



COLO HIGH SCHOOL

**ASSESSMENT
BOOKLET
2025**

Preliminary HSC

YEAR 11

ASSESSMENT 2025

YEAR 11



The Higher School Certificate uses a standards-referenced approach for assessing and reporting student achievement. The student's HSC mark is the average of the Moderated Assessment Mark and Examination Mark. It is reported over the full range of 0-100 for 2 Unit Courses. The minimum standard expected is 50. The Assessment Mark is moderated to ensure that students' results across the State can be compared accurately and fairly.

For each Board Developed Course, schools are required to provide NSW Education Standards Authority (NESA) with a mark for each student. The mark must be calculated in accordance with NESA's requirements for that course. The internal assessment mark is to be based on the HSC course only (except for Mathematics). It must incorporate the mandatory assessment components and weightings found in the syllabus document for each subject. The mark submitted to NESA indicates the rank order of students and the relative differences between them in terms of their achievement.

For each HSC Board Endorsed Course, schools are required to submit assessment marks for students inline with NESA's endorsement of those courses.

Schools are not required to submit assessment marks for Vocational Education and Training Courses, but assessment marks will be calculated and held in the school to be used as an indicator of achievement in cases of illness or misadventure.

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PREAMBLE

The purpose of this, the Year 11 Preliminary HSC Assessment Handbook 2025, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Colo High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereby referred to as NESA). This handbook also contains the assessment schedule for all Year 11 Preliminary HSC courses at Colo High School. At the commencement of the HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the school's website, as are the forms referred to in this handbook.

GENERAL INFORMATION ABOUT THE HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Preliminary and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units
- Both patterns of study must include:
 - At least 6 units from Board Developed Courses
 - At least 2 units of a Board Developed Course in English, or English Studies
 - At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
 - At least 4 subjects.

HSC RECORD OF ACHIEVEMENT

HSC results are available in the Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year.

Samples can be viewed on NESAs HSC Credentials page.

The first page of the Record of Achievement will list your results in each HSC course you completed.

For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions and formal written examinations.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the Year 11 Preliminary HSC Assessment Handbook 2025, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Preliminary HSC Assessment Schedules (found in the Year 11 Preliminary HSC Assessment Handbook 2025) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
 - Will be used to measure student performance in each component of a course.

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- Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 - Specify a mark/weighting for each assessment task.
 - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
 - Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
 - Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank, detailed marking criteria and written feedback.
 - Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
 - Issuing official NESAs Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
 - Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

RESPONSIBILITIES OF THE STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the Year 12 HSC Assessment Handbook 2025.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does NOT include weekends, public holidays or school holidays.

COMPLETION OF SCHOOL-BASED ASSESSMENT

Students are advised of the following NESAs Assessment Certification Examination (ACE) policies:

ACE 8073: Completion of HSC internal assessment tasks

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

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ACE 8078: Non-completion of HSC internal assessment: failure to submit task

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Deputy Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Deputy Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: Non-completion of HSC internal assessment: principals must warn students

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

NOTIFICATION OF ASSESSMENT TASKS

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

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

MAINTAINING HONESTY AND INTEGRITY

All HSC candidates, their teachers and others who guide them must comply with NESAs Honesty in Assessment Standards to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESAs policies, such as those on malpractice and completion of a course, on NESAs website. Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced. Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESAs documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

HSC: ALL MY OWN WORK

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. 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 enter any Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Colo High School, the HSC: All My Own Work program is delivered in Term 4 of Year 10.

THE SCHOOL'S MALPRACTICE POLICY AND PROCEDURES FOR MANAGING MALPRACTICE

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as their own.

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- Using material directly from books, journals or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Deputy Principal responsible for that year. The Deputy Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal within two school days of the decision being made. Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

THE SCHOOL'S ILLNESS / MISDAVENTURE PROCEDURES FOR ILLNESS/MISDAVENTURE SUFFERED IMMEDIATELY BEFORE OR DURING AN ASSESSMENT TASK

Special consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

SPECIAL CONSIDERATION PROCEDURES



STEP ONE: CONTACT SCHOOL

- The student or family member is requested to inform the relevant Deputy Principal of the illness and/or special circumstances before the conclusion of the school day. This must be on the day of the task



STEP TWO: OBTAIN RELEVANT DOCUMENTATION

- The student must ensure that relevant, independent supporting documentation is collected on or before the day of the task. E.g. Medical Certificate.



STEP THREE: SPECIAL CONSIDERATIONS FORM

- The student must ensure that relevant, independent supporting documentation is collected on or before the day of the task. E.g. Medical Certificate.
- Complete the Special Consideration Application Form and submit it with the supporting evidence as soon as it becomes available.
- This involves completing the form and submitting the supporting evidence which will aid in the processing of the application. This must be signed by parent/carer unless special circumstances apply.

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STEP FOUR: FACULTY HEAD TEACHER CONSIDERATION

- The application is forwarded to the Faculty Head Teacher, as well as a summary of the evidence provided for their consideration. They will then make a recommendation regarding the application.



STEP FIVE: RESOLUTION AND FEEDBACK

- The Deputy Principal will consider the student's application in light of supporting documentation, the Head Teacher's recommendation and the school's assessment policy.
- Resolution and feedback will be given to the faculty Head Teacher and the student.



STEP SIX: APPEALS

- A student can submit an appeal to the Principal in writing.
- The Assessment Appeal Panel will consist of the Principal, a Deputy Principal, and an experienced staff member who is not part of the Executive Team, to review the appeal and make a final determination.

SUBMISSION OF ASSESSMENT TASKS

The submission time for the hard copy of a hand-in assessment task will be at the start of a student's timetabled lesson for that subject on that day (Unless specified in the Assessment Task Notification).

Receipt of the task will be acknowledged by the class teacher.

Failure to submit a hand-in assessment task on time without a successful application for special consideration will result in a **zero mark being awarded** and an 'N' Determination Warning Letter being issued. If a student is absent on the day a task is to be submitted, they should arrange to have their task delivered to the school office where possible. If a student is aware in advance that they will be absent on the day a task is due, they should submit the task prior to the due date to their class teacher.

The submission time for the **online submission of a hand-in assessment task will be by 02:20pm** (unless specified in the Assessment Task Notification) on the due date. Students are to follow the instructions for submission provided on the Assessment Task Notification, noting that they must factor in the time it can take to upload work. Failure to submit a hand-in assessment task on time without a successful application for special consideration will result in a **zero mark being awarded** and an 'N' Determination Warning letter being issued. A problem with technology (e.g. a computer failure) will not be accepted as a valid reason for failing to submit a hand-in task. Students are reminded to utilise appropriate data storage options when completing tasks, such as storing work on multiple USBs or hard drives, utilising cloud-based storage facilities, and/or printing out work as it is completed.

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or parent/caregiver **MUST** contact the school by 8:30am on the day the task is scheduled by either phone: 02 4571 2011; or email: colo-h.school@det.nsw.edu.au
- Students must report to the relevant Faculty Head Teacher on the first day of their return to school and be prepared to complete the task on that day.
- Students must obtain a Special Consideration Application Form and any other relevant documentation, such as a Medical Certificate.
- Completed forms and documentation must be returned to the Faculty Head Teacher within two school days of his/her return to school

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY A HAND-IN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or parent/caregiver MUST contact the school by 8:30am on the day the task is due by either phone: 02 4571 2011; or email: colo-h.school@det.nsw.edu.au
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically
- If a task is not submitted on the due date, the student must submit the task to the relevant Faculty Head Teacher on the first day of their return to school.
- Students must obtain a Special Consideration Application Form and any other relevant documentation, such as a Medical Certificate.
- Completed forms and documentation must be returned to the Faculty Head Teacher within two school days of his/her return to school.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT.

- The student MUST notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment BEFORE they view the task.
- If a student falls ill during the task, a student must notify the supervisor as soon as possible. If they leave the task, they must apply for illness or misadventure by immediately obtaining a Special Consideration Application Form and following the Illness/Misadventure procedure.
- Failure to submit sufficient documentation may result in zero marks awarded.

4. ILLNESS/MISADVENTURE ON A DAY DURING AN EXAMINATION PERIOD

- The student or parent/caregiver MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by either phone: 02 4571 2011; or email: colo-h.school@det.nsw.edu.au
- Prior to their return to school, the student must contact the Head Teacher Administration to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the Head Teacher Administration at a time determined previously by the Head Teacher Administration. Students must obtain a Special Consideration Application Form and any other relevant documentation.
- Completed forms and documentation must be returned to the Head Teacher Administration within two school days of the students' return to school (i.e. no later than their third day back at school).

5. ILLNESS/MISADVENTURE FOR A GROUP PERFORMANCE

- The individual student or parent/caregiver concerned (i.e. NOT another student member of the group) MUST contact the school by 8:30am on the day the task is scheduled by either phone: 02 4571 2011; or email: colo-h.school@det.nsw.edu.au
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete a Special Consideration Application Form.
- These forms need to be returned to the relevant Faculty Head Teacher within two school days of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance. In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:
- Be prepared to complete the task on the notified day OR first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher. Inability to complete the task on the notified catch-up day/time will require further medical documentation and/or Special Consideration form.
- Students who have been provided with an extension for a task may not apply for another extension and must submit by the due date provided by the Head Teacher. Failure to do so may result in a zero mark being awarded.
- Complete a Special Consideration Application Form and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. The Special Consideration Application Form are available online in the Assessment Booklet on the school's website. The consequences of not following these procedures may result in the application for Special Consideration being rejected and a zero mark being awarded

INVALID OR UNRELIABLE ASSESSMENT TASK RESULTS

Our goal is to ensure that every assessment accurately measures student learning and supports their academic progress. Any concerns raised regarding the validity of results should be communicated directly to the Deputy Principal. These concerns will be reviewed by the Assessment Review Panel, which will thoroughly evaluate the issue and determine appropriate actions to address it. This process ensures that we uphold the integrity of our assessments and maintain a fair and supportive academic environment for all students.

PROCEDURES FOR REVIEWING STUDENT APPEALS ARISING FROM ASSESSMENT TASKS.

Any concerns about a decision related to an assessment task (such as the mark awarded) must be addressed at the time the decision is returned. Students must follow this process:

- 1. Discuss the Concern:** Begin by talking with the class teacher to seek clarification regarding the decision.
- 2. Head Teacher:** If the issue is not resolved, approach the faculty Head Teacher within two school days of receiving the decision.
- 3. Deputy Principal:** If the matter remains unresolved, contact the Deputy Principal within two school days of the Head Teacher's decision. They will then form a review panel to provide the final outcome.

If concerns arise about a decision made by the Deputy Principal (such as Special Consideration application or Assessment Appeal), they must be raised with the Principal within five school days of receiving the Deputy Principal's decision. The appeal should be submitted in writing, outlining the specific concerns about the decision. The Principal will then make a final determination.



1. WHAT MAKES UP HSC ASSESSMENT?

HSC Assessment occurs at two levels. A mark is awarded at each level.

- a) Externally - HSC Examination
- b) Internally - School "Assessment Tasks"

The school "Assessment Mark" is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course the assessment mark is used to rank or give an order of merit reflecting the student's place relative to other students in that course.

2. WHAT HAPPENS TO MY ASSESSMENT MARK?

An assessment mark for each candidate is submitted to NESA for each course offered at the school. Each assessment mark is "moderated" following a process developed by the University of Sydney. Moderation occurs so that comparison between students across the state can be fairly undertaken. The moderated assessment mark appears on the Record of Achievement that accompanies the Higher School Certificate for each course.

N.B. – The final ranking of students and the 'spacing' between students are the major determinants used by NESA to moderate marks.

3. WHAT IS MEANT BY SATISFACTORY COMPLETION OF THE PRELIMINARY COURSE?

A student will be considered to have satisfactorily completed this course if, in the Principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

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In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks.

4. WHAT ARE INCLUDED AS COURSE REQUIREMENTS?

Course Requirements have two major parts:

- a) **Course Work:** This includes class work, class tests, essays, set tasks in class, assignments and regular homework.
- b) **Preliminary Assessment Tasks:** These are clearly identified tasks which must be completed in each course. The tasks are identified in the HSC Assessment Tasks and Schedule handout for each course and contribute to the final assessment mark for each course.

N.B. – Completion of assessment tasks alone does not automatically mean the courses' outcomes have been met.

5. WHAT IF I CHOOSE TO IGNORE ASPECTS OF COURSE WORK AND / OR ASSESSMENT TASKS?

Students are expected to attempt all work. (See Question 4 above.) Failure to work with due diligence and sustained effort and / or failure to make a genuine attempt at work could result in the award of a "N" (Non-completion) determination. Failure to complete, submit or be present for an assessment task without a valid reason could result in the award of a "N" (Non-completion) determination.

Students and parents / guardians will be informed in writing if the student is at risk of being given a "N" (Non-completion) determination in any course.

N.B. – A response from the student's parent / guardian is encouraged however, a failure to respond, does not negate the fact that notification has occurred.

6. WHAT IS THE SENIOR STUDENT REVIEW PANEL?

The Senior Review Panel is made up of the Principal's nominees and is convened if any aspect of a student's progress warrants concern.

Often these students are those performing at a level considerably below that which is expected or are at considerable risk of not meeting the requirements, of one, or some, of their courses of study.

Students who appear before the Senior Review Panel are expected to have a parent / guardian attend with them. An outcome of attendance at a hearing of the Panel will be a series of undertakings that the student agrees to in an effort to improve his / her performance in his / her study program. Further reviews of a students' progress will follow the panel meeting.

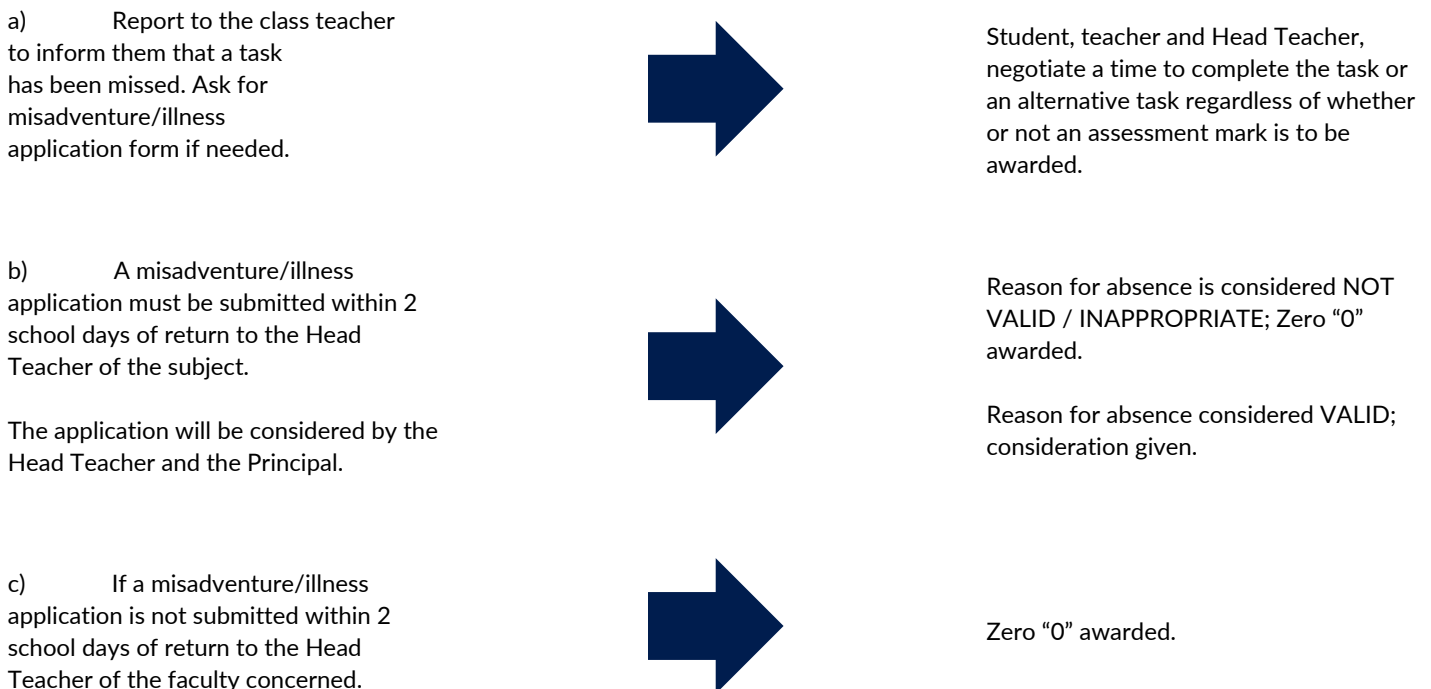
7. WHAT ARE MY ATTENDANCE REQUIREMENTS?

a) Principals may determine that, as a result of absence, the course completion criteria may not be met. Absences, fractional truanancies and poor punctuality will be regarded seriously by the Principal. Students will be warned if absences are placing them at risk of a "N" (Non- completion) determination. Following a second warning, an "N" determination may be awarded.

b) Where an assessment task is to be completed at school, students are expected to attend any lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by set dates shows poor time management and is regarded as seriously as "truancy".

8. WHAT HAPPENS IF I FAIL TO COMPLETE, SUBMIT OR BE PRESENT FOR AN ASSESSMENT TASK?

*** Contact must be made with the school prior to or on the day of the assessment if it is to be missed.**



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- In the case of illness, an application form must be accompanied by a medical certificate.
- Work submitted late will receive a zero "0". No percentage reductions are permitted at all.
- No consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time.
- No consideration can be given when students fail to submit a misadventure/illness application within the required 2 school days.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence which is handed in to support the misadventure claim.

The following circumstances are examples of situations where consideration CANNOT be given:

- dental appointments.
- driving tests; social visits; too tired.
- illness without a doctor's / medical certificate
- misadventure without reasonable proof
- misunderstood times or instructions given.

Notice of FORESEEABLE ABSENCES must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates / tasks.

Students are permitted to submit set tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the student's responsibility to plan around foreseeable absences.

At the commencement of the HSC Course students will be given assessment schedules for each course. These schedules are a guidelines which indicate the number of tasks, due week/s, lead time given and the nature of the task/s, along with assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due or to be completed. This notification will occur in class.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks' notice will be given.

N.B This will be in writing.

You are always responsible for finding out work missed in particular subjects. This includes assessment task written notifications, notes issued in class etc. It is not the responsibility of the teacher to "chase" the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The Head Teacher will make the final decision in these circumstances.

The student must present/submit the task to the class teacher, subject Head Teacher or nominated teacher on the due date and by the due time. Do not assume the due time is negotiable; **it is "absolute". This is to be done by the method indicated on the assessment notification and may include online submission via Google Classroom or other electronic means.**

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The written task notification sheet must be handed in with the task. At this time the student will sign the top section of the notification sheet. The bottom section should be filled out by the student, signed by the teacher and torn off and retained by the student.

This receipt may be called upon as evidence that work has been submitted / completed.

14. WHAT ARE MY RESPONSIBILITIES REGARDING SUBMISSION OF TASKS OTHER THAN WRITTEN ONES?

Students must ensure that any digital or electronic submissions are operable on standard school equipment. This must be checked before submission.

15. WHAT IS A NON-SERIOUS ATTEMPT?

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting even a basic / elementary level of achievement of the course outcomes or shows a non-genuine attempt can be regarded as a **non-serious attempt**, and registered as a zero "0" mark.

Students who make a **non-serious attempt** will be required to re-do / complete the task to a standard that meets the course outcomes as required by NES. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark. An N award warning letter will be sent home.

The Head Teacher may be involved in making a final decision in the case of a non-serious attempt.

16. CAN I QUERY RESULTS OF INDIVIDUAL ASSESSMENT TASKS?

Yes, students can query aspects related to the task. However, any disputes over an individual task must be resolved within two (2) school days of the return of the task. Direct these queries to the class teacher.

N.B. – A student cannot query a teacher's professional judgement.

17. WHAT HAPPENS IF THERE IS AN INVALID OR PROBLEMATIC ASSESSMENT TASK?

- a completed task may have its' weighting reduced
- a replacement task may be added
- in extreme cases the task may be discarded

Staff intrusion into moratoriums, however unintentional, may also result in the rescheduling of that task.

If a task is rescheduled, two weeks written notice must be given.

Students should **report** situations where the moratoriums have been impinged upon.

18. WHAT IS MEANT BY "UNFAIR ADVANTAGE"/MALPRACTICE" IN EXAMINATIONS?

Every effort is made to ensure all students have the same opportunity. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

- Students may not borrow any equipment from any person during this examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teacher, during this examination.
- The penalty for communication or attempted communication is the loss of all marks for this examination.
- Any student who is caught cheating or attempting to cheat will also lose all marks for this examination.
- If you wish to ask a question during this examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought into the examination room.
- No examination paper (or part thereof) is to be removed from the examination room.

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The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

19. WHAT IS MEANT BY UNFAIR ADVANTAGE/MALPRACTICE IN ASSESSMENT TASKS?

Plagiarism (cheating) or malpractice is dishonest behaviour by a student and the consequences are serious. If a student has been found to have gained an unfair advantage by:

- a. copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own;
- b. using material directly from books, journals, CDs or the internet without acknowledging the source;
- c. submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- d. paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or for any of the reasons contained in the exam information in Question 18, **a zero "0" mark will be awarded.**

20. CAN I COMPLETE CLASS OR ASSESSMENT TASKS AT HOME?

Some assessment tasks in different courses require that all the work on the task is completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision, it is the right of the teacher to register a zero "0" for the task if this basic requirement has not been met or violated.

The teacher should not be expected to provide extra time out of normal course lesson times to allow students to complete teacher supervised tasks.

21. WHAT HAPPENS REGARDING ASSESSMENT AND SATISFACTORY COMPLETION IN COMPETENCY-BASED COURSES?

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead satisfactory completion requires students to achieve certain competencies within the course being studied.

It should be noted however, that where a student has not successfully completed any modules, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

22. HOW WILL MY PROGRESS IN THE HSC COURSE BE "REPORTED"?

Students will receive two reports. A Mid-Course Report will be issued early in Term 2 and a Final Course Report at the end of Term 3.

N.B. – Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents.

23. WHAT INFORMATION WILL BE CONTAINED ON "REPORTS"?

The Course Reports will contain information about the level of achievement, focus outcomes, as well as personal profiles and examination marks and examination ranks.

ASSESSMENT SUPPORT DOCUMENT:

- A GLOSSARY OF KEY WORDS

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

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

ACCOUNT	Account for: state reasons for, report on. Give an account of: narrate a Series of events or transactions.
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation.
APPRECIATE	Make a judgement about the value of
ASSESS	Make a judgement of value, quality, outcomes, results or size
CALCULATE	Ascertain / determine from given facts, figures or information
CLARIFY	Make clear or plain
CLASSIFY	Arrange or include in classes/categories
COMPARE	Show how things are similar or different
CONSTRUCT	Make; build; put together items or arguments
CONTRAST	Show how things are different or opposite
CRITICALLY ANALYSE / EVALUATE	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
DEDUCE	Draw conclusions

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DEFINE	State meaning and identify essential qualities
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features
DISCUSS	Identify issues and provide points for an/or against
DISTINGUISH	Recognise or note/indicate as being distinct or different from; to note differences between
EVALUATE	Make a judgement based on criteria; determine the value of
EXAMINE	Inquire into
EXPLAIN	Relate cause and effect; make the relationships between things evident; provide why and/or how
EXTRACT	Choose relevant and/or appropriate details
EXTRAPOLATE	Infer from what is known
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

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RECALL	Present remembered ideas, facts or experiences
RECOMMEND	Provide reasons in favour
RECOUNT	Retell a series of events
SUMMARISE	Express, concisely, the relevant details
SYNTHESISE	Putting together various elements to make a whole



APPLICATION FOR SPECIAL CONSIDERATION

FOR ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES

This form is to be used when a student has not submitted, completed or been present for an examination or assessment.

THIS FORM MUST BE HANDED IN WITHIN TWO (2) DAYS OF RETURNING TO SCHOOL

STUDENT NAME: _____ **CLASS:** _____

SUBJECT / COURSE: _____ **TASK:** _____

DUE DATE: _____ **DATE OF ACTUAL SUBMISSION:** _____

Student Statement: (to be completed by the student).

My appeal is being lodged for the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank |
| <input type="checkbox"/> the awarding of zero | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark | <input type="checkbox"/> acceptable reason for non-submission |

I did not complete / submit the indicated above on the due date for the following reason(s):

Signature of student: _____ Date: _____

Subject Teacher Statement:

Signature of teacher: _____ Date: _____

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the Head Teacher of the subject.

Head Teacher Recommendation:

- | | |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award warning | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Estimate based on other assessment results | <input type="checkbox"/> Estimate based on late submission |
| <input type="checkbox"/> Estimate based on late submission | <input type="checkbox"/> Extension of time granted until _____ |
| <input type="checkbox"/> Other: _____ | |

Signature of Head Teacher: _____ Date: _____

Decision of the Principal:

Signature of Principal: _____ **Date:** _____

ASSESSMENT TASK APPEAL APPLICATION FORM

SECTION A: TO BE COMPLETED BY THE STUDENT

NATURE OF APPEAL: (Circle) Assessment Task Result Illness/Misadventure Decision Malpractice Decision		
STUDENT NAME:		YEAR:
COURSE:		FACULTY:
CLASS TEACHER:		HEAD TEACHER:
ASSESSMENT TASK NAME:		
NATURE OF TASK: (CIRCLE)		
Assignment Performance Viewing Task Examination	Portfolio Written Task Field Work Practical Task	Listening Task Research Activity Major Work Speaking Task
OTHER: _____		

SECTION B: TO BE COMPLETED BY THE STUDENT (and signed by parent)

REASON(S) FOR THIS APPLICATION FOR APPEAL: (Attach extended statement/documentation as necessary)	
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	
STUDENT SIGNATURE:	DATE:
PARENT/CARER SIGNATURE	DATE:

ASSESSMENT TASK APPEAL APPLICATION FORM

SECTION C: TO BE COMPLETED BY RELEVANT HEAD TEACHER	
PANEL CONVENOR:	POSITION:
RESOLUTION DECISION: <input type="checkbox"/> ACCEPTED <input type="checkbox"/> REJECTED	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
PANEL CONVENOR SIGNATURE:	DATE:

Original to student file. Copy to Parent, Student, Head Teacher, Class Teacher, Deputy Principal and Principal.

WORK PLACEMENT

FOR SCHOOLS AND TAFE DELIVERED VET COURSES

STUDENT NAME: _____

VOCATIONAL COURSE: _____ CONTACT TEACHER: _____

WORK PLACEMENT DATES: _____

Dear Staff Member,

On the above dates _____ will be absent from school to attend a vocational work placement as a course requirement of _____

In the above vocational course classes following the placement, the student will be given time "in lieu" similar to that which he/she will miss in your class to catch up on work which he/she missed during the placement.

With this in mind, could you please list, on the reverse side of this form, details of any work which the student is likely to miss / has missed whilst attending work placement. The student will undertake to complete this work under the supervision of the course teacher, and will then seek your signature once such work has been completed.

Thank you for your assistance and cooperation.

Signature

Position

Student's Agreement:

I understand that a condition of attending my work placement is that work missed whilst away from my regular classes must be completed in the time allocated to me when the work placement is finished. I understand that time will be given to me in vocational course class time to allow me to catch up on any work missed during the work placement.

Assessment tasks due during the work placement will need to be submitted on the Monday on return to school and it is your responsibility to ask your teachers to write it on the Independent learning contract prior to your work placement.

Assessment task issued in the week will be issued to you on your return and the due date will be worked out when you sign for the receipt of the task.

Prior to, and at completion of my placement I will ask each of my subject teachers to list any work I am likely to miss/have missed on the reverse side of this form. I understand I may not be allowed to undertake my work placement unless this is done.

I also agree that, should I fail to complete this work in the class time allocated, I will complete the work in my own time to the satisfaction of my subject teachers. I agree to meet these requirements by getting each of my subject teachers to "sign off" that they are satisfied.

Student Signature

Date

Parent Signature

Date

INDEPENDENT LEARNING AGREEMENT

SUBJECT LINE	SUBJECT & TEACHER	Work missed during attendance at vocational course work placement (including assignments, homework etc.)	Assessment tasks to be renegotiated	Date completed	Teacher signature
1					
2					
3					
4					
5					
6					

The completed Independent Learning Agreement is to be handed to Mr Bilbija upon completion.

BOARD DEVELOPED COURSES



The following courses count towards your Preliminary HSC

AGRICULTURE

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Broiler Chick Scientific Trial	Farm Case Study Test	HSC Entrance Examination	
TIMING	Week 9 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	5	20	15	40
KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS	10	10	20	40
SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION	15		5	20
TOTAL %	30	30	40	100

ANCIENT HISTORY

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Historical Investigation	Source Analysis	HSC Entrance Examination	
TIMING	Week 1 Term 2	Week 4 Term 3	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-3, AH11-6, AH11-7, AH11-9, AH11-10, AH11-11	AH11-1, AH11-2, AH11-4, AH11-6, AH11-7, AH11-9	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT		20	20	40
HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES AND INTERPRETATIONS	10	10		20
HISTORICAL INQUIRY AND RESEARCH	10		10	20
COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	10	5	5	20
TOTAL %	30	35	35	100

BIOLOGY

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Depth Study Investigation and Report Module 1 – Cells as a Basis of Life	Practical Skills Assessment Module 1 – Cells as a Basis of Life Module 2 – Organisation of Living Things	HSC Entrance Examination Module 1 – Cells as a Basis of Life Module 2 – Organisation of Living Things Module 3 – Biological Diversity Module 4 – Ecosystem Dynamics	
TIMING	Week 10 Term 1	Week 9 Term 2	Week 9-10 Term 3	
OUTCOMES ASSESSED	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
COMPONENTS				WEIGHTING %
SKILLS IN WORKING SCIENTIFICALLY	20	20	20	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	30	40	100

BUSINESS STUDIES

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Research Task Nature of Business	Small Business Plan Business Planning	HSC Entrance Examination	
TIMING	Week 9 Term 1	Week 6 Term 3	Week 10 Term 3	
OUTCOMES ASSESSED	P1, P2, P7	P3, P6, P8, P9, P10	P1, P2, P3, P4, P5, P10	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	10	10	20	40
STIMULUS-BASED SKILLS	10		10	20
INQUIRY AND RESEARCH		10	10	20
COMMUNICATION OF BUSINESS INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	10	10		20
TOTAL %	30	30	40	100

CHEMISTRY

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Practical Test Module 1 Properties and Structure of Matter Module 2 Quantitative Chemistry	Depth Study Report Module 3 Reactive Chemistry	HSC Entrance Examination Module 1 Properties and Structure of Matter Module 2 Quantitative Chemistry Module 3 Reactive Chemistry Module 4 Drivers of Reactions	
TIMING	Week 3 Term 2	Week 4 Term 3	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8, CH11-9	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
COMPONENTS				WEIGHTING %
SKILLS IN WORKING SCIENTIFICALLY	20	30	10	60
KNOWLEDGE AND UNDERSTANDING	10	10	20	40
TOTAL %	30	40	30	100

COMMUNITY AND FAMILY STUDIES

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Resource Management Self Analysis/Case Study	Families and Communities Investigative Research, Analysis and Evaluation	HSC Entrance Examination	
TIMING	Week 9 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	P1.1, P1.2, P5.1, P6.1	P2.1, P2.4, P3.1 P4.1, P4.2, P6.2	All Outcomes P1.1 – P6.2	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	15	15	10	40
SKILLS IN CRITICAL THINKING, RESEARCH METHODOLOGY, ANALYSING & COMMUNICATING	20	20	20	60
TOTAL %	35	35	30	100

DANCE

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Dance Performance & Development of Dance in Australia	Presentation of Solo Composition and Ochres Exam	HSC Entrance Examination	
TIMING	Week 7 Term 2	Week 9 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	P1.1, P1.2, P1.3, P1.4, P2.2, P2.3, P2.4, P2.5, P4.1, P4.4, P4.5	P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P4.3, P4.4	P1.2, P2.2, P2.4, P2.5, P2.6, P3.2, P3.3, P3.4, P3.5, P3.6	
COMPONENTS				WEIGHTING %
PERFORMANCE	20	0	20	40
COMPOSITION	0	10	20	30
APPRECIATION	10	20		30
TOTAL %	30	30	40	100

ENGLISH ADVANCED

COURSE TYPE: Board Developed					
TASK NUMBER		TASK 1	TASK 2	TASK 3	WEIGHT
NATURE OF TASK	Formative	Reading to Write Creative composition with reflection	Narratives that Shape our World Multimodal Presentation	HSC Entrance Examination All modules	
TIMING	Week 6 Term 1	Week 8 Term 1	Week 9 Term 2	Week 9-10 Term 3	
OUTCOMES ASSESSED	EN11-2 EN11-4	P1.1, P1.2, P5.1, P6.1	P2.1, P2.4, P3.1 P4.1, P4.2, P6.2	All Outcomes P1.1 – P6.2	
COMPONENTS					WEIGHT
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	N/A	20	15	15	50
SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	N/A	20	15	15	50
TOTAL %		40	30	30	100

ENGLISH STANDARD

COURSE TYPE: Board Developed					
TASK NUMBER		TASK 1	TASK 2	TASK 3	WEIGHT
NATURE OF TASK	Formative Reading to Write. Short answer	Reading to Write. Creative composition with reflection	Contemporary Possibilities Multimodal Presentation	HSC Entrance Examination All modules	
TIMING	Week 6 Term 1	Week 8 Term 1	Week 9 Term 2	Week 9-10 Term 3	
OUTCOMES ASSESSED	EN11-2 EN11-4	EN11-1, EN11-3, EN11-9	EN11-2, EN11-4, EN11-5, EN11-6	EN11-1, EN11-3, EN11-7, EN11-8	
COMPONENTS					WEIGHT
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	N/A	20	15	15	50
SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	N/A	20	15	15	50
TOTAL %		40	30	30	100

ENGLISH STUDIES

COURSE TYPE: Board Developed					
TASK NUMBER		TASK 1	TASK 2	TASK 3	WEIGHT
NATURE OF TASK	Formative Reading to Write.	Mandatory Module: Achieving Through English Portfolio Task	Elective 1 Multimodal Presentation	HSC Entrance Examination All modules	
TIMING	Week 6 Term 1	Week 9 Term 1	Week 9 Term 2	Week 9-10 Term 3	
OUTCOMES ASSESSED	ES11-2 ES11-4	ES11-4, ES11-5, ES11-7, ES11-10	ES11-1, ES11-2, ES11-3, ES11-6, ES11-9	ES11-1, ES11-2, EN11-4, EN11-8	
COMPONENTS					WEIGHT
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	N/A	20	15	15	50
SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	N/A	20	15	15	50
TOTAL %		40	30	30	100

ENGLISH EXTENSION 1

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Imaginative response	Multimodal Task	Comparative essay	
TIMING	Week 1 Term 2	Week 6 Term 3	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	EE11-1, EE11-2	EE11-1, EE11-4, EE11-5	EE11-1, EE11-3	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	15	20	15	50
SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	15	20	15	50
TOTAL %	30	40	30	100

FOOD TECHNOLOGY

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Food quality experimentation and written report	Nutrition research task, practical	Preliminary Examination	
TIMING	Week 3 Term 2	Week 3 Term 3	Week 9/10 Term 3	
OUTCOMES ASSESSED	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	10	10	20	40
KNOWLEDGE AND SKILLS IN DESIGNING, RESEARCHING, ANALYSING AND EVALUATING	10	10	10	30
SKILLS IN EXPERIMENTING WITH AND PREPARING FOOD BY APPLYING THEORETICAL CONCEPTS	15	15		30
TOTAL %	35	35	30	100

HEALTH AND MOVEMENT SCIENCE

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Practical Workshop & Report In class Body In Motion research task	Research Task Collaborative Investigation Better Health For Individuals	HSC Entrance Examination	
TIMING	Week 8 Term 1	Week 8 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	HM11-02 HM11-07 HM-11-09 HM11-10	HM11-05 HM-11-06 HM11-08 HM11-09 HM11-10	HM11-01 HM11-02 HM11-03 HM-11-04 HM11-06 HM11-07 HM11-08 HM11-09	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	15	15	10	40
SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSING AND COMMUNICATING	20	20	20	60
TOTAL %	35	35	30	100

INDUSTRIAL TECHNOLOGY – METALS & ENGINEERING

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Minor Project 1 CAD and Research	Industry Study Presentation / Visit via IT	Minor Project 2 Production and ROP - Evaluation of Design	
TIMING	Week 8 Term 1	Week 1 Term 2	Week 7 Term 3	
OUTCOMES ASSESSED	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P6.1, P6.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P4.2, P4.3, P6.1, P6.2	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	15	15	10	40
KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	15	15	30	60
TOTAL %	30	30	40	100

INDUSTRIAL TECHNOLOGY – TIMBER & FURNITURE

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Minor Project 1 CAD and Research	Industry Study Presentation / Visit via IT	Minor Project 2 Production and ROP - Evaluation of Design	
TIMING	Week 8 Term 1	Week 10 Term 2	Week 7 Term 3	
OUTCOMES ASSESSED	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P6.1, P6.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.1, P3.2, P3.3, P5.1, P5.2 P4.1, P2.1, P2.2, P4.2, P4.3, P6.1, P6.2	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	15	15	10	40
KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	15	15	30	60
TOTAL %	30	30	40	100

LEGAL STUDIES

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Research Task	In-class Task	HSC Entrance Examination	
TIMING	Week 9 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	P1, P2, P3, P4, P9	P1, P3, P5, P6, P9	P1, P2, P3, P5, P6, P7, P9	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	10	10	20	40
ANALYSIS AND EVALUATION		10	10	20
INQUIRY AND RESEARCH	10	10		20
COMMUNICATION OF LEGAL INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	10	10		20
TOTAL %	30	40	30	100

MATHEMATICS ADVANCED

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	In Class Test	Mid-Course Assignment	HSC Entrance Examination	
TIMING	Week 10 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-08 MA11-10	
COMPONENTS				WEIGHTING %
UNDERSTANDING, FLUENCY AND COMMUNICATION	20	10	20	50
PROBLEM SOLVING, REASONING AND JUSTIFICATION	10	20	20	50
TOTAL %	30	30	40	100

MATHEMATICS STANDARD

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Class Test	Assignment and quiz	HSC Entrance Examination	
TIMING	Week 10 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	MS11-2, MS11-3 MS11-4, MS11-5 MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-7, MS11-8, MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8, MS11-10	
COMPONENTS				WEIGHTING %
UNDERSTANDING, FLUENCY AND COMMUNICATION	20	10	20	50
PROBLEM SOLVING, REASONING AND JUSTIFICATION	10	20	20	50
TOTAL %	30	30	40	100

MATHEMATICS EXTENSION 1

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Assignment and quiz	In Class Test	HSC Entrance Examination	
TIMING	Week 7 Term 1	Week 10 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7, ME11-9	ME11-1, ME11-2, ME11-3, ME11-4 ME11-5, ME11-6, ME11-7	
COMPONENTS				WEIGHTING %
UNDERSTANDING, FLUENCY AND COMMUNICATION	20	10	20	50
PROBLEM SOLVING, REASONING AND JUSTIFICATION	10	20	20	50
TOTAL %	30	30	40	100

MODERN HISTORY

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHT
NATURE OF TASK	Shaping the Modern World / Nature of Modern History Source analysis	Historical Investigation	HSC Entrance Examination	
TIMING	Week 3 Term 2	Week 8 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	MH11-4, MH11-6, MH11-8	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-06, MH11-7, MH11-9	
COMPONENTS				WEIGHT
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	20		20	40
HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES AND INTERPRETATIONS	10	10		20
HISTORICAL INQUIRY AND RESEARCH		20		20
COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	10		10	20
TOTAL %	40	30	30	100

MUSIC 1

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Large Ensembles (performance of 1 piece and scaffolded musicology/aural task)	Jazz (composition and portfolio)	Film Music Exam assessment of 1 piece and Aural paper	
TIMING	Week 9 Term 1	Week 8 Term 2	Week 7 Term 3	
OUTCOMES ASSESSED	P1, P5, P9, P10	P2, P3, P7, P10	P4, P6, P8, P11	
COMPONENTS				WEIGHTING %
PERFORMANCE	10		15	25
COMPOSITION		25		25
MUSICOLOGY	25			25
AURAL			25	25
TOTAL %	35	25	40	100

PHYSICS

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	M1: Kinematics	Practical Investigation M3: Waves & Thermodynamics	HSC Entrance Examination M1: Kinematics M2: Dynamics M3: Waves & Thermodynamics M4: Electricity & Magnetism	
TIMING	Week 2 Term 2	Week 2 Term 3	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	PH11/12-1 PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10 PH11-11	
COMPONENTS				WEIGHTING %
SKILLS IN WORKING SCIENTIFICALLY	20	30	10	60
KNOWLEDGE & UNDERSTANDING	10	10	20	40
TOTAL %	30	40	30	100

SOCIETY & CULTURE

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Concepts and Methodologies	Mini PIP	HSC Entrance Examination	
TIMING	Week 11 Term 1	Week 9 Term 2	Weeks 9-10 Term 3	
OUTCOMES ASSESSED	P1, P2, P6, P7, P8	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P10	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	5	10	35	50
APPLICATION AND EVALUATION OF SOCIAL AND CULTURAL RESEARCH METHODS	10	20		30
COMMUNICATION OF INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	5	10	5	20
TOTAL %	20	40	40	100

VISUAL ARTS

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Case Study - Essay, Body of Work/VAPD submission	Body of Work / VAPD submission	HSC Entrance Examination	
TIMING	Week 3 Term 2	Week 7 Term 3	Weeks 9/10 Term 3	
OUTCOMES ASSESSED	P1, P2, P3, CH1, CH2, CH3, CH4, CH5, CH6	P7, P8, P9	CH1, CH2, CH3, CH4, CH5, CH6	
COMPONENTS				WEIGHTING %
ART MAKING	25	25		50
ART CRITICISM AND ART HISTORY	15	15	20	50
TOTAL %	40	40	20	100

CONTENT ENDORSED COURSES (CEC)



**The following courses count towards
your Preliminary Higher School Certificate
but cannot contribute towards your
Australian Admissions Rank (ATAR) in Year 12**

CERAMICS

COURSE TYPE: Board Developed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Portfolio Research and Case Study	Portfolio	Practical Examination Presentation	
TIMING	Week 2 Term 2	Week 7 Term 3	Week 9 Term 3	
OUTCOMES ASSESSED	M1, M3, M5, M6 CH2, CH3, CH5	M1, M2, M3, M6 CH5	M1, M2, M4, M6 CH1, CH2, CH4	
COMPONENTS				WEIGHTING %
MAKING	15	30	25	70
CRITICAL AND HISTORICAL STUDY	15	0	15	30
TOTAL %	30	30	40	100

SPORT, LIFESTYLE AND RECREATION

COURSE TYPE: Content Endorsed

TASK NUMBER	TASK 1	TASK 2	TASK 3	WEIGHTING
NATURE OF TASK	Fitness Testing	First aid exam	Sports Admin Plan, Coaching	
TIMING	Week 9 Term 1	Week 10 Term 2	Weeks 1 - 7 Term 3	
OUTCOMES ASSESSED	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.5, 3.6, 4.2, 4.5, 4.6	1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2	
COMPONENTS				WEIGHTING %
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	20	10	20	50
SKILLS	20	20	10	50
TOTAL %	40	30	30	100

VOCATIONAL EDUCATIONS AND TRAINING COURSES



**The following courses count towards
your Preliminary Higher School Certificate
and can contribute towards your
Australian Admissions Rank (ATAR) in Year 12**

VOCATIONAL EDUCATIONS AND TRAINING COURSES

COURSE TYPE: Board Endorsed

Vocational Education and Training Courses are competency-based courses. In competency-based courses, assessment of competencies is criterion references and judged against a prescribed standard, set by the specific industry, under each element of competency.

A student is judged as either competent or not yet competent.

To achieve an AQF Certificate a student must be assessed as competent by a trained assessor.

Vocational Education and Training Industry Framework Courses include:

- Construction
- Business Services
- Entertainment
- Hospitality
- Information Technology
- Metals and Engineering
- Primary Industries
- Retail

The Frameworks delivered at Colo High School this year are:

- Hospitality (Kitchen Operations & Cookery)

NOTE: Work Placement is a Mandatory requirement for the HSC component of the course. Students are required to complete 70 hours of work placement for each VET course. Students may choose a placement that is sourced by Schools Industry Partnership (SIP), or they may wish to self-source an employer in the related field. Travel time is not included in the work hours that appear on a student placement record.

VOCATIONAL EDUCATIONS AND TRAINING COURSES

Certificate II in Construction Pathways



Education

Construction
 Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Cohort 2025 - 2026
 Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education, RTO 90333
 Statement of Attainment towards CPC20120

School Name: Colo High School

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for			Task 1	Task 2	Task 3	Task 4	Preliminary
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			White card	Work safe	Tools and equipment	Working it out	Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10	Week 10	Week 8	Week 7	Week 9 - 10
*Task 2 completion may be carried over to HSC year			Term 1	Term 1	Term 2	Term: 3	Term 3
Code	Unit of Competency	HSC Examinable	Date: TBA	Date: 7/3/25	Date: 20/6/25	Date: 5/9/23	Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCCA2002	Use carpentry tools and equipment				X		
CPCCCM2005	Use construction tools and equipment	✓			X		
CPCCCA2011	Handle carpentry materials				X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓		X			
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	✓				X	

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

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

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

VOCATIONAL EDUCATIONS AND TRAINING COURSES

Certificate III in Live Production and Technical Services



Education

**Entertainment Industry
RTO 90333**
RTO - NSW Department of Education,

**Qualification: CUA30420 Certificate III in Live Production and
Technical Services
Cohort 2025 - 2026
Training Package CUA Creative Arts and Culture**

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

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
			Week 3-4	Week 10	Week 4	Week 10
			Term 1	Term 3	Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 10/2- 21-2	Date 22/9	Date 19/5	Date 22/9
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

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

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

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

VOCATIONAL EDUCATIONS AND TRAINING COURSES

Certificate II in Cookery



Education

Cookery RTO - NSW Department of Education, RTO 90333
Qualification: SIT20421 Certificate II in Cookery
Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

School Name: Colo High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			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.				
			Week 10	Week 8
			Term 1	Term 2
Code	Unit of Competency	HSC Examinable	Date TBA	Date TBA
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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".

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