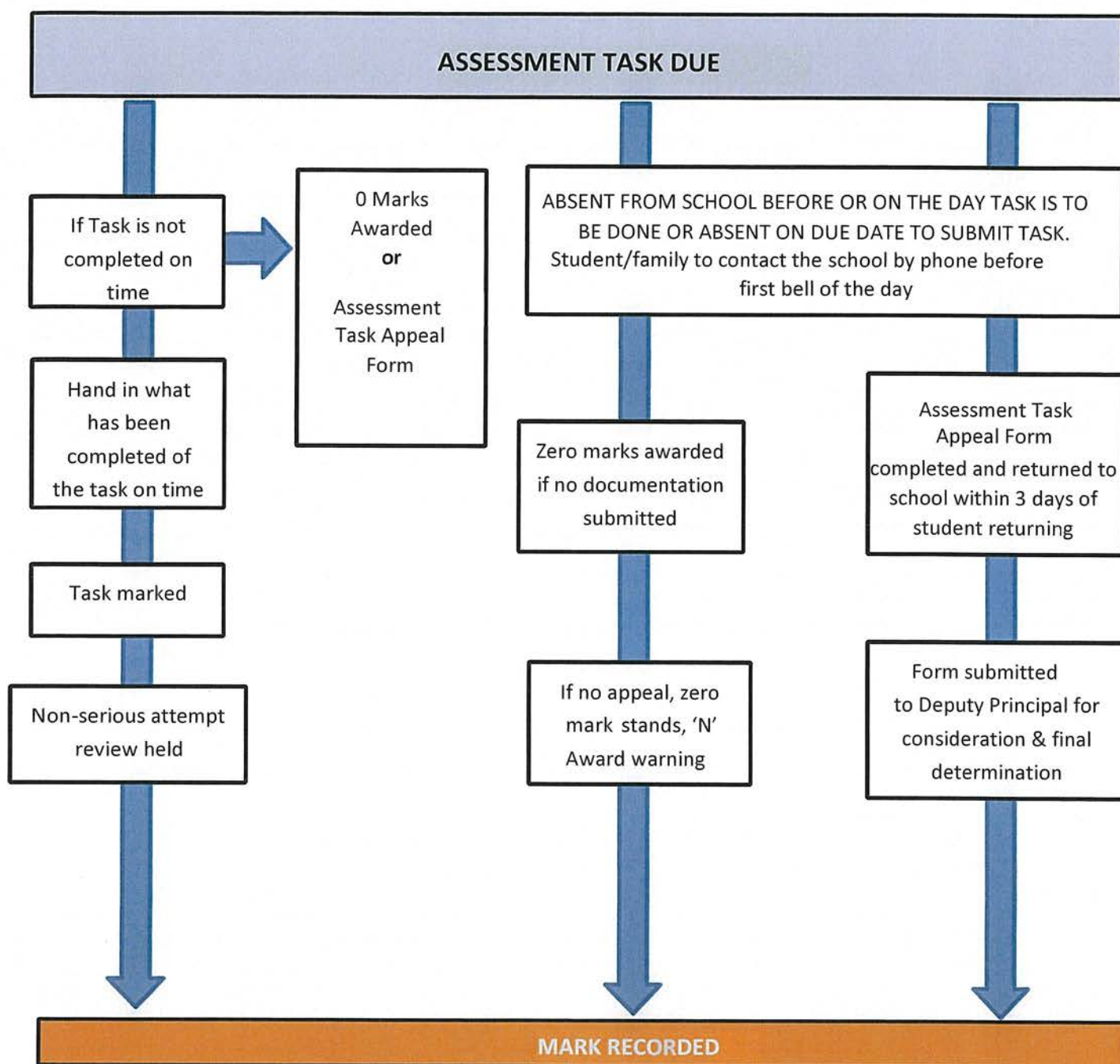
DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Terrigal High School Assessment Policy.

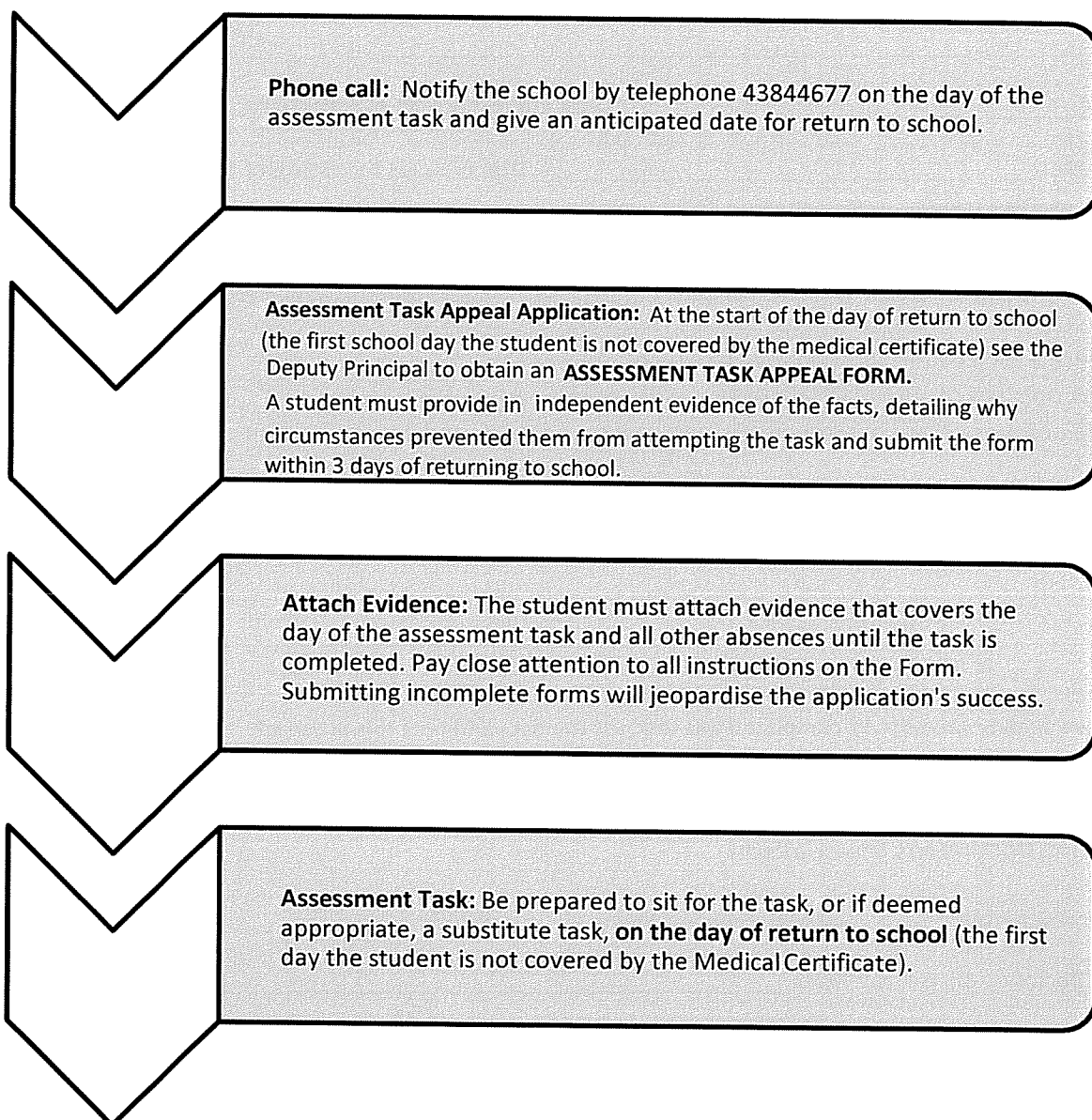
Student Signature/Confirmation: Date:

ASSESSMENT TASK FLOWCHART



MISSED ASSESSMENT TASK FLOWCHART

Terrigal High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure/alteration to task process. See the flow chart below. For more information refer to the Terrigal High School Assessment Policy.





STAGE 6 ASSESSMENT TASK APPEAL FORM

Must be completed within 3 school days of the assessment task and submitted to Deputy Principal for consideration by the Assessment Review Panel

SECTION A: Student is required to complete this section and submit to the Deputy Principal prior to the misadventure and alteration being approved/not approved.

NAME: _____ YEAR 11 / YEAR 12

SUBJECT: _____ DATE SUBMITTED TO DEPUTY PRINCIPAL: ____ / ____ / ____

TASK NAME: _____ DUE DATE OF ASSESSMENT TASK: ____ / ____ / ____

Did you contact the school on/before the due date notifying of your inability to submit/complete? YES / NO

Reason for application (please tick): Documentary evidence must be provided, except in exceptional circumstances.

- ☐ Absent day before task ☐ Missed a class day before, or of, a task
☐ Absent from task, or absent when due (due to illness or exceptional circumstances)
☐ Extension (due to illness or exceptional circumstances) ☐ Other school commitment of day of assessment task

Reason supporting your application: (Student to write an explanation stating sufficient details to support their case for consideration) _____

If you have already submitted / completed this task, list the date and time this occurred:

Date: ____ / ____ / ____ Time: _____ Teacher Confirmation: _____

SUPPORTING DOCUMENTS (Please attach)

☐ Medical Certificate ☐ Statutory Declaration ☐ Other: _____

Name of Doctor / Justice of the Peace: _____

Student: _____ Date: ____ / ____ / ____ Parent: _____ Date: ____ / ____ / ____
Signature Signature

SECTION B: To be completed by TEACHER/HEAD TEACHER, then returned to DEPUTY PRINCIPAL within 2 days of receiving this form.

Comment: _____

Recommendation:

- ☐ Task rescheduled to: _____ ☐ Late accepted without penalty ☐ Rank order mark adjustment
☐ ZERO mark to be upheld ☐ Other: _____

Teacher: _____ Date: ____ / ____ / ____ Head Teacher: _____ Date: ____ / ____ / ____
Signature Signature

SECTION C: To be completed by ASSESSMENT REVIEW PANEL

Student contacted the school on/before due date?	YES	NO	N/A
--	-----	----	-----

Student submitted form within documented timeframe?	YES	NO	N/A

Independent evidence provided?	YES	NO	N/A
--------------------------------	-----	----	-----

	YES	NO	N/A
Student would gain an unfair advantage?			

Decision: ☐ Approved / ☐ Not Approved

Outcome:

☐ Sit task at alternative time as advised by Head Teacher ☐ Alternative task

☐ Adjust marks accordingly ☐ Estimate

Comment : _____

Deputy Principal Signature: _____ Date: ____/____/____

☐ Notification to Teacher & Head Teacher on Sentral☐ Copy given to student

☐ Original in student file

SECTION D: To be completed only if student wants to appeal the decision of the Assessment Review Panel

I wish to appeal the decision of the school Assessment Review Panel for the following reasons:

Student: _____ Date: ____ / ____ / ____ Parent : _____ Date: ____ / ____ / ____
Signature Signature

SECTION E: To be completed by the PRINCIPAL if student is appealing the decision of the Assessment Review Panel

Decision of the Assessment Review Panel: Upheld / Overturned

Principals Decision: _____

Principal Signature: _____ Date: ____/____/____

☐ Notification to Teacher & Head Teacher on Sentral☐ Copy given to student

☐ Original in student file

Principals for Effective Assessment

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Using these principles the approach or approaches used will be informed by the:

- evidence of student learning to be gathered
- processes for gathering the evidence
- feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Procedures for Awarding Marks

The HSC requires that a standards-referenced approach be used for assessing and reporting student achievement. In a standards-referenced approach, the assessment mark submitted to NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly. The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marking guidelines need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their Semester Two report.

Moderation

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation (*HSC Assessment in a Standards-referenced Framework - A Guide to Best Practice*). Statistical procedures may not be appropriate in courses with small candidatures. A meeting is held with the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to NESA.

Vocational Education and Training (VET)

VET courses are competency based. The purpose of assessment in this context is to judge competence based on performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made based on evidence which can be in a variety of forms.

NESA requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- use a competency-based approach to assessment
- maintain a record of all the competencies achieved by each student
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment
- report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency achieved by each student in each course
- verify that students have completed the mandatory work placement hours that have been assigned to each course
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/ misadventure appeal.

If a student fails to undertake any mandatory work placement component of a VET course, it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student may be recommended for an 'N' determination.

Other Relevant Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rulesprocedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/examequipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approvedcalculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/a74b9113-cfa0-4ca3-9c6cb2d5f6d45c3e/drama-st6-course-prescriptions-2019-21.pdf?MOD=AJPERES&CVID=>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practicalperformance-exams>