



Kellyville High School

Learning Excellence **Integrity**

Year 11 (Preliminary) Assessment Booklet

2025

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Welcome to Year 11

Preliminary Course

Introduction

This assessment booklet for the Year 11 Preliminary Course is provided to:

- assist students in understanding the role of assessment in their HSC credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the NSW Education Standards Authority website for further information:

<http://educationstandards.nsw.edu.au/>

Students are responsible to read and follow the school assessment procedures outlined at the back of this booklet in conjunction with the above information from NESAs.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

To successfully complete the coursework, you will need to demonstrate several qualities:

- **Attendance** at **all** timetabled lessons
- **Consistent and diligent effort** in each subject/course
- **Sustained application**
- Maintaining a **positive attitude** and **continued motivation** to achieve your personal best
- A work ethic that reflects a serious **commitment to your studies**

If you need to discuss any *wellbeing or personal issues*, please contact the following staff members:

Aboriginal Liaison Officer:	Miss E. Wood	School Counsellor	Mrs K. Marshall/ Mrs A. Wilson
Careers:	Mrs. B. Pedley-Smith	Student Support Officer:	Mr. L. Pike
Deputy Principal:	Mrs J. Roberti	Year 11 Adviser:	Mrs V. Ung
HT Teaching and Learning:	Mrs K. Upcroft		
HT Wellbeing:	Mr D. Maloney		

If you have a *subject related matter*, please contact the relevant Head Teacher:

CAPA:	Ms. M Vasilescu	Mathematics:	Ms. M. Wise
English:	Mr T. Kearns	PDHPE:	Mr A. Jack
Social Sciences:	Mrs E. Wood	Science:	Mr F. Caprarelli
Inclusive Ed:	Mrs H. Alalikin	TAS:	Mr A. Depalo
History:	Mr D. Knott		

Mr I. Maric
Principal
March, 2025

Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar in your diary or utilise the calendar at the back of the book, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson or due date within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances. In this instance the principal will approve the change, providing as much notice as possible of the new date.

The Assessment Policy rules about lateness will be applied to all of these tasks.

Following the list of English courses (of which ONE is compulsory), courses follow in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

Year 11 Assessment Summary 2024

Term 1 2025			
Week	Subject	Year 11 Assessment Task	%
1B			
2A			
3B			
4A	Sport, Lifestyle and Recreation	Task 1: Games and Sport Applications I (Ongoing)	30
5B			
6A	Ancient History	Task 1: Historical Investigation Essay	30
7B			
8A	Business Studies	Task 1: Research & Analysis writing task	30
	Industrial Technology	Task 1: Industry Study	30
	Music	Task 1: Performance and Composition	30
	Physics	Task 1: Practical Examination	30
	Mathematics Extension 1	Task 1: Class Test	30
9B	Community and Family Studies	Task 1: Case Study	30
	Mathematics Advanced	Task 1: Class Test	30
	Mathematics Standard	Task 1: Class Test	30
	Economics	Task 1: Topic Test	30
	Modern History	Task 1: Historical Analysis – Case Study	30
	Society and Culture	Task 1: Social and Cultural Research Skills Task	30
10A	Biology	Task 1: Open Ended Practical Task	30
	Engineering Studies	Task 1: Engineered Products	30
	Legal Studies	Task 1: Topic Test	30
	English Advanced	Task 1: Imaginative Writing	30
	English Standard	Task 1: Imaginative Writing	30
	English Studies	Task 1: Extended Response	30
11B	Earth & Environmental Science	Task 1: Depth Study	30
	Health & Movement Science	Task 1: Depth Study	30

Term 2: 2025			
Week	Subject	Year 11 Assessment Task	%
1A			
2B	English Extension	Task 1: Critical Response	30
	Software Engineering	Task 1: Algorithm Design and Solution	30
3A	Visual Arts	Task 1: Semester 1 Body of Work	25
4B	Food Technology	Task 1: Food Quality Experiment and Preparation	30
	Music	Task 2: Composition Diary	20
	Sport, Lifestyle and Recreation	Task 2: Fitness (Ongoing)	30
	Chemistry	Task 1: Depth Study	30
5A			
6B	Ancient History	Task 2: Historical Analysis Investigation	30
	Physics	Task 2: Depth Study	30
7A			
8B	Business Studies	Task 2: In class task topic test	30
	Economics	Task 2: Research & in class writing task	30
	Engineering Studies	Task 2: Braking Systems Engineering Report	30
	English Advanced	Task 2: Multimodal Presentation	40
	English Standard	Task 2: Multimodal Presentation	40
	Mathematics Advanced	Task 2: Assignment/Investigation + test	30
	Mathematics Standard	Task 2: Assignment/Investigation + test	30
	Society and Culture	Task 2: In class task	30
9A	Community and Family Studies	Task 2: Leadership Analysis	30
	Industrial Technology	Task 2: Design Task	40
	Legal Studies	Task 2: Research and Writing task	30
	Mathematics Extension 1	Task 2: Assignment/Investigation + test	30
	Modern History	Task 2: Historical Investigation	30
	Music	Task 2: Arrangement	25
10B	Biology	Task 2: Depth Study	30

Term 3: 2025			
Week	Subject	Year 11 Assessment Task	%
1A	English Extension	Task 2: Multimodal Presentation & Creative	40
2B	Chemistry	Task 2: Scientific Skills Test	30
	Earth and Environmental Science	Task 2: Practical Task	30
	Health & Movement Science	Task 2: Collaborative Investigation	30
3A	Software Engineering	Task 2: Mechatronics Project	30
4B	English Studies	Task 2: Collection of Classwork	40
	Food Technology	Task 2: Nutrition Investigation	30
	Visual Arts	Task 2: Semester 2 Body of Work and Research	40
6B 7B 8A	Ancient History	Task 3: Yearly Examination	40
	Biology	Task 3: Yearly Examination	40
	Business Studies	Task 3: Yearly Examination	40
	Chemistry	Task 3: Yearly Examination	40
	Community and Family Studies	Task 3: Yearly Examination	40
	Earth and Environmental Science	Task 3: Yearly Examination	40
	Economics	Task 3: Yearly Examination	40
	Engineering Studies	Task 3: Yearly Examination	40
	English Advanced	Task 3: Yearly Examination	30
	English Extension	Task 3: Yearly Examination	30
	English Standard	Task 3: Yearly Examination	30
	English Studies	Task 3: Yearly Examination	30
	Food Technology	Task 3: Yearly Examination	40
	Hospitality (VET)	Task 3: Yearly Examination	N/A
	Industrial Technology	Task 3: Yearly Examination	30
	Japanese Beginners	Task 3: Yearly Examination	40
	Legal Studies	Task 3: Yearly Examination	40
	Mathematics Advanced	Task 3: Yearly Examination	40
	Mathematics Extension 1	Task 3: Yearly Examination	40
	Mathematics Standard	Task 3: Yearly Examination	40
	Modern History	Task 3: Yearly Examination	40
	Music	Task 3: Yearly Aural Examination & Performance	25
	Health and Movement Science	Task 3: Yearly Examination	40
	Physics	Task 3: Yearly Examination	40
	Sport, Lifestyle and Recreation	Task 3: Yearly Examination	40
	Society and Culture	Task 3: Yearly Examination	40
Software Engineering	Task 3: Yearly Examination	40	
Visual Arts	Task 3: Yearly Examination	35	
9A			
10B			

ENGLISH ADVANCED

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Imaginative writing / reflection	Common Module: Reading to Write	EA11-3, EA11-5, EA11-9	30	T1, W10
2	Multimodal Presentation	Module A: Narratives that Shape our World	EA11-1, EA11-2, EA11-3, EA11-4, EA11-7	40	T2, W8
3	Yearly Examination	All Modules	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	30	T3, W6-8

A student

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

ENGLISH EXTENSION

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Written Response	Texts, Culture & Value	EE11-1, EE11-2, EE11-3, EE11-5	30	T2, W2
2	Multimodal Presentation & Creative manifestation	Individual Research Project	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	40	T3, W1
3	Yearly Examination	Texts, Culture & Value	EE11-1, EE11-2, EE11-3, EE11-5	30	T3, W6-8

A student:

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Imaginative / Reflection writing	Common Module: Reading to Write	EN11-3, EN11-5, EN11-9	30	T1, W10
2	Multimodal Presentation	Module A: Contemporary Possibilities	EN11-1, EN11-2, EN11-3, EN11-4, EN11-7	40	T2, W8
3	Yearly Examination	All modules	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	30	T3, W6-8

A student:

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Multimodal Presentation	Mandatory Module: Achieving through English	ES11-1, ES11-2, ES11-5, ES11-6, ES11-8	30	T1, W10
2	Collection of Classwork	All Modules	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	40	T3, W4
3	Yearly Examination	All Modules	ES11-1, ES11-4 ES11-5, ES11-7, ES11-9	30	T3, W6-8

A student:

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

ANCIENT HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Investigation Essay	Investigating Ancient History (6. The Treatment and Display of Human Remains)	AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	30	T1, W6
2	Historical Analysis Investigation	Investigating Ancient History: Case Study (A9 Boudicca)	AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	30	T2, W6
3	Yearly Examination	Investigating Ancient History, Features of Ancient Societies	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	40	T3, W6-8

A student:

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

BIOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Open Ended Practical Task	Module 1: Cells as the Basis of Life	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	30	T1, W10
2	Depth Study: Natural Selection/Ecosystems	Module 3: Biological Diversity Module 4: Ecosystem Dynamics	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	30	T2, W10
3	Yearly Examination	Modules 1 - 4	BIO11/12-5, BIO11/12-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	40	T3, W6-8

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Research & Analysis Writing Task	Nature of Business	P1, P2, P6, P7, P8	30	T1, W8
2	In class Topic Test	Business Management	P2, P4, P5, P6, P7, P8, P9, P10	30	T2, W8
3	Yearly Examination	All Topics	P1, P2, P3, P4, P5, P6, P8, P9, P10	40	T3, W6-8

A student:

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Module 2	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-9	30	T2, W4
2	Scientific Skills Test	Module 3	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	30	T3, W2
3	Yearly Examination	Modules 1 – 4	CH11/12-6, CH11/12-7, CH11-8, CH11/12-9, CH11/12-10, CH11/12-11	40	T3, W6-8

A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Case Study	Resource Management	P1.1, P1.2, 3.2, P4.1, P4.2, P5.1, P6.1	30	T1, W9
2	Leadership Analysis	Individuals & Groups	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	30	T2, W9
3	Yearly Examination	Resource Management; Individuals & Groups; Families & Communities	P1.1, P1.2, P2.2, P2.4, P3.1, P4.1, P4.2, P6.1	40	T3, W6-8

A student:

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

DESIGN and TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Group Project	Design, Management and Communication	P1.1, P2.1, P3.1, P5.1, P5.2, P6.2	30	T1, W8
2	Mini Project	Design, Management and Communication	P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1	30	T2, W9
3	Yearly Examination	Knowledge, Communication and Application	P1.1, p2.1, p2.2, p5.2	40	T3, W6-8

A student:

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

EARTH AND ENVIRONMENTAL SCIENCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Module 1: Physical and Chemical composition of soil	EES11/12-1, EES11/12-2, EES11/12-5, EES11/12-7, EES11-8	30	T1, W11
2	Practical Task	Module 3: Energy Transformations	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11-10	30	T3, W2
3	Yearly Examination	Modules 1 – 4	EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	40	T3, W6-8

A student:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 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 interrelate
- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Topic Test	Introduction to Economics & Consumers and Business	P1, P2, P4, P7, P8, P10	30	T1, W9
2	Research & In Class Writing Task	Labour Markets	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	30	T2, W8
3	Yearly Exam	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	40	T3, W6-8

A student:

- 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 Australian 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Engineered Products	Knowledge and skills in research, problem solving, and communication related to engineering practice	P4.1, P4.2, P4.3, P6.1	30	T1, W10
2	Braking Systems Engineering Report	Knowledge and skills in research, problem solving, and communication related to engineering practice	P2.2, P3.2, P5.1, P6.2	30	T2, W8
3	Yearly Examination	Knowledge and understanding of course content	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	40	T3, W6-8

A student:

- 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

FOOD TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Food Quality Experiment & Preparation	Knowledge and skills	P2.2, P3.2, P4.1, P4.2, P4.4	30	T2, W4
2	Nutrition Investigation	Knowledge and understanding	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	30	T3, W4
3	Yearly Examination	Knowledge and understanding	P1.1, P1.2, P2.1, P2.2	40	T3, W6-8

A student:

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations

HOSPITALITY – FOOD AND BEVERAGE STREAM (VET)

**** Assessment advice received from Macquarie Park RTO 90222 ****

Assessment Events for SIT20322 Certificate II Hospitality		Task 1	Task 2	Task 3	
		Safety in the kitchen (70hrs)	Service please (30hrs)	The Hospitality Industry (20hrs)	Yearly Examination
		Competencies will be accessed throughout the course.			T3, W6-8
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches	X	X		
SITXCCS011	Interact with customers	X	X	X	
SITXCOM007	Show social and cultural sensitivity	X	X	X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20322.

***Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.
The exam events will be used for school and / or NESA reporting requirements.**

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

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES/MULTIMEDIA TECHNOLOGIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Industry Study	Design, Management and Communication	P1.1, P3.2, P5.1, P7.1, P7.2	30	T1, W8
2	Design Task	Design, Management and Communication	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	40	T2, W9
3	Yearly Examination	Knowledge, Communication and Application	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	30	T3, W6-8

A student:

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

LEGAL STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Media Analysis - Topic Test	Legal system	P1, P2, P3, P4, P5, P6, P8, P9, P10	30	T1, W10
2	Research & Writing task	Individuals and the Law – Technology	P1, P2, P3, P4, P5, P6, P8, P9, P10	30	T2, W9
3	Yearly Examination	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40	T3, W6-8

A student:

- 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

MATHEMATICS ADVANCED

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Algebraic techniques (F1.1), Introduction to functions (F1.2) and Linear, quadratic and cubic functions (F1.3)	MA 11-1, MA11-2, MA11-9	30	T1, W9
2	Assignment/Investigation + Class Test	Further Functions and Relations (F1.4), Trigonometry (T1.1), Radians (T1.2)	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	30	T2, W8
3	Yearly Examination	All Topics	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	40	T3, W6-8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, Fluency and Communicating
- Problem Solving, Reasoning and Justification

A student:

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

MATHEMATICS - EXTENSION 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Class Test	Inequalities (F1.2), Remainder and Factor Theorems (F2.1), Sums and Products of Roots of Polynomials (F2.2)	ME11-1, ME11-2, ME11-7	30	T1, W8
2	Assignment/Investigation + Class Test	Graphical relationships (F1.1), Inverse functions (F1.3), Parametric form of a Function or Relation (F1.4)	ME11-1, ME11-2, ME11-6, ME11-7	30	T2, W9
3	Yearly Examination	All Topics	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	40	T3, W6-8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, Fluency and Communicating
- Problem Solving, Reasoning and Justification

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	In class test	Algebra – Formulae and Equations (A1), Financial Mathematics – Money Matters Earning and Managing Money (F1.2)	MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	30	T1, W9
2	Assignment/Investigation + Class Test	Applications of Measurement - Practicalities of measurement (M1.1), Units of Energy and Mass (M1.3), Perimeter, Area and Volume (M1.2), Relative Frequency and Probability (S2), Classifying and Representing Data (S1.1)	MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10	30	T2, W8
3	Yearly Examination	All Topics	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	40	T3, W6-8

Each of the task weightings given above will be split equally to represent the following components:

- Understanding, Fluency and Communicating
- Problem Solving, Reasoning and Justification

A student:

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 and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MODERN HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Analysis	Investigating Modern History: Case Study (A4. Decline and Fall of the Romanovs)	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	30	T1, W9
2	Historical Investigation	Historical Investigation	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	30	T2, W9
3	Yearly Examination	All Topics	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	40	T3, W6-8

A student:

- MH11-1 Describes the nature of continuity and change in the modern world
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- MH11-4 Accounts for the different perspectives of individuals and groups
- MH11-5 Examines the significance of historical features, people, places, 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 form
- MH11-10 Discusses contemporary methods and issues involved in the investigation of modern history

MUSIC

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	a) Concept analysis of 2 rock song Viva Voce	Musicology 15%	P2, P4, P6	30	T1, W8
	b) Arrangement of a piece and performance as part of Rock ensemble	Performance 10% Composition 5%	P1, P9 P3, P5		
2	a) Composition diary and concept analysis of "Music of a Culture"	Aural 10% Musicology 10%	P5, P7, P8 P2, P6	20	T2, W4
	b) Arrangement and performance from a chosen culture	Composition 20% Performance 5%	P3, P5 P1, P9	25	T2, W9
3	Yearly Aural Examination and Performance (own genre) Topic 3 "Music for small ensembles"	Aural 15% Performance 10%	P4, P5, P6 P1, P5, P9	25	T3, W6-8

A student:

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

HEALTH AND MOVEMENT SCIENCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Health Promotion	HM 11-01, HM 11-02, HM 11-06, HM 11-07, HM 11-08, HM 11-09, HM 11-10	30	T1, W11
2	Collaborative Investigation	The Body and Mind in Motion	HM 11-01, HM 11-02, HM 11-04, HM 11-05, HM 11-06, HM 11-07, HM 11-08, HM 11-09, HM 11-10	30	T3, W2
3	Yearly Examination	Health for Individuals and Communities / The Body and Mind in Motion	HM 11-01, HM 11-02, HM 11-03, HM 11-04, HM 11-05, HM 11-06, HM 11-07, HM 11-08, HM 11-09, HM 11-10	40	T3, W6-8

A student:

- HM 11-01 Interprets meanings, measures and patterns of health experienced by Australians
- HM 11-02 Analyses methods and resources to improve and advocate for the health of young Australians
- HM 11-03 Analyses the systems of the body in relation to movement
- HM 11-04 Investigates movement skill and psychology to improve participation and performance
- HM 11-05 Collaboration: Demonstrated strategies to positively interact with others to develop an understanding of health and movement concepts
- HM 11-06 Analysis: Analyses the relationships and implications of health and movement concepts
- HM 11-07 Communication: Communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM 11-08 Creative Thinking: Generates new ideas that are meaningful and relevant to health and movement concepts
- HM 11-09 Problem-Solving: Proposes and evaluates solutions to health and movement issues
- HM 11-10 Research: Analyses a range of sources to make conclusions about health and movement concepts

PHYSICS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Practical Examination	Experimental Skills	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-7, PH11-8	30	T1, W8
2	Depth Study	Interactions between colliding objects	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	30	T2, W6
3	Yearly Examination	Modules 1 - 4	PH11-8, PH11-9, PH11-10, PH11-11	40	T3, W6-8

A student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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 AND CULTURE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Social and Cultural Research Skills Task	The Social & Cultural World	P1, P3, P6, P9, P10	30	T1, W9
2	In class task	Personal and Society Identify	P1, P2, P3, P5, P8, P9, P10	30	T2, W8
3	Yearly Examination	All Topics	P1, P3, P4, P7, P9, P10	40	T3, W6-8

A student:

- 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

SOFTWARE ENGINEERING

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	OOP Programming Project	Programming fundamentals The object-oriented paradigm	SE-11-01, SE-11-02 SE-11-06, SE-11-08	30	T2, W2
2	Mechatronics Project - Mini Major	Programming fundamentals The object-oriented paradigm Programming mechatronics	SE-11-04, SE-11-05 SE-11-06, SE-11-07 SE-11-08, SE-11-09	30	T3, W3
3	Yearly Examination	Written Knowledge – All topics	All	40	T3, W6-8

A student:

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

SPORT, LIFESTYLE AND RECREATION

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Games and Sport Applications I	Games and Sport Applications I Practical Task Students skilfully & confidently engage in a variety of sporting activities & games	1.1, 3.4, 4.1, 4.4	30	T1, W4-10
2	Fitness	Fitness Testing Practical application of various fitness tests and analysis of personal fitness results	2.2, 3.3	30	T2, W4-10
3	Yearly Examination	Games and Sport Applications I, Fitness, First Aid	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	40	T3, W6-8

A student:

- 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 goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Semester 1 Body of Work	Art Making	P1, P2, P3, P4	25	T2, W3
2	Semester 2 Body of Work and Artist Research	Art Making 25% Research of mentor artists in Visual Arts Diary 15%	P4, P5, P6, P7, P8	40	T3, W5
3	Yearly Examination	Art Criticism and Art History	P7, P8, P9, P10	35	T3, W6-8

A student:

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

NESA Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au/>

This site will also allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course. In order for you to qualify for the Year 11/Preliminary course, the Principal must certify to NESA that you have:

- satisfactorily completed a pattern of courses which meets NESA's requirements
- completed the requirements for each course, including any necessary practical, or project work, or work placements
- satisfactorily completed tasks designed by the school for the internal assessment program in **each Year 11 course**
- sat for and made a **genuine** attempt at, the required examinations.

Pattern of Study

The Preliminary course **must include 12 units** of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)

The Preliminary course must be satisfactorily completed to be eligible to commence the HSC component.

Satisfactory Course Completion

- I. To complete a course satisfactorily, you must fulfil all requirements of the syllabus eg. assignments, practical work, attend and participate in all classes including class tasks set by the teacher. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for the course.
- II. The Principal must be satisfied that there is sufficient evidence that you have:
 - a) followed the course developed or endorsed by NESA
 - b) applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school
 - c) achieved some or all of the outcomes

N Determinations

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. At KHS it is an expectation that students attend **all classes** and **engage in learning experiences and work set** by the teacher. Students not meeting this expectation may lead to the Principal determining that the course completion criteria has not been met. If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to NESA against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

School Assessment Policy

The award of the Higher School Certificate involves a combination of external examinations, and school-based assessment in all subject areas. Both school-based assessment and external exam marks will appear on your Record of School Achievement. In most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark. Marks are submitted to the NSW Education Standards Authority and are reported on your Higher School certificate. (*VET and Life Skills courses have different requirements.*)

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other NESA publications including past examination papers, specimen papers and “Notes from the Marking Centre” can be found on the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

Your final assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks.
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed according to safety regulations and complete the mandatory work placement hours

Student progress will be monitored by the school's Learning and Support and Wellbeing Team, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and contact will be made home informing parents/carers of their child's status.

Assessment Tasks

1. General Information about Assessment Tasks

- 1.1 Each student is expected to complete all assessment tasks. The precise due date for an assessment task will be provided by your class teacher, at least TEN (10) school days before it is due
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions, and sporting events. Under special circumstances the principal will need to be consulted and may grant exemptions.
- 1.3 An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 6 'Illness and Misadventure' form**.
- 1.4 Assessment tasks must be handed in personally to the class teacher before 8.30am of the date the task is due. Unless otherwise specified, all assessment tasks must be handed in as hard copies. Students must **sign a register** when they submit a task.
- 1.5 Assessment for the Preliminary courses will begin from Term 1, 2025 and finish Term 3, 2025.
- 1.6 All work done at home must be the student's own work as per All My Own Work. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.7 For subjects with a marked practical component, the majority of the work must be done at school under teacher supervision.
- 1.8 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.9 If students include frivolous answers in an assessment task, it will be deemed a non-serious attempt.
 - NESAs expects students to make a serious attempt at all school-based assessment tasks, exams, and HSC minimum standard tests.
 - HSC students who do not make a serious attempt at the exam may not receive a result in the course concerned. This may render some students ineligible for the award of the HSC. <https://curriculum.nsw.edu.au/ace-rules/ace10/non-serious>
- 1.10 Students are encouraged not to be absent the day prior to a formal assessment task without documentation.
- 1.11 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. If a STUDENT IS LATE TO SCHOOL DUE TO SICKNESS, a doctor's certificate must be presented AS SOON AS THEY ARRIVE AT SCHOOL. It will not be accepted later that day or the following day. Students who fail to do so may have their school records adjusted to reflect the unjustified absence. School records are used as a basis for school references and Principal's recommendations for

scholarships. Classroom teachers will monitor attendance and alert Deputy Principal of any discrepancies or concerning attendance patterns.

The school will monitor students who are absent, late or **absent the day before a task is due**. A pattern such as this may suggest the student is using sick days to advantage themselves in completing a task and could be an example of malpractice. Students absent will need to obtain a **medical certificate for the day of absence**.

- 1.11.1 Full school uniform is required to be worn at all school exams. You may be required to remain after the exam as a consequence for not following school procedure.
- 1.12 Students are not allowed to use erasable pens to complete any tasks.
- 1.13 Students may receive generalised non-specific feedback on draft copies of assessment tasks. Teachers may provide the same feedback to the whole class as appropriate to prevent an unfair advantage.

2. Completion of assessment tasks

- 2.1 Late work will receive a zero mark unless a student supplies appropriate evidence of illness or misadventure. Forgetting about a task will also receive a zero. Even though a zero mark will be recorded, students must still complete the assessment task and appropriate feedback will be given.
- 2.2 It is expected that students attend and attempt all assessment tasks. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks. Furthermore, the student must fulfil the course completion criteria. If this does not occur a student will be issued with Non-completion Award Warning (N Award warning).
- 2.3 Computer, internet connection issues, USBs, and printing problems, will not be accepted as valid excuses for late work.
- 2.4 Full school uniform is required to be worn at all school exams. You may be required to remain after the exam as a consequence for not following school procedure.
- 2.5 Students are not allowed to use erasable pens to complete any tasks.

3. Illness/Misadventure

Illness/Misadventure assists students who are prevented from attending an exam or assessment task (including a practical exam) due to illness or unforeseen misadventure.

Definitions of illness and misadventure:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment task (e.g. influenza, an asthma attack);
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

- 3.1 If a student is absent from an assessment task, evidence of illness/misadventure must be produced. A Doctor's certificate is required and considered evidence of illness. The student or parents/carers must contact the school and inform the school of the student's name and the task/s being missed. Students will be expected to complete the task, on a date to be negotiated with the Deputy Principal. The **student has the responsibility of reporting to the Deputy Principal** on his/her arrival at school. Failure to do so on immediate arrival to school could be considered late work and a zero mark may be recorded.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your

application. If you do not attend an exam and your Illness/Misadventure application is unsuccessful, you may receive a zero for that task.

Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

Student supporting evidence must include:

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

In all cases, Kellyville High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. The school will not uphold an illness/misadventure application if it is not considered that the reason for the absence is serious.

- 3.2 If a student is absent and does not provide evidence of illness or misadventure a zero mark will be recorded. Students must still attempt the assessment task and appropriate feedback will be supplied.
- 3.3 The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. In exceptional circumstances the Principal will consider reviewing results gained under adverse conditions. It does NOT cover:
- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
 - Alleged deficiencies in teaching
 - Loss of study time or facilities
 - Misreading of the timetable
 - Misreading of examination instructions
 - Failure to enter for the examination in the correct course
 - Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
 - Conditions for which you have been granted disability provisions, unless you experience further difficulties
 - Courses that are undertaken as a self-tuition student
 - Other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations.
- Computer, internet connection issues, USBs, and printing problems, will not be accepted as valid excuses for late work.
- 3.4 If a student knows beforehand that they will be absent, they should contact the school and inform the Deputy Principal.

Unjustified leave will not be accepted as a reason. <https://curriculum.nsw.edu.au/ace-rules/ace13/hsc-leave>

- 3.5 If a student attempts an assessment task, regardless of their health, the mark obtained by the student will stand. Students who have a pre-existing illness are unlikely to be given consideration if they sit the task.
- 3.6 If an estimate is to occur, Head Teachers will use their professional discretion based on the student's previous performances and class work. When a mark is being reconsidered, please note the following from the NSW Education Standards Authority (NESA) website (<http://ace.bos.nsw.edu.au/ace-8072>)
"The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations."
- 3.7 If for any reason an assessment task produces invalid or unreliable results the school reserves the right to give an alternate task.
- 3.8 In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party (parent/carer) or may be emailed to the relevant teacher or Deputy Principal or submitted on google classroom. Students must still notify the school of their absence and complete the Illness/Misadventure process.
The task can be emailed to kellyville-h.school@det.nsw.edu.au Attention: Deputy Principal
- 3.9 Students absent from assessment tasks and that have completed Illness/Misadventure applications should do the task in the next available time slot, otherwise a zero mark may be awarded. The task time will be set by the Deputy Principal.
- 3.10 Doctor's certificates that are back dated will not be accepted. Also, family members should not write Doctor Certificates for students due to conflict of interest.
- 3.11 The student must collect a **Stage 6 'Illness and Misadventure' form** from the student office. This form must be fully completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the process to progress. All documentation must accompany the appeal when it is lodged. A proforma is available at the back of this booklet, or see a Deputy Principal for a copy. The application should be handed or emailed to the Deputy Principal.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. **It is the responsibility of the student to organise this with the Deputy Principal, who will inform the Head Teacher of the subject, and the Examinations Officer.**

Illness/ Misadventure Flow Chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

1

Phone call: You or your parents/carers should notify the Deputy Principal on the day of the missed assessment task by making a phone call to the school on (02) 8824 5955. You can also leave a detailed voicemail message and/or send an email explaining your absence.

2

Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Take this to the relevant professional authority to complete all relevant sections of the application on the same day of your missed assessment task.

3

Attach Evidence: You must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Submitting incomplete forms will jeopardise the application's success.

4

Return to school with completed application: You must attend school on the first day not covered by independent evidence. Present the completed Illness/Misadventure Application, with supporting evidence, to the Deputy Principal within 2 school days of the due date of the assessment task or on the first day of your return to school before 8.30am (if not within 2 schooldays).

4. Non-completion of assessment tasks

- 4.1 If a student receives a zero mark, parents/carer will be notified and made aware of the potential consequences.

5. Attendance and school leave

- 5.1 Students' attendance at school and in class is an essential prerequisite for the attainment of the Preliminary year. A Non-Award warning letter may be issued if attendance falls below 90% on the grounds that the student has not completed course outcomes.

- 5.2 Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents/carers should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

- Principals have discretion to grant leave to a student in accordance with school and/or sector policies and procedures.
- Principals must advise students applying for leave that all course completion, assessment requirements, and exam attendance requirements continue to apply, irrespective of whether their leave request is granted or not. <https://curriculum.nsw.edu.au/ace-rules/ace13/hsc-leave>
- When determining whether to grant leave, principals must be satisfied that:
 - the leave request is reasonable
 - the student can meet the course completion, assessment and exam attendance requirements in the course(s) they are entered into, **1** and
 - the school can provide assessment data **2** for the course(s) the student is entered into.

- 5.3 On the day of a task **students will be present for all their normal timetable**, in line with school policy. If a student is not present, a completed **Stage 6 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. The attending doctor must complete the form to communicate how the illness prevented or interrupted preparation for and/or attendance at the submission time.

Illness and Misadventure forms can be copied from this book found on the school website or available from the Deputy Principal.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy. This policy has been developed by the Learning and Engagement Directorate in 2015. 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School - Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.

All assessments are conducted within the guidelines set by the NESA. The NESA guidelines for preliminary students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols. Students and

families are expected to make arrangements to ensure that all requirements of the Preliminary and HSC courses can be fulfilled. All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the Deputy Principal **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the assessment policy. All hand-in tasks due during the period of leave must be submitted **prior** to leave commencing. Examinations that are missed will be completed after the majority of the cohort have completed them.

6. School's review committee

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Principal. Documentary evidence is usually required.

- 6.1 Student malpractice in assessment tasks and examinations will be referred to the school's Review Committee. See point 8 for more details. This may result in the student's paper being awarded a zero. This Committee will inform the student of the outcome.
- 6.2 Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement:
- The passing off of someone else's entire work as your own is plagiarism.
 - The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
 - The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 6.3 If an assessment task requires checking for plagiarism, students may be asked to upload the task electronically, to determine the originality of a task. Any assessment task where this is required will be issued with full instructions when the task is given, and these instructions must be followed. Failure to do so may result in a zero mark for the task.
- 6.4 A student who wishes to appeal on the grounds of illness or misadventure must do so in writing, setting out the reasons as fully as possible. This application must be written by the student and lodged no later than 2 days after the due date for the task. All documentation must accompany the appeal when it is lodged. A proforma is available at the back of this booklet, or see a Deputy Principal for a copy. The application should be handed or emailed to the Deputy Principal.
- 6.5 For appeals against an internal assessment mark the student should see the classroom teacher immediately and then the Head Teacher. This must occur on the same day the task was returned to the student. The task must be retained by the Head Teacher. It should be noted that a teacher's professional judgement cannot be the basis of an appeal.
- The process to follow is:
- discuss first with the teacher – request a review of the mark
 - if not satisfied, discuss with the Head Teacher
 - if still not satisfied complete a request for review of assessment and submit to the Deputy Principal
 - the appeal will be considered by an assessment review panel consisting of the Faculty Head Teacher and Deputy Principal.
 - a further appeal can be requested and will be reviewed by the Principal.
- 6.6 The grounds for appeal to the NESA are:
- The weightings used by the school in its Assessment Program do not conform to the NESA requirements.

- The school has varied from its stated Assessment Program.
- Errors in calculation have been made.

6.7 Students will have their appeal for illness/misadventure considered by the Appeals Committee based on the rules set out in this policy document. Any student who feels the decision is unwarranted has the right to appeal directly to the principal.

7. Reporting

7.1 A written school report is provided twice each year in semesters 1 and 2. Your final Assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

7.2 For each assessment task, students will be informed of their individual rank for that task.

8. Malpractice - Honesty in Preliminary/ HSC Assessment – The Standard

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

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

This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. These are mirrored by the school's expectations. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

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

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

8.1 Should malpractice be suspected; students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within two school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within two school days to the allegations in writing. In both cases, the student concerned will be referred to the Assessment Appeals Committee.

According to NESAs, "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 print or digital mediums 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, tutor or subject expert has contributed to 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
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aides during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- submitting work that has already been submitted to another school or institution
- seeking and/or sharing information relevant to the content of a current KHS assessment task (one that has yet to be completed by all students, and the marked work returned to all students). This could be in person or in a public forum such as on the internet e.g. bored of studies website.

Types of [malpractice](#) in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests.

Malpractice in any form including *plagiarism, collusion, misrepresentation, and breach of assessment conditions* is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

Plagiarism

Plagiarism is the use of the work of others without acknowledgement:

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

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

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

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- Making up journal entries for a project, and/or
- Submitting falsified or altered documents, and/or
- Referencing incorrect or non-existent sources, and/or
- Contriving false expectations to explain work not handed in by the due date.

Breach of assessment conditions

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

A breach of assessment conditions includes any breach of

- a) HSC exam rules and procedures, and
- b) HSC minimum standard test rules and procedures

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. This data is reported to NESA annually.

In the case of suspected for malpractice, students may:

- be asked to upload the task electronically, to determine the originality of a task. Any assessment task where this is required will be issued with full instructions when the task is given, and these instructions must be followed. Failure to do so may result in a zero mark for the task.
- Provide evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answer questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

Student malpractice in assessment tasks and examinations will be referred to the school's Review Committee (consisting of the Deputy Principal, HT Teaching and Learning). This may result in the student's paper being awarded a zero. This Committee will inform the student of the outcome.

- 8.2 Any student who is identified as having gained an unfair advantage may receive zero for the entire task may be entered onto NESA's malpractice register. Malpractice in any form, including plagiarism, is unacceptable.

Strategies for students to avoid malpractice include:

- familiarise yourself with your obligations and responsibilities of authorship to comply with the HSC rules and procedures , HSC: All My Own Work program and the KHS assessment policy.
- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively
- starting tasks early so that they can seek clarification if needed
- saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late
- acknowledging that each student's mark will be determined by the quality of the work produced by the student only.

9. Disability Provisions

Disability provisions in the HSC are practical arrangements [designed to help students](#) who couldn't otherwise make a fair attempt to show what they know in an exam room. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA.

Students must have approval from NESA to allow such provisions to be applied for school examinations and tasks. For more details, refer to the NESA website on Disability Provisions or contact the school. <https://curriculum.nsw.edu.au/ace-rules/ace6>

When an application is submitted, evidence must be included indicating the precise nature of the

disability, a diagnosis and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee that NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, not disability provisions.

School based Disability Provisions are to be submitted to the coordinator, the Head Teacher Teaching and Learning. Parents are encouraged to contact the Head Teacher Teaching and Learning with any questions regarding the process as early as possible. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. Students will be required to make a statement regarding how the provisions will support them.

For more details, refer to the NESA website on Disability provisions | NSW Education Standards or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability, a diagnosis and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee that NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, not disability provisions.

SAMPLE: ASSESSMENT TASK COVER SHEET

Kellyville High School

Learning | Excellence | Integrity



COURSE & SUBJECT

TASK:

This section gives you the details of the task and the due date

DATE DUE: _____ if the task is not submitted by the due date you will receive zero – see the school's assessment policy

IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:

-

This section tells you how the task will be assessed

OUTCOMES TO BE ASSESSED:

-

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet

NAME: _____ **CLASS:** _____ **DATE SUBMITTED:** ____/____/____

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: _____ **DATE:** ____/____/____

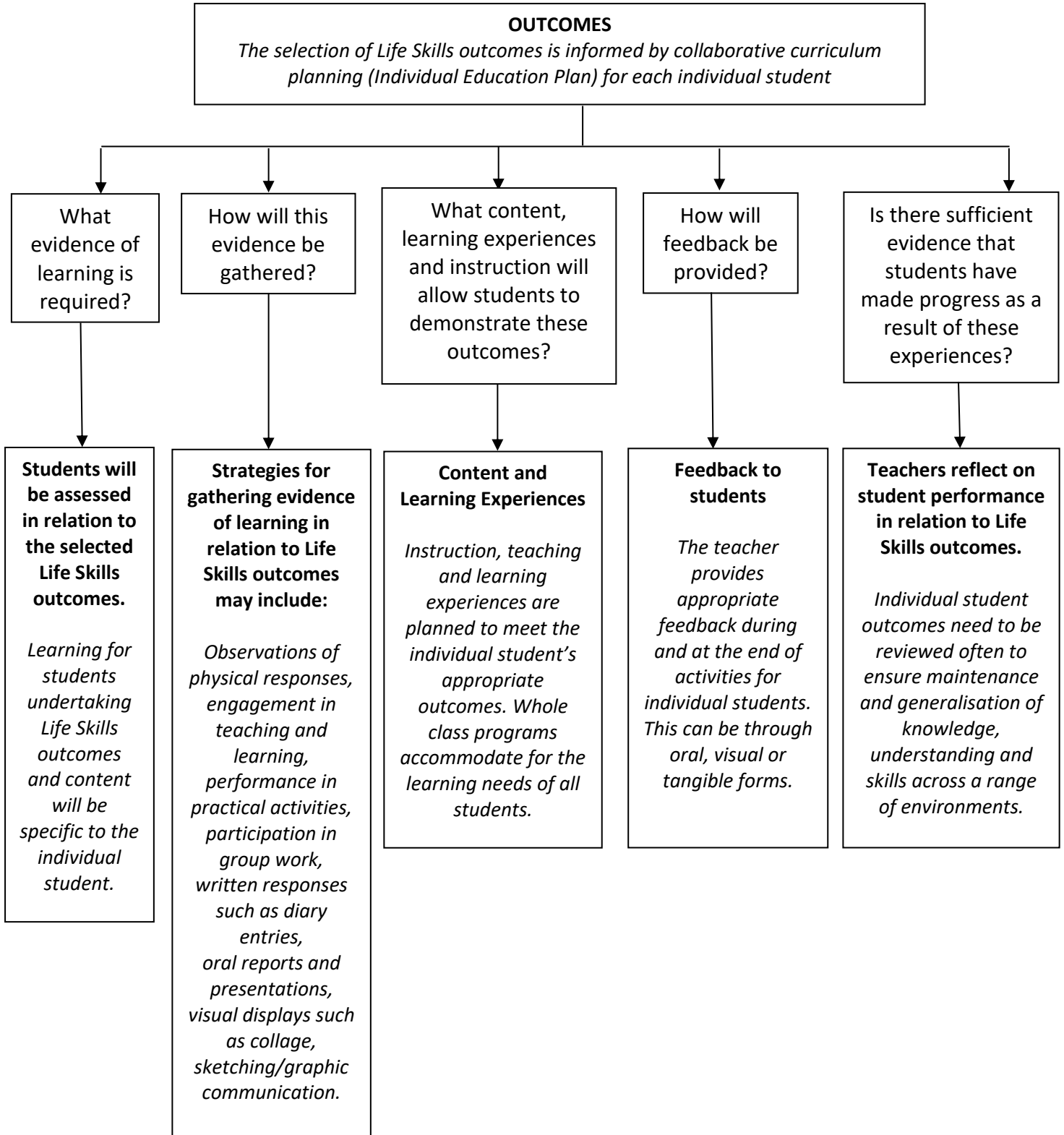
RECEIPT
(Retained by Student)

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____/____/____	DATE SUBMITTED	____/____/____
RECEIVED BY	_____	SIGNED	_____

You fill in the receipt and retain it as proof you submitted the task

Learning Support: Life Skills Assessment

Years 11–12 Life Skills courses provide options for students who cannot access the regular course outcomes, particularly students with an intellectual disability.





Stage 6
Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

Full Name: _____ Year and Roll Class: _____
 Date Form Submitted: _____

IMPORTANT

- Only list here the assessments and/ or examinations you are appealing.

Subject	Teacher	Assessment/ Examination	Original Date Due

STUDENT APPEAL

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature Date
 Parent signature Date

If this appeal is lodged on behalf of a student, please print:

Name of person lodging appeal: _____

Reason the student is not lodging the appeal: _____

Signature: _____ Date: _____

Please complete the information required over the page and return form to Deputy Principal



The person completing these sections must **not** be related to the student.

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date, unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

Appeal due to illness

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/ meetings relating to this illness: _____

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. _____

Any other comments or information which may assist in the assessment of the student's appeal.

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor: _____

Profession: _____

Place of work/ organisation: _____

Address: _____

Contact phone number: _____

Signed: _____

Date: _____

Appeal due to misadventure (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: _____

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? _____

Are you known to the student? Yes/ No If Yes, nature of relationship: _____

Description of event: _____

Name: _____

Profession: _____

Place of work/ organisation: _____

Address: _____

Contact phone number: _____

Signed: _____

Date: _____



Stage 6
Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

To be retained by the student

Full Name: _____

Year and Roll Class: _____

To be completed by the Deputy Principal

Doctor's Certificate received: Yes/ No Date received: _____

Subject	Teacher	Assessment/ Examination	Approved/ Declined	Outcome	
				Estimate OR New Date	Other
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	

Comment:

Deputy Principal's signature: _____

Date: _____

Office Use Only

Outcome forwarded to:

Head Teacher _____ Year Adviser _____

Class Teacher _____ Student _____

Sentral Reference No _____ Entered by _____

You should keep this acknowledgement.



**Stage 6
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications: Student/Parent Staff/Executive/LST File

LEARNING GUIDE: A GLOSSARY OF KEY WORDS

These verbs will be commonly used in assessment tasks at Kellyville High School and in examinations.

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

INDIVIDUAL ASSESSMENT CALENDAR TERM 1 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						
	11A						

TERM 2 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						

TERM 3 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1A						
	2B						
	3A						
	4B						
	5A						
	6B						
	7A						
	8B						
	9A						
	10B						