

YEAR 11 2025

Assessment Booklet



11

Contents

Eligibility for the HSC.....	4
Pattern of Study	4
Vocational Education and Training	5
Responsibilities	6
HSC Credentials.....	7
Procedures for Awarding Marks	16
Invalidity of Assessment Tasks.....	18
Requesting a Mark Review.....	18
Disability Provisions	18
Procedures for Late Submission and Task Non-Completion.....	19
Task Non-Completion or Late Submission Flowchart	21
Procedures for Illness/Misadventure Application	22
N-Determination	24
Procedures for Acceleration and Accumulation	25
Practical and Submitted Works.....	26
Examination Procedures	26
Procedure for Reviewing the Procedures	28

Assessment Schedules

Ancient History.....	30
Biology.....	31
Business Studies.....	32
Chemistry	33
Community and Family Studies	34
Design & Technology - Multimedia.....	35
Earth and Environmental Science	36
Economics	37
Engineering Studies.....	38
English Advanced	39
English Extension 1	40
English Standard	41
English Studies	42
English as an Additional Language or Dialect (EALD).....	43
Enterprise Computing	44



Exploring Early Childhood	45
Food Technology.....	46
Fitness	47
Geography.....	48
Health and Movement Science	49
Hospitality	Error! Bookmark not defined.
Industrial Technologies – Timber Products & Furniture Technologies.....	51
Legal Studies	52
Mathematics Advanced	53
Mathematics Extension 1.....	54
Mathematics Standard.....	55
Modern History.....	56
Music 1.....	57
Physics.....	58
CERT II Skills for Work and Vocational Pathways.....	59
Society and Culture	61
Sport, Lifestyle and Recreation	62
Studies of Religion II.....	63
Visual Arts	64
Appendices.....	65
Year 11 2025 Line Structure.....	66

Appendices

Year 11 2025 Line Structure

Student Assessment Mark Review Request



Eligibility for the HSC

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

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

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

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Pattern of Study

To be eligible for the award of the [HSC credential](#), students must satisfactorily complete:

- a Year 11 pattern of study comprising at least 12 units, and
- a Year 12 pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Year 11 and Year 12 must include:

- two units of a Board Developed course in [English](#)
- at least four more units of Board Developed courses
- at least three courses of two or more units (which may be either Board Developed or Board Endorsed), and
- at least four subjects.
- a maximum of six units of Year 11 [Science](#) courses, and seven units of Year 12 Science courses.

In addition, students must meet specific eligibility requirements before enrolling in the following courses:

- English EAL/D
- Continuers course in language
- Beginners course in language
- Literature course in language
- Context course in language.



Pathways

A student may take up to five years to accumulate their ten Year 12 units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Schools will need to ensure that the NESAs requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

Students following a life skills special program of study will be eligible for the award of the HSC provided the above requirements are met. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Vocational Education and Training

NESA's Vocational Education and Training (VET) courses are based on national Training Packages or accredited courses. VET courses for [Stage 5](#) and [Stage 6](#) must be delivered by a registered training organisation (RTO) that has the relevant qualification and units of competency on their scope of registration, and follow the course developed or endorsed by NESA. Schools retain overall responsibility for monitoring course delivery and for duty of care while students are participating in courses conducted by an RTO.

Students in Years 11 and 12 may access VET courses through two curriculum pathways:

- [Stage 6 VET Industry Curriculum Frameworks](#) (Board Developed courses)
- [Stage 6 VET Board Endorsed courses](#)

All VET courses studied as part of Lambton High School's curriculum offering will count towards the award of the RoSA and the HSC provided that the student has satisfactorily completed the course, including any mandatory work placement requirements.

Board Developed VET courses include an optional HSC examination, which provides the opportunity for students to have this HSC examination mark, where undertaken, contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

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

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



HSC All My Own Work

[HSC: All My Own Work \(AMOW\)](#) is a program designed by NESA to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices as part of their HSC studies. It comprises of content across four topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others. AMOW also educates students about the use of artificial intelligence (AI) in their academic studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. Students will complete this program towards the conclusion of Year 10 in timetabled Careers lessons. Students who do not complete this program during this time will be required to complete it prior to commencing Year 11 courses.

Responsibilities

Each student has the responsibility to:

- understand NESA course requirements and procedures for each course of study
- follow a pattern of study that meets their educational needs and not make any unapproved changes
- confirm their pattern of study by signing the Confirmation of Entry form
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- adhere to the Illness/Misadventure Policy for any assessment tasks not completed as per published date
- make a serious attempt at each task and act on constructive feedback
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted
- adhere to HSC assessment guidelines.

Schools have the responsibility to:

- develop tasks that meet syllabus requirements in the course
- publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- demonstrate an understanding of course content, objectives and outcomes
- implement classroom assessment procedures according to school and NESA requirements
- ensure that students have copies of all relevant course documents
- provide parents/students with information that gives a true reflection of student progress
- provide quality teaching and learning for Year 11 and 12 students, establishing high expectations



- ensure learning is based on current material and meets student/syllabus needs
- identify students causing concern and employ strategies to support them and communicate with parents
- provide strategies to support high potential and gifted and talented students
- provide students with detailed feedback on their performance, in a timely manner.

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

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

HSC Credentials

The Higher School Certificate

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

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

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

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



Additional Information: The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available at:

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

The Higher School Certificate Record of Achievement

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



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

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

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

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

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

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks

- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

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

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

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

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

Moderation: Detailed information on moderation can be found at:

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

The Australian Tertiary Admission Rank

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

From 2025, there will be no distinction between Category A and Category B courses.

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

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

Your ATAR is then calculated from your:

- best two units of English
- best eight units from your remaining units.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at:

<https://www.uac.edu.au/>



Student Assessment

Principles of Assessment

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

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

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student’s achievement
- be free from bias and provide evidence that accurately represents a student’s knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

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

Assessment for Learning

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

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity



- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

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

Assessment as learning:

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

Assessment of Learning

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

Assessment of learning:

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

Assessment Schedule

General Guidelines:

- Assessment for the Year 12 Course may commence in Term 4 of the year prior to the HSC examination in that course.
- Students who have been admitted to the HSC course on probation, due to exceptional circumstances and approved by the Principal, will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

Trial HSC and Preliminary Examinations:



- All courses will have a Trial HSC Examination (except English Extension 2 and some Board Endorsed courses)
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty

Students:

- are required to wear school uniform
- need only attend during the time of their scheduled examinations during the Trial HSC and Preliminary Examination period
- are not permitted to leave the examination earlier than the finish time

If a student is absent from the Trial HSC or Preliminary Examination, they are required to:

- Contact the Deputy Principal on the day of the examination via phone or the Lambton High School email: lambton-h.school@det.nsw.edu.au
- Complete an Illness / Misadventure form with attached required documentation, where grounds for misadventure apply
- Catch-up the task within the scheduled examination period as directed by the Deputy Principal.

Number of Tasks

NESA mandate that schools must follow their school-based assessment program for each course and set formal assessment tasks in accordance with the course-specific components and weightings as prescribed in the syllabus. This is typically represented by:

- a maximum number of formal assessment tasks being three in Year 11 and four in Year 12
- a maximum of one formal written examination task that mimics the HSC examination per course.

Types of Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students.

All assessment tasks for a course should be completed by each candidate.

The students will be required to acknowledge the receipt, submission and return of a task.



Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Students who are at school and indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Assessment Blocks Year 11 2025

Information regarding assessment blocks at Lambton High School:

- all tasks take place in the assessment periods unless published otherwise as below
- the load of tasks is balanced by timetable lines and managed by the Deputy Principal
- courses are not required to place an assessment task in every assessment block
- students should avoid taking planned leave – including family holidays – during assessment periods; these are published at the start of every course.

Week	Term 1	Term 2	Term 3
1			
2			
3			
4			ASSESSMENT PERIOD THREE
5		ASSESSMENT PERIOD TWO	
6			Visual Art Body of Work
7		English Advanced, Standard, Studies, EALD	
8			ASSESSMENT PERIOD FOUR
9	ASSESSMENT PERIOD ONE	Sport, Lifestyle and Recreation Task 2	Mon Wk 8: IT Wood Project, and Design & Technology – Multimedia Submissions Tues -Fri Wk 8 and 9 FINAL EXAMINATIONS
10		English Extension 1	
11			

Task Notification

In addition to the information in this Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification via Canvas, typically 14 calendar days prior to the task that contains:

- components and weightings, as per the assessment schedule
- syllabus outcomes assessed
- type of the assessment task
- scheduled date and time for attempting or submitting the task
- marking criteria (where appropriate)
- an indication of the length of the task (word limits/time limits) if applicable
- the time allowed for the task if it is an in-class task
- administrative procedures for the collection of the task if applicable
- feedback procedures.

Additional information:

- students are required to acknowledge that they have received the assessment task notification
- the teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESAs requirements. This is counter signed by the Head Teacher (or delegate) to certify the task
- the Deputy Principal will approve all Stage 6 task notifications prior to them being issued to students
- a copy of the Stage 6 task notification is filed in the relevant Stage 6 Monitoring Folder
- if a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to acknowledge receipt of the notification via the Canvas course page as soon as possible. *Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.*

Submission/Completion of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted **by 9.30am on the due date**. Hard copies (on paper) must be submitted as indicated on the task notification. Where an electronic copy is required only, electronic copies must be submitted to Canvas as directed on the assessment notification. Students have a responsibility to ensure:

- The correct electronic file is attached
- The file is not corrupt



Note: technology fault is not grounds for appeal

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

Formal Submission of Drafts

Opportunities for formal drafting and feedback on drafts is outlined in notifications for some assessment tasks. In these instances, the number of drafts, and the type and amount of feedback offered will be stipulated within the notification. Additionally, any deadlines published must be adhered to or formal feedback on drafts will not be provided.

Procedures for Task Administration

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

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

During an assessment task, students must turn off their mobile phone or smart watch and place it in their phone pouch. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It involves misrepresentation, plagiarism, collusion and breaches of assessment conditions. Common examples of malpractice include, but is not limited to:

- Copying someone else’s work in part or in whole, and presenting it as their own
- Using material directly from books, journals, textbooks or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as their own (including the unauthorised use of artificial intelligence)
- Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.



To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task. The school may apply penalties at the discretion of the Principal. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task, to provide photographic evidence that they have completed a task or provide evidence of the drafting process and development of a task over time where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, NESAs expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests. If an assessment task reflects a [non-serious attempt](#) it may be awarded zero. If this was to occur a student would also receive an N-Warning letter. 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.

Procedures for Awarding Marks

The HSC requires that a standards-referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to NESAs will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

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

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

Maintaining Records

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



For students who transfer into the school before 30 June in the year of the HSC examination:

- Request the former school forward information regarding:
 - Assessment marks, task weightings and rank
 - N-Warnings
- The marks provided can be used as the basis of estimates for tasks that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

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

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

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- student attainments in the task relative to the outcomes
- student relative positions within the course group
- individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.



Invalidity of Assessment Tasks

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

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

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher.

Requesting a Mark Review

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review within 5 days of the task being returned using the proforma in the appendix. The Head Teacher's (or their delegate's) decision, in consultation with the Principal, in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is final. The review may result in the final mark remaining the same or higher or being lower than the original mark.

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

Disability Provisions

NESA may approve [disability provisions](#) that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher, along with staff in the Learning Support Hub, are responsible for the identification and management of students requiring Disability Provisions.

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

Lambton High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable, these provisions will also be offered to the students to



complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for Stage 6 assessments and examinations. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year .

Applying for Disability Provisions:

Students seeking disability provisions must approach the Learning and Support Teacher (LaST) to complete an application. All applications must include all relevant evidence (including a diagnosis and the precise nature of the disability and the effect on exam performance) and address application requirements. Further details of the application process includes:

- Students supplying relevant documentation/medical evidence (not older than one year) of the special examination need
- Evidence will be evaluated against NESA determined criteria and approved if criteria met.
- If a student is granted the use of a computer, they will only have access to a school-provided computer with Wi-Fi access disabled and/or lockdown browser.
- Students who have been awarded disability provisions have the responsibility to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.
- HSC disability provisions applications for known conditions are to be submitted by the Principal to NESA by the last day of Term 1 in the year the student sits the HSC exams.

Further information can be found on the NESA website:

<https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

Procedures for Late Submission and Task Non-Completion

The expectation is that students will submit or attend their scheduled tasks on time except when unsafe to do so, or against specific documented medical advice.

Students:

- must notify their Deputy Principal immediately if unable to attend a HSC; Trial HSC or Year 11 (Preliminary) exam
- who are in doubt about their illness or injury may seek advice from their Deputy Principal
- who do not attend or submit tasks as scheduled – including tasks handed in late, or completed late – will receive a zero mark for that task
 - this zero mark can be appealed, where there are grounds for appeal, if the student is prevented from submitting or attending a scheduled assessment task due to illness or misadventure which occurred **immediately before or during** a scheduled task **and** was beyond their control.
- will receive course N-Warning if the task is not submitted or completed and no communication is received by the school with 5 school days after the due date



- subsequent completion or submission of the task will resolve any course N-Warning; however, the zero mark will stand unless an illness/misadventure application is upheld.

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged inadequacies in teaching
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the scheduled task; or
- matters avoidable by the student including but not limited to: misreading the examination timetable; misreading assessment task or examination instructions; waking up late, etc.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

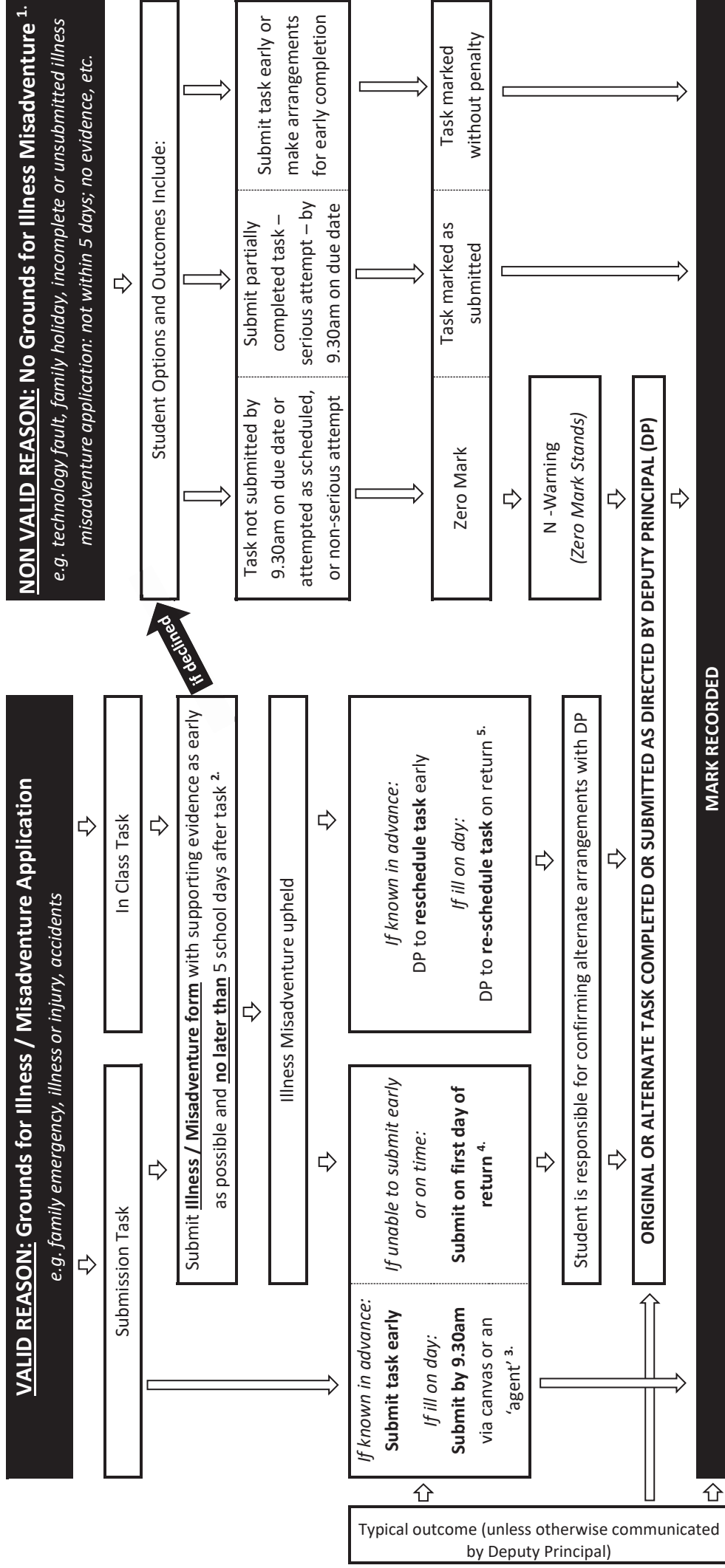
Other commitments such as holidays, participation in entertainment, work placement, sporting or cultural events, or attendance at examinations conducted by other institutions or organisations are not valid reasons for submitting a task late. For these commitments, arrangements must be made well in advance, at the discretion of the Deputy Principal (via the illness misadventure form) to complete the task early. If a task is missed or late due to these commitments, a zero mark applies.

Students are responsible for:

- completing all applicable sections of the illness/misadventure online application form via the Canvas Year Group Home Page
- seeking independent evidence on the same day, either immediately before or after each missed task
- providing independent supporting evidence:
 - that is current and specific to the date and time of the task
 - that clearly **outlines the impact experienced by the student** at the time of attempting the scheduled task
 - is attached and uploaded in the illness/misadventure application as a pdf or jpeg file
- submitting individual illness/misadventure online applications to their Deputy Principal:
 - within 5 business days after the assessment task for which illness/misadventure is being applied for unless if incapacitated. A parent or guardian of a student who is incapacitated may submit an application on the student's behalf



Task Non-Completion or Late Submission Flowchart



1. see additional examples of reasons that are not grounds for misadventure on pp.19-20
2. found on canvas year page or website. See p.19 for additional information about expectations and requirements for supporting evidence covering the day of absence
3. the preference and expectation, unless exceptional circumstances apply, for a submission task when illness occurs on the day the task is due is that the task should have been completed during the notification period (minimum of two weeks prior to due date), and so should be submitted on time – on canvas or in person or via an agent (parent or fellow student)
4. (first day not covered by medical certificate) or as communicated by Deputy Principal if an extension is granted due to extended illness
5. can be on first day of return (first day not covered by medical certificate) – or as communicated by Deputy Principal

Procedures for Illness/Misadventure Application

Completing the Illness/Misadventure Appeal – Step by Step:

An illness/misadventure form is used when an assessment task is:

- Not submitted on time *with a valid reason*.
- Submitted incomplete
- During extraordinary circumstances.

Refer to “Procedures for Late Submission and Task Non-Completion” and the task non completion flowchart on the previous page for further information

Where a student experiences a misadventure, they must complete an Illness/Misadventure Application by completing the online form which can be access via their Year Group Canvas Page (or the school website under [Rules and Policies](#)). As detailed in the “Procedures for Late Submission and Task Non-Completion”; this must be done on the same day where possible, or within 5 business days of the due date of the task.

Section 1: Complete your personal details as requested:

 Print form

Year 11 Illness/Misadventure Application

Lambton High School



Student Details

Student Name *	<input type="text" value="Your name."/>
Student Email Address *	<input type="text" value="@education.nsw.gov.au"/>

Section 2: Complete the details regarding the assessment task that the application you are making applies to:

Assessment Task Information

Faculty of Assessment Task Class *	<input type="text" value="Select faculty"/>
Date of Assessment Task *	<input type="text" value="DD/MM/YYYY"/>
Class Teacher *	<input type="text" value="Select staff"/>
Subject Name *	<input type="text" value="E.G - English Standard"/>
Task Type *	<input type="text"/>

Be sure to select the correct faculty so the form is delivered to the correct Head Teacher for processing in a timely manner



Section 3: Provide details for the circumstances that have required you to make this application, and you must attach relevant documentation to support your application (e.g. doctor’s certificate, statutory declaration, other)

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; align-items: center; gap: 10px;"> Dr Certificate.pdf ✓ Remove Upload Browse ... </div> <p style="font-size: small;">Please upload any justification or evidence as required.</p> </div>

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	Outcome
-----------	---------

*Be sure to select the **upload** button as circled above after browsing for your supporting documentation or the file will not attach*

It is the student’s responsibility to complete the Illness/Misadventure Appeal. **The outcome will be returned to the student email supplied on the application.** Late appeals may be considered but only in the event of exceptional circumstances.

Process

The appeal is then reviewed by the relevant Head Teacher of the faculty and completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeal Process

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- Uphold the appeal
- Dismiss the appeal



The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

N-Determination

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

A warning letter may be given in circumstances such as the following:

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

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

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

- **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- **Attendance:** A student with attendance concerns and resulting non-completion of coursework may not be able to demonstrate completion of course outcomes
- **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N-Determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school

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

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



If an N-Determination is given:

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

Procedures for Acceleration and Accumulation

Acceleration

Acceleration occurs when individual students access a course(s) that is beyond their chronological stage of schooling. Decisions about students accelerating into a course(s) must be made on an individual case-by-case basis. Students accelerating must satisfactorily complete the preceding course(s) (compressed curriculum) in less than the stated indicative time. A student may also be considered for acceleration if there is no related course in the student’s chronological stage of schooling and the student has demonstrated superior ability and a readiness to undertake the course.

Students who are accelerated must be able to demonstrate completion of NESA syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum ‘compacting’, not omission.

Students who accelerate into a Stage 5 or Stage 6 course may begin to accumulate results towards the award of the RoSA or HSC. These students may undertake Year 11 and/or Year 12 courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses. Such candidates will be considered as outstanding or exceptional academic students, whom the school can confidently expect will receive an ‘A’ grade in Stage 5.

Students studying in an accelerated course are to complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual program in the subject. Individual accelerants should be withdrawn from class to join their Year 11 and/or Year 12 cohort class for task notifications and assessment examinations (where relevant). Marks and ranking for accelerants will be calculated according to their performance within the cohort group. Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their year cohort, may:

- Undertake additional units for the HSC
- Undertake an HSC extension course, if requirements are met
- Undertake a university level course, e.g. a Distinction Course or University Extension Course
- Undertake external or part-time study at University or TAFE
- Undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result will be counted for ATAR purposes.



Accumulation

There is no restriction on the accumulation of Year 11 courses. Students may accumulate Year 12 courses towards the Higher School Certificate over up to five years.

Students who are accumulating courses will receive a Record of Achievement.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA.

Practical and Submitted Works

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

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

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision and that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation. Students must sign to acknowledge the receipt of NESA guidelines.

Students are required to be provided with written notice of:

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

Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue (minimum 15 minutes prior to the commencement the examination)



- need not attend other lessons during the formal examination period as communicated on the examination timetable
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit. Subject groups will sit together
- must place all mobile phones and smart watches in bags on silent mode
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- may consult their dictionary during reading time (for examinations where dictionaries are permitted)
- must read the instructions on the examination paper carefully as well as all questions
- write clearly in black pen
- write answers in the correct answer booklets
- must follow the supervisor’s instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination, they are to contact the Deputy Principal and refer to the flowchart on p.21.

HSC Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language exams
- Correction fluid or tape.



Specific course equipment can be found at:

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

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

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

Procedure for Reviewing the Procedures

These procedures are reviewed annually by staff, students, and community representatives to ensure:

- The implementation of procedures which satisfy the requirements for the award of the HSC
- It meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Year 11 and Year 12 Monitoring Folders
- Assessment schedules.

Other Relevant Documents / Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/cc622f90-e1ec-4708-b2eb-0ff58a704284/english-prescriptions-2019-2025-english-stage-6-prescriptions-modules-electives-and-texts-word.docx?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practical-performance-exams>



Individual Assessment Schedules

Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Reconstructing the Past Source based topic test	Historical Investigation Research, Written Response, and Annotated Bibliography	Yearly Examination Short Answer Questions Extended responses
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	40%	10%	5%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	15%	-	5%
Historical inquiry and research	20%	-	20%	-
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Weightings	100%	30%	30%	40%
Outcomes Assessed		AH11-4, AH11-6, AH11-7, AH11-9	AH11-2, AH11-3, AH11-8, AH11-9	AH11-1, AH,11-5, AH11-6, AH11-7, AH11-10

Course Outcomes

Knowledge and Understanding

- 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

Skills

- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history

Biology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Module 1 and 2 Topic Test 1 hour	Depth Study Ecosystems 15 Hours	Yearly Examination Covering: Module 1,2, 3 & 4
Timing		Term 2 Week 5/6	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		SUBMIT	IN CLASS (1 hour)	EXAMINATION
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		11BIO11-4, BIO11-5, BIO11-6, BIO11-8, BIO 11-9	BIO11-1, BIO 11-3, BIO11-5, BIO 11-7, BIO11-10, BIO 11-	BIO11-1, BIO11-2, BIO11-3, BIO 11-4, BIO 11-7, BIO 11-5, BIO 11-6, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11

Course Outcomes

- BIO11-1** develops and evaluates questions and hypothesis for scientific investigation
- BIO11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5** analyses and evaluates primary and secondary data and information
- BIO11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8** describes single cells as the basis for all life by analysing and explaining cells ultrastructure and biochemical processes
- BIO11-9** explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10** describes biological diversity by explain 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Stimulus-based Test Nature Of Business - Objective Responses - Short Answer Questions	Business Plan - Small Business Plan based on a hypothetical business	Yearly Examination - Objective responses - Short answer questions - Business report
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	40%	15%	5%	20%
Stimulus Based Skills	20%	10%	-	10%
Inquiry and Research	20%	-	20%	-
Communication of business information, ideas and issues in appropriate forms	20%	-	10%	10%
Total	100%	25%	35%	40%
Outcomes Assessed		P1, P2, P6, P8	P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10

Course Outcomes

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic Test (Limited content from Module 1 and Module 3)	Written Test (based on Depth Study from Module 2)	Yearly Examination
Timing		Term 2 Week 5/6	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		IN CLASS (Double lesson)	IN CLASS (Double lesson)	EXAMINATION
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	15%	5%	20%
Total	100%	35%	25%	40%
Outcomes Assessed		CH11-6, CH11-7, CH11-8, CH11-10	CH11-1, CH11-5, CH11-6, CH11-7, CH11-9	CH11-1, CH11-2, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

Course Outcomes

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

Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Resource Management Unit Test	Families & Communities Unit Test	Yearly Examination
Timing		Term 1 Week 9/10	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		IN CLASS	IN CLASS	EXAMINATION
Knowledge and Understanding of course concepts	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		P1.1, P4.1, P6.1, P1.2, P5.1	P2.2, P2.4, P3.1, P3.2	P1.1, P2.1, P2.3, P4.2, P5.1, P5.2, P6.2

Course Outcomes

- P1.1** describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** proposes effective solutions to resource problems
- P2.1** accounts for the roles and relationships that individuals adopt within groups
- P2.2** describes the role of the family and other groups in the socialisation of individuals
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1** explains the changing nature of families and communities in contemporary society
- P3.2** analyses the significance of gender in defining roles and relationships
- P4.1** utilises research methodology appropriate to the study of social issues
- P4.2** presents information in written, oral and graphic form
- P5.1** applies management processes to maximise the efficient use of resources
- P5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- P6.1** distinguishes those actions that enhance wellbeing
- P6.2** uses critical thinking skills to enhance decision-making
- P7.1** appreciates differences among individuals, groups and families and values their contribution to society
- P7.2** develops a sense of responsibility for the wellbeing of themselves and others
- P7.3** appreciates the value of resource management in response to change
- P7.4** values the place of management in coping with a variety of role expectations

Design & Technology - Multimedia

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Designer Case Study	Design Task	Preliminary Project
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	IN CLASS
Knowledge and understanding of course content	40%	20%	10%	10%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	10%	20%	30%
Total	100%	30%	30%	40%
Outcomes Assessed		P1.1, P2.1, P2.2, P6.1	P1.1, P2.1, P2.2, P5.1, P5.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2

Course Outcomes

- 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 of projects
- 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical and Skills Test Module 1	Depth Study Human Impacts	Yearly Examination Module 1, 2, 3 & 4
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS (Double Session)	CANVAS SUBMISSION	EXAMINATION
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-8	EES11-1, EES11-4, EES11-5, EES11-7, EES11-11	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11

Course Outcomes

Skills

Objective: Students develop skills in applying the processes of Working Scientifically

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

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

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

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

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

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

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

Knowledge and Understanding

Objective: develop knowledge and understanding of the Earth's systems

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

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

Objective: develop knowledge and understanding of the Earth's processes and human impacts

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Task Comparison of Australian and an Asian Economies	Stimulus-based Test • Objective Responses • Short Answer Questions	Yearly Examination • Objective Responses • Short Answer Questions • Essay
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 9/10
Assessment Component		SUBMIT	IN CLASS	IN CLASS
Knowledge and Understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and Research	20%	20%		
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	10%
Weightings	100%	30%	30%	40%
Outcomes Assessed		P1, P4, P9, P10, P12	P1, P2, P8, P11	P1, P3, P4, P5, P6, P7, P11

Course Outcomes

Knowledge and Understanding

- 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

Skills

- 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Engineering Fundamentals / Engineered Products	Braking Systems Engineering Report	Yearly Examination
Timing		Term 1 Week 9/10	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	EXAMINATION
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	20%	20%	-
Total	100%	30%	30%	40%
Outcomes Assessed		P1.2, P2.1, P3.1, P3.2, P3.3	P2.1, P3.2, P3.3, P4.1, 5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3

Course Outcomes

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

English Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Common Module Writing Task	Module A Multimodal Presentation	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 7	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EA11-1, EA11-3, EA11-4, EA11-5, EA11-9	EA11-2, EA11-3, EA11-5, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-8

Course Outcomes

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

English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative Response	Multimodal Presentation	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 10	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	EXAMINATION
Knowledge and understanding of texts and how and why they are valued	50%	20%	15%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
Total	100%	35%	35%	30%
Outcomes Assessed		EE11-1, EE11-2, EE-3, EE11-4, EE11-5	EE11-2, EE11-3, EE11-6	EE11-1, EE1-2, EE11-3, EE-4, EE11-5

Course Outcomes

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

English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Common Module: Writing Task	Module A: Multimodal Presentation	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 7	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-3, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8

Course Outcomes

- EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** investigates and explains the relationships between texts
- EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Curriculum Vitae and Cover Letter	Multimodal Presentation	Course Work Portfolio (All Modules)
Timing		Term 1 Week 9/10	Term 2 Week 7	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	SUBMIT
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in - Comprehending texts - Communicating ideas - Using language accurately, appropriately and effectively	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		ES11-1, ES11-3, ES11-4, ES11-5	ES11-2, ES11-3, ES11-5, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-6, ES11-8, ES11-10

Course Outcomes

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

English as an Additional Language or Dialect (EALD)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Multimodal Presentation	Extended Response	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 7	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	EXAMINATION
Knowledge and understanding of course Content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		EAL11-1A, EAL11-1B, EAL11-2, EAL11-5	EAL11-3, EAL11-4, EAL11-7, EAL11-8	EAL11-1A, EAL11-B, EAL11-3, EAL11-4, EAL11-5, EAL11-6, EAL11-7, EAL11-8, EAL11-9

Course Outcomes

- EAL11-1A** responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B** communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2** uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6** investigates and explains the relationships between texts
- EAL11-7** understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Enterprise Computing

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Cyber Security Video Presentation	Interactive Media Design Project	Yearly Examination
Timing		Term 1: Week 9/10	Term 3: Week 4/5	Term 3: Week 8/9
Assessment Component		SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the practical application of the content	50%	10%	30%	10%
Total	100%	20%	40%	40%
Outcomes Assessed		EC-11-01, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-10, EC-11-11	EC-11-02, EC-11-03, EC-11-05, EC-11-08, EC-11-09, EC-11-10	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-10

Course Outcomes

- EC-11-01** describes how systems are used in a range of enterprises
- EC-11-02** describes the function of data and information within enterprise computing systems
- EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-11-04** describes how data is used in enterprise computing systems
- EC-11-05** applies tools and resources to analyse datasets
- EC-11-06** explains how innovative technologies have influenced enterprise computing systems
- EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-11-08** selects and uses tools and resources to design and develop an enterprise computing system
- EC-11-09** documents the management and evaluates the development of an enterprise solution
- EC-11-10** investigates the effectiveness of an enterprise computing system
- EC-11-11** communicates an enterprise computing solution to an intended audience

Exploring Early Childhood

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Pregnancy & Childbirth Research Task	Growth & Development Practical / Theory Task	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	EXAMINATION
Knowledge and understanding of course outcomes and content	50%	15%	10%	25%
Skills	50%	10%	15%	25%
Total	100%	25%	25%	50%
Outcomes Assessed		1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2

Course Outcomes

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

Food Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Unit Test /Practical Food Availability	Unit Test/Practical Food Quality	Yearly Examination
Timing		Term 1 Week 9 & 10	Term 2 Week 5 & 6	Term 3 Week 8 & 9
Assessment Component		IN CLASS	IN CLASS	EXAMINATION
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	-
Total	100%	35%	35%	30%
Outcomes Assessed		P1.1, P1.2, P3.2, P4.2	P2.2, P4.1, P4.3, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1

Course Outcomes

- P 1.1** Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
- P 1.2** Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
- P 2.1** Explains the role of food nutrients in human nutrition.
- P 2.2** Identifies and explains the characteristics and functional properties of food.
- P 3.1** Assesses the nutrient value of meals/diets for particular individuals and groups.
- P 3.2** Presents ideas in written, graphic and oral form using computer software where appropriate.
- P 4.1** Selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food.
- P 4.2** Plans, prepares and presents foods which reflect a range of the influences of food selection.
- P 4.3** Selects foods, plans, and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P 4.4** Applies an understanding of the sensory characteristics and functional properties of food to the preparations of food products.
- P 5.1** Generates ideas and develops solutions to a range of food situations.



Qualification: SIS30321 Certificate III in Fitness

Cohort 2025 - 2026

Training Package SIS Sport, Fitness and Recreation

School Name: Lambton High School Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		The fitness Industry	Planning, organising and maintaining in the fitness industry
		Week 10 Term 1 Date: 4/04/25	Week 8 Term 3 Date: 12/09/25
Code	Unit Name		
SISXIND011	Maintain sport, fitness and recreation industry knowledge (15 hours)	X	
BSBPEF301	Organise personal work priorities (20 hours)	X	
https://training.gov.au/Training/Details/BSBPEF301	SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise (40 hours)		X
SISXFAC002	Maintain sport, fitness and recreation facilities (15 hours)		X
HLTWHS001	Participate in workplace health and safety (15 hours)		X

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

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

Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Earth's Natural Systems, Fieldwork Writing Task	Geographical Investigation Research and Written Report	Yearly Examination Objective Responses, Short answer questions, Structured response
Timing		Term 1 Week 9/10	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	40%	10%	15%	15%
Geographical skills and tools	20%	-	-	20%
Geographical inquiry and research, including fieldwork	20%	10%	10%	-
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
Total	100%	25%	35%	40%
Outcomes Assessed		GE-11-01 GE-11-02 GE-11-07 GE-11-09	GE-11-05 GE-11-06 GE-11-07 GE-11-09	GE-11-01 GE-11-03 GE-11-04 GE-11-07 GE-11-08

Course Outcomes

A Student:

- GE-11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04 assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05 analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08 applies mathematical ideas and techniques to analyse geographical data
- GE-11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research and knowledge application; written responses	Examination	Collaborative investigation, Presentation
Timing		Term 1 Week 9/10	Term 3 Week 4/5	Term 3 Week 8/9
Assessment Component		IN CLASS	IN CLASS	IN CLASS / SUBMISSION
Knowledge and understanding of course content	40%	15%	20%	5%
Communication of geographical information, ideas and issues in appropriate forms	60%	15%	20%	25%
Total	100%	30%	40%	30%
Outcomes Assessed		HM-11-03, HM-11-04, HM-11-06, HM-11-09	HM-11-01, HM-11-02, HM-11-06, HM-11-08, HM-11-09, HM-11-03, HM-11-04, HM-11-06, HM-11-09	HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10, HM-11-XX*

Course Outcomes

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

*Knowledge and understanding outcome(s) to be included once determined by the teacher in partnership with students, based on the nature of the investigation



Hospitality

Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education, RTO 90333

School Name: Lambton High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	HSC Examinable	Week 10 Term 2 Date 4.7.2025	Week 6 Term 3 Date 29.8.2025
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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

Industrial Technologies – Timber Products & Furniture Technologies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Industry Study and Chair Project	Games Box Project & Folio	Yearly Examination
Timing		Term 2 Week 5/6	Term 3 Mon Week 8	Term 3 Week 8/9
Assessment Component		SUBMIT & IN CLASS	SUBMIT & IN CLASS	EXAMINATION
Knowledge and understanding of course content	40%	20%	-	20%
Knowledge and skills in the management, communication and production of projects	60%	20%	30%	10%
Total	100%	40%	30%	30%
Outcomes Assessed		P1.1, P1.2, P3.2, P3.3, P4.1, P4.2, P5.2, P7.1	P2.2, P3.1, P3.2, P3.3, P4.1, P5.1	P2.1, P4.3, P6.1, P6.2, P7.1, P7.2

Course Outcomes

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic Test The Legal System • Objective responses • Short Answer Questions	Law Reform Media report and Response	Yearly Examination • Objective responses • Short Answer Questions • Extended response
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT & IN CLASS	EXAMINATION
Knowledge and understanding of course content	40%	15%	5%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	-	20%	-
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
Weighting	100%	25%	35%	40%
Outcomes Assessed		P1, P2, P3, P4, P6	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10

Course Outcomes

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		F1.1: Algebraic Techniques F1.2: Introduction to Functions F1.3: Linear, Quadratic, & Cubic Functions F1.4: Further Functions & Relations T1.1 Trigonometry	T1.1: Trigonometry T1.2: Radians T2: Trigonometric Functions & Identities C1.1: Gradients of Tangents	Year 11 Final Examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT INVESTIGATION TASK	IN CLASS ALTERNATIVE ASSESSMENT TASK	FORMAL ASSESSMENT TASK
Knowledge, Understanding and Skills	50%	15%	15%	20%
Reasoning Ability	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes Assessed		MA11-1, MA11-2, MA11-3 MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9

Course Outcomes

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

Mathematics Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		A-Combinatorics 1.1 Permutations & Combinations 1.2 The Binomial Expansion & Pascal's Triangle T -Functions 1.1 1.1 Graphical Relationships 1.2 Inequalities 1.3 Inverse Functions	A-Combinatorics 1.1 Permutations & Combinations 1.2 The Binomial Expansion & Pascal's Triangle F-Functions 1.1 Graphical Relationships 1.2 Inequalities 1.3 Inverse Functions 1.4 Parametric Form of a Function or Relation 2.1 Remainder & Factor Theorems T-Trigonometric Functions 1 Inverse Trigonometric Functions	Year 11 Final Examination All topics to be examined.
Timing		Term 1 Weeks 9/10	Term 2 Weeks 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT INVESTIGATION TASK	IN CLASS ALTERNATIVE ASSESSMENT TASK	FORMAL ASSESSMENT TASK
Understanding, Fluency and Communicating	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

Course Outcomes

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Classifying and Representing Data (Grouped and Ungrouped) Summary Statistics (Exploring and Describing Data)	Relative Frequency and Probability Formulae and Equations Linear Relationships	Formal Examination
Timing		Term 1 Weeks 9/10	Term 2 Weeks 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT INVESTIGATION TASK	IN CLASS ALTERNATIVE ASSESSMENT TASK	FORMAL ASSESSMENT TASK
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes Assessed		MS11-2, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Course Outcomes

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional figures
- 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

Note: Dates may be subject to change through prior negotiation

All assessment tasks will indicate the marks allocated to each part of each question

Outcomes listed are projected and are therefore subject to change with prior notice

Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Source Analysis Topic Test	Historical Investigation Research, Written Response, and Annotated Bibliography	Yearly Examination Short Answer Questions Extended Responses
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	40%	20%	-	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	-	20%	-
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Weighting	100%	30%	30%	40%
Outcomes Assessed		MH11-3, MH11-4, MH11-6, MH11-9	MH11-2, MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-4, MH11-7, MH11-9, MH11-10

Course Outcomes

Knowledge and Understanding:

- MH11-1** Describes the nature of continuity and change in the modern world
- MH11-2** Proposes ideas about the varying causes and effects of events and developments
- MH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** Accounts for the different perspectives of individuals and groups
- MH11-5** Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

Skills:

- MH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** Discusses and evaluates differing interpretations and representations of the past
- MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10** Discusses contemporary methods and issues involved in the investigation of modern history

Music 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Performance and Musicology Task Topic 1 Solo or ensemble performance in class representing Topic 1 with Musicology research task	Composition Portfolio Topic 2 Composition or arrangement with reference to concepts of music relevant to chosen topic.	Performance and Yearly Examination Topic 3 Solo or ensemble performance and written aural analysis
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	IN CLASS	EXAMINATION
Performance	25%	10%	-	15%
Composition	25%	-	25%	-
Musicology	25%	25%	-	-
Aural	25%	-	5%	20%
Total	100%	35%	30%	35%
Outcomes Assessed		P1, P2, P5, P6, P9	P3, P4, P5, P7, P8	P1, P4, P6, P9

Course Outcomes

Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

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

P1: performs music that is characteristic of the topics studied

P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles

Objective: to develop the skills to evaluate music critically.

P5: comments on and constructively discusses performances and compositions

P6: observes and discusses concepts of music in works representative of the topics studied

Objective: to develop the understanding of the impact of technology on music

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

Objective: to develop personal values about 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

Physics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Depth Study	Practical Test	Preliminary Examination
Timing		Term 1 Week 9/10	Double Period Required Term 2, Week 5/6	Term 3 Week 8/9
Assessment Component		SUBMIT	IN CLASS (double Period)	EXAMINATION
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		PH11-1, PH11-3, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9	PH11-6, PH11-7, PH11-9, PH11-10	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11

Course Outcomes

- PH11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5** analyses and evaluates primary and secondary data and information
- PH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

CERT II Skills for Work and Vocational Pathways

SCHOOL NAME: Lambton High School

COURSE: Preliminary/HSC 2025

FSK20119- Certificate II Skills for Work and Vocational Pathways (180hrs)

Student Competency Assessment Schedule

Assessment Events for FSK20119- Certificate II Skills for Work and Vocational Pathways		Event 1	Event 2	Event	Event	Event
		Cluster 1 3 UOC	Cluster 2 3 UOC	Cluster 3 3 UOC	Cluster 4 3 UOC	Cluster 5 4 UOC
		TERM 1 WEEKS 4 - 8 FINAL DATE: 21/03/25	TERM 1 WEEK 1 - TERM 2 WEEK 2 FINAL DATE: 9/05/25	TERM 2 WEEK 3-8 FINAL DATE: 20/06/25	TERM 2 WEEK 9 - TERM 3 WEEK 3 FINAL DATE: 8/08/25	TERM 3 WEEK 4-8 FINAL DATE: 12/09/25
Code	Unit of Competency					
CL1: BSBWHS211	Contribute to health and safety of self and others (10)	X				
CL1: FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work (10)	X				
CL1: FSKNUM15	Estimate, measure and calculate with routine metric measurements for work (10)	X				
CL2: FSKLRG11	Use routine strategies for work-related learning (10)		X			
CL2: FSKLRG10	Use routine strategies for career planning (10)		X			
CL2: FSKOCM07	Interact effectively with others at work (10)		X			
CL3: FNSFLT211	Develop and use personal budgets (15)			X		

CL3: FSKRDG10	Read and respond to routine workplace information (10)			X		
CL3: FSKRDG008	Read and respond to information in routine visual and graphic texts (10)			X		
CL4: FSKOCM04	Use oral communication skills to participate in workplace meetings.				X	
CL4: FSKWTG09	Write routine workplace texts				X	
CL4: FSKLRG09	Use strategies to respond to routine workplace problems				X	
CL5: FSKRDG09	Read and respond to routine standard operating procedures (10)					X
CL5: BSBOPS203	Deliver a service to a customer (15)					X
CL5: FSKDIG03	Use digital technology for non-routine workplace tasks (10)					X
CL5: FSKDIG03	Complete routine workplace formatted texts (10)					X

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II Skills for Work and Vocational Pathways** or a **Statement of Attainment** towards a **Certificate II Skills for Work and Vocational Pathways**.

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.

- **Units delivered have been confirmed by teacher**

Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic Test Social and Cultural World • Objective Responses • Short Answer Questions	Research Methodology Written Report	Yearly Examination • Objective Responses • Short Answer Questions • Extended response
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	EXAMINATION
Knowledge and understanding of course content	50%	20%	5%	25%
Application and evaluation of social and cultural research methods	30%	5%	20%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
Weighting	100%	30%	35%	35%
Outcomes Assessed		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10

Course Outcomes

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

Sport, Lifestyle and Recreation

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Games and Sports Application 1	Sports Coaching	Games and Sports Application 2
Timing		Term 2 Weeks 5/6	Term 2 Week 9	Term 3 Week 4/5
Assessment Component		IN CLASS	SUBMIT	IN CLASS
Knowledge and understanding of course content	50%	10%	30%	10%
Skills	50%	20%	10%	20%
Task Weighting	100%	30%	40%	30%
Outcomes Assessed		1.1, 1.3, 2.1, 4.4	2.1, 2.5, 3.1, 3.2, 3.3, 4.2	3.1, 3.3, 4.1, 4.4

Course Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 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

Studies of Religion II

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Topic Test - Objective response - Short answer	Written/Research- Depth Study	Yearly Examination
Timing		Term 1 Week 9/10	Term 2 Week 5/6	Term 3 Week 8/9
Assessment Component		IN CLASS	SUBMIT	IN CLASS
Knowledge and understanding of course content	40%	10%	10%	20%
Source based skills	20%	5%	10%	5%
Investigation and Research	20%	-	15%	5%
Communication of Information, ideas and issues in appropriate forms	20%	10%	-	10%
Weightings	100%	25%	35%	40%
Outcomes Assessed		P1, P2, P4, P8	P3, P4, P6, P7, P9	P2, P4, P5, P6, P9

Course Outcomes

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		A: VAPD Documentation B: Extended Written Response	Body of Work #2 with VAPD documentation	Yearly Written Examination
Timing		Term 2 Week 5/6	Term 3 Week 6	Term 3 Week 8/9
Assessment Component		SUBMIT	SUBMIT	EXAMINATION
Art Making Practice	50%	20%	30%	-
Historical/Critical Practice	50%	20%	-	30%
Total	100%	40%	30%	30%
Outcomes Assessed		P1, P7, P8, P9	P2, P3, P4, P5, P6	P7, P8, P9, P10

Course Outcomes

Artmaking Objective:

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

P1: explores the conventions of practice in artmaking

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

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

P4: investigates subject matter and forms as representations in artmaking

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

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

Art Criticism and Art History Objective:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

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

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

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

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

Appendices

Year 11 2025 Line Structure

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
Biology	Community & Family Studies	Biology	Business Studies	English Advanced	Mathematics Advanced	English Extension 1
Chemistry	Community & Family Studies	Biology	Engineering Studies	English Advanced	Mathematics Advanced	Maths Extension 1
Enterprise Computing	Ancient History	Business Studies	Food Technology	English Advanced	Mathematics Standard	
Fitness	Sport, Lifestyle & Recreation	Exploring Early Childhood	Health & Movement Science	English Standard	Mathematics Standard	
Geography	Sport, Lifestyle & Recreation	Earth & Environmental Science	Industrial Technology: Timber	English Standard	Mathematics Standard	
Hospitality	Design & Technology: Multimedia	Hospitality	Legal Studies	English Standard	Mathematics Standard	
Health & Movement Science	Economics	Industrial Technology: Timber	Studies of Religion	English Standard	Mathematics Standard	
Music 1	Physics	Modern History	Skills For Work	English Standard	Mathematics Standard	
Society & Culture	Society & Culture	PE Accelerated	Visual Arts	English Studies	Mathematics Accelerated	
				EALD	Ancient History	



LAMBTON HIGH SCHOOL

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Principal: James Ostermann

STUDENT ASSESSMENT MARK REVIEW REQUEST

This form should be completed only if the student feels that he/she has met the assessment criteria requirements as detailed in the assessment task and is requesting a review of the assessment process. This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

In lodging a mark review request, the Head Teacher (or delegate) will review your performance in the task and give consideration to your statement in support of your mark review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark. The Head Teacher (or delegate) will decide whether there is sufficient evidence to change the original assessment mark.

The Head Teacher will advise you of the outcome of the mark review request within 5 school days. If a student is unhappy with the mark review request outcome, they can meet with the Deputy Principal to discuss their concerns. The Deputy Principal will make a final decision regarding the mark review request upon consultation with the Principal.

The Deputy Principal will advise you of the outcome of the mark review request within 5 school days.

Student Name:

Class:

I wish to have the Head Teacher consider my mark review request in the following course:

Course Name	Assessment Task Number

Student Statement in Support of the mark review request:

(Additional pages may be stapled if more space is needed.)

Student Signature: Parent Signature: