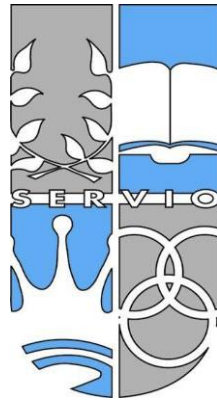


EAST HILLS BOYS HIGH SCHOOL



**Year 11
2025**

Preliminary Course Assessment Booklet

Information for Teachers, Parents and Students

East Hills Boys High School

Senior Student Agreement

I agree to abide by the following code of conduct for senior students at East Hills Boys High School.

- * I will make learning my number one priority and respect the rights of other students to learn.
- * I will wear the correct school uniform to and from school, whilst at school and to all school functions unless otherwise advised.
- * I will set an example of appropriate behaviour to all other students.
- * I will attend all lessons on time each day. If I am absent from any lesson for any reason I will submit a written explanation of my absence.
- * I will complete all homework and assessment tasks set for each of my subjects.
- * I will come to all lessons with the correct books and equipment.
- * I will ensure I use my study periods wisely in my designated room.
- * I will follow the instructions of my teachers.
- * I will respect the rights and property of my fellow students.
- * On the way to and from school I will conduct myself in such a way as to bring credit to me and the school.
- * I will follow all school rules and procedures.

I understand that if I do not abide by this code of conduct, I will be regarded as a non-serious candidate for the Higher School Certificate.

I have received the EHBHS Preliminary Assessment Booklet 2025 and understand it is my responsibility to be aware of all requirements as set out in this booklet.

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Assessment Policy

The purpose of this document is to outline the Assessment Policy of East Hills Boys High School for the Preliminary Course in 2025.

1. Eligibility for the HSC

To be eligible for the award of the Higher School Certificate you must have:

- (i) gained the ROSA or such other qualifications as the New South Wales Educational Standards Authority (NESA) considers satisfactory
- (ii) attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a college of TAFE
- (iii) satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- (iv) sat for and made a serious attempt at the required Higher School Certificate examinations.

2. Pattern of Study

To qualify for the HSC, students must satisfactorily complete a **preliminary pattern of study comprising at least 12 units** and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least 6 units of NESA Developed Courses
- at least 2 units of a NESA Developed Course in English
- at least 3 courses of 2 units value or greater (either NESA Developed or Endorsed Courses)
- at least 4 subjects

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of seven units from courses in Science in each study pattern.

The Preliminary component of a course must be satisfactorily completed before starting the HSC component.

3. Principal's Certification of Completion of Course Requirements

- (i) A student will have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria:
 - 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 outcomes.
- (ii) Students must complete work placement for VET courses.
- (iii) If the Principal determines that the above course completion criteria are not being met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination (non-completion of course requirements) for that course.

- (iv) You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESAs. The Principal will advise you of this right and explain the appeal process.
- (v) If you receive an 'N' determination for a course, you will receive no results in that course. Until you receive results in 12 Preliminary units and 10 HSC units, you will not be eligible for the award of a Higher School Certificate.

4. HSC: All My Own Work

All students undertaking one or more Preliminary or HSC courses must first complete the HSC: All My Own Work program in ethical scholarship (or its equivalent). This program is delivered through school and will assist you to understand your rights and responsibilities in HSC assessment.

Honesty in Assessment – the Standard

The following standard sets out NESAs requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption. (ACE Manual)

Purpose of Preliminary Course Assessment

The purpose of the school assessment for the Preliminary Course is to provide an indication of a student's achievement based on:

- a wider range of syllabus outcomes than may be measured by a single Preliminary Course examination.
- multiple measures and observations made throughout the Preliminary Course, giving students credit for what they have achieved throughout their courses, in addition to their final examination.

The assessment policy for the Preliminary Course provides fairness for each student by ensuring that no student gains any advantage over any other student and that no student is disadvantaged in the assessment process.

The Student's Responsibilities

You have the responsibility to:

- become familiar with and follow the assessment requirements set by the school
- complete all set tasks on time, or talk to your teacher about what is required if you cannot meet a deadline
- avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are marked and returned
- attend all classes to satisfactorily complete the Higher School Certificate Courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.
 - unexplained absences, lateness and class attendance patterns will be reviewed to ensure that students are meeting the course completion criteria
 - students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (Ace Manual)
- on the day an assessment task is scheduled or due, be on time to school and attend all classes. **If a student truants a period prior to an assessment task it will be treated as malpractice.**
- ensure all work submitted is your own work
- attempt all assessment tasks
- prepare for examinations and other assessment tasks and make a serious attempt
- complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations
- apply for special consideration if you cannot meet a deadline or are absent for the submission or performance of a task
- if there is a valid reason, submit an "Assessment Task Illness / Misadventure Application" (see page 17) form and all supporting documentation to the relevant head teacher on the first day back after absence for a task otherwise a zero mark will be awarded
- make a genuine attempt at assessment tasks
- ascertain whether an assessment task has been set for any subject missed on a day you have been absent

Students who transfer into the school after the commencement of the Preliminary Course will be given substitute tasks wherever possible. In some cases, estimates may be given.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (*ACE Manual*)

What happens if a student is sick or otherwise unable to attempt or complete an assessment task?

Every effort must be made to attempt each task. If a student knows in advance that they will be unable to complete an assessment task, cannot meet a deadline or misses an assessment task, the student must apply for special consideration if there is a valid reason. An "Assessment Task Illness / Misadventure Application" form needs to be completed, and all supporting documentation must be submitted to the relevant Head Teacher otherwise a zero mark will be awarded.

Any application of an extension of time is required in writing at least 2 days before the due date.

If a student is **absent on the day of, or the day preceding**, the task:

- the student or his parent must telephone the school and inform the relevant head teacher.
- a doctor's certificate is required if the application is on medical grounds.
- a doctor's certificate alone is not sufficient. Written evidence from a parent or guardian must accompany any such certificate.
- an Assessment Task Illness/Misadventure application in writing must be lodged, with the doctor's certificate and written evidence from a parent/guardian, with the head teacher(s) of the subject(s) concerned IMMEDIATELY when the student returns to school.
- if the student does not make application to the head teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be recorded.

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad;
- include the day of the missed task;
- show the general nature of the illness ('unfit for school' is not satisfactory);
- show the length of time the student will be unfit for school;
- be produced immediately on return to school.
- retrospective medical certificates will NOT be accepted.

The head teacher may decide that the reason is unsatisfactory and that a zero mark is to be recorded for the task. If a student disagrees with the decision the student may write an appeal.

If the Assessment Task Misadventure/Illness Application is accepted by the head teacher, the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Misadventure/Illness Application is not accepted by the head teacher, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians. Students may appeal against the head teacher's decision by lodging a written appeal with the deputy principal responsible for that cohort **within three (3) school days of initial determination.** A review panel convened by the deputy principal responsible for that cohort will decide the outcome of the appeal.

The panel may:

- reject the appeal and order the zero mark to stand
- grant a limited extension
- order that a substitute task be taken by the student
- award an estimate

The decision of this committee is final.

The deputy principal responsible for that cohort will maintain a central register of students who fail to attempt an assessment task, apply for an extension of time, submit Illness/Misadventure applications or who are involved in malpractice or non-serious attempts.

Absence Prior to the Submission or Completion of Assessment Tasks

Students are not permitted to absent themselves from school in order to prepare for a school-based task, or to complete a hand-in task.

Where students are absent for one school day prior to the task due date, or the morning before the submission or completion of a task, a medical certificate must also be provided to the head teacher of the subject concerned, and the deputy principal responsible for that cohort. The certificate must include the nature of the illness and clearly state when the certificate was obtained. Retrospective medical certificates will not be accepted. Failure to comply with this rule will result in the student receiving a mark of zero for the assessment task.

How are Assessment Tasks Submitted?

Many tasks will be completed in class time. These are to be submitted to the teacher during that class time as specified on the assessment notice. Tasks completed outside class time are to be submitted to the class teacher by **3pm** on the day the task is due. If the class teacher is unavailable the task should be submitted to the head teacher. It is the responsibility of the student to hand the task directly to the teacher or head teacher.

Each task notification will make clear whether the task will be accepted in electronic format.

Technological issues are not an adequate reason for failing to submit a task.

NOTE: If it becomes known that a student has truanted from a lesson or from school or is late to school in order to complete an assessment task, the student will receive a mark of zero for that task. If a student is marked absent from school on the day an assessment task is due for submission the student is not permitted to personally submit the task to the teacher on that day without a medical certificate.

Invalid Assessments

If for reasons beyond the schools control ie.school evacuation, a task has been deemed invalid it will be at the discretion of the school as to how that task will be re issued.

The School's Responsibilities

Each course will have its own assessment schedule developed within the guidelines provided by NESAs. NESAs require all students to follow an assessment program and have an assessment mark submitted for each course in which they are enrolled, regardless of the number of units in which they may be enrolled.

Schools must inform students in writing of the assessment requirements for each course before the commencement of the course, including the number, mark values (except for Life Skills and VET courses) and types of tasks to be used.

Teachers are required to:

- set tasks to measure student performance in each component of the course
- specify the relative value of each of these tasks
- provide information on what is to be assessed
- provide information on how they will be assessed
- keep records of each student's performance on each task
- provide students with information on their progress
- use a range of tasks in assessment which will vary from course to course and may cover:
 - tests which may take a written, practical, oral and aural form
 - class and/or homework assignments, including essays and practical tasks
 - projects of varying degrees of length and complexity
 - oral presentations.

Head teachers are required to:

- ensure tasks meet NESAs requirements for courses
- ensure students sign when a task is submitted by **3pm** on the due day
- ensure students sign when a task is returned
- record marks on the central faculty system before marks are returned
- ensure NESAs Warning Letters are issued when appropriate.

Notice of Tasks:

Schools must ensure students are given adequate written notice of the nature and timing of the tasks. Students will be given at least two weeks notice of the exact date of the task. If the timing or nature of a task needs to be altered, the teacher will ensure every student is informed, in writing, of the change at least two weeks before the task is due.

Student Feedback

Students will be provided with meaningful feedback on their performance as soon as possible after the completion of the task.

The Award of “Zero Marks”

A zero mark is not given as a disciplinary measure. However, where the judgement is made that any of the following situations has occurred, then a zero mark will be awarded.

- a student has not made a genuine attempt
- a student does not have a valid reason for not completing a task
- there is evidence of serious malpractice.

Parents will be informed in writing when a zero mark has been awarded.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain unfair advantage over others. It includes, but is not limited to,:

- copying someone else’s work in part or in whole, and presenting it as their own
- using materials directly from books, journals, CDs or the internet without reference to the source
- building on ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as their own
- submitting work to which another person such as a parent, tutor or subject expert has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- 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
- doing anything that would disrupt the task or disturb another student
- communicating with another student during an assessment task
- looking at another student’s work with a view to copying
- taking into the room any books, notes, papers, data storage devices (including mobile phones) or equipment other than what is allowed by the supervising teacher
- Unauthorised use of artificial Intelligence technologies

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the head teacher. If the teacher and head teacher are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may then proceed through established appeal procedures. **Malpractice will be recorded on the NESAs malpractice register**

Late to an Assessment Task

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he will undertake the task in the remaining time only. If lateness is for a valid reason and supported by evidence, the student will be allowed the full length of time for the task.

Extensions

Students who are unable to be present for an out of class assessment task/assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

NESA Warning Letters

Students must make a genuine attempt to complete course requirements. These requirements include applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether these tasks contribute to the final assessment mark.

It is a matter of the teacher's professional judgement to determine whether a student has made a genuine attempt to complete course requirements.

Students must make a genuine attempt at assessment tasks.

Whilst NESA does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not have been met. Absences will be regarded seriously by the Principal.

Where students are not meeting course completion requirements, the school will issue a NESA warning letter informing parents that the student is in danger of being issued with an "N Award" in that subject, that is, they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, and is thus at risk of not meeting the assessment requirements for a course, the teacher and head teacher:

- will advise the student in writing with NESA Warning Letters;
- will ensure that when a first Warning Letter is sent, the relevant head teacher will arrange a meeting with the student to discuss the student's progress;
- will ensure that when a second Warning Letter is sent a deputy principal will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will ensure that if a student has two Warning Letters sent to their home notifying parents of poor progress in the subject, and the student may be awarded an 'N' determination in that course they will organize for the student to be interviewed by the Principal;
- will ensure that a written acknowledgement from the student and his parent(s)/guardians(s) is requested;
- will ensure a copy of the NESA Warning Letter is placed on the student's central file.

It is important to understand that an N determination in a subject (being 'N' awarded) in the Preliminary Course may mean the student does not complete 12 units. When this is the case, the student will not be eligible for a Preliminary Certificate.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into all HSC courses at EHBHS.

Student Reviews/Appeals

A student may appeal:

- against his mark in the course assessed on the grounds of a clerical error
- if the school has varied from its stated Assessment Policy.

No appeal may be entered against marks allocated for a particular task or piece of work.

A student who wishes to appeal must do so in writing. These appeals must be submitted through the Head Teacher of the subject concerned and should be completed by mid- September of the Preliminary year. Details of methods of appeal are available from the Principal and Deputy Principal.

An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:

- Principal
- deputy principal responsible for that cohort
- year advisor
- the head teacher of the faculty

In conducting a review, NESAs requires the panel to ascertain whether:

- the weightings specified by the school in its assessment program conform to NESAs requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment program conform to its stated assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to NESAs.

The only grounds for such appeals will be to judge whether the procedures followed by East Hills Boys High complied with NESAs policies and whether the conduct of the review was proper in all respects

Examination Illness/Misadventure Appeals

If you believe that your performance in an examination was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal.

If you were prevented from attending an examination, or you consider that your performance was affected by illness or misadventure immediately before or during the examination, it is your right and responsibility to lodge an appeal.

It is important that you attend the examination where possible, even in the case of illness/misadventure.

The school will not uphold an illness/misadventure appeal if the reason for your absence is not considered to be sufficiently serious. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your appeal, indicating why you were unfit to attend the examination.

Acceptable Grounds for Appeal for Examinations

As examination marks are intended to be a measure of a student's actual examination performance, appeals must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Appeals may be in respect of:

- **illness or accident** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand)
- **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, disruption at the examination centre).

Unacceptable Grounds for Appeal for Examinations

The provisions of the appeals process **do not cover**:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the examination supervisor and school
- Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Literacy:

All students in Year 11 will have extended writing included in a number of their formal tasks, across all Key Learning Areas. Mention will be made of this inclusion in the relevant Assessment Task Notifications, and students will receive appropriate preparation in preceding units of work.

Vocational Education And Training (VET) Assessment Policy And Procedures

East Hills Boys High School Vocational Education and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow East Hills Boys High School Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Award' notification and appeals procedures.

Rationale

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purposes of Assessment

Assessment for the Higher School Certificate VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
 - applies to all courses within frameworks
 - means for industry recognition
- b. Assessment for the Australian Tertiary Admission Rank (ATAR):
 - written HSC examination

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework
- provide evidence that they have reached the competency standards for every unit studied in their industry framework.

The focus of the assessment of accredited vocational courses is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'not yet competent' in each unit of competency.

VET courses contain both core and optional units of competency. To prove competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not yet competent in that module and the module will not appear on their record of achievement. This may result in the student being ineligible for the AQF Certificate in the course.

Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of an HSC course.
- successfully complete the mandatory work placement hours.
- sit the HSC examination.

Note: All subjects that offer a HSC examination can be used to contribute towards an ATAR if the student completes the HSC examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination

- has no impact on student eligibility for AQF qualifications
- is optional for 240 hour courses
- is a two hour written paper
- results may contribute to the calculation of the student's ATAR.

Reporting Achievement in the HSC

The Higher School Certificate credentials received by students are used by NESA to report satisfactory completion of courses within the Industry Curriculum Framework. Each course will be listed on the HSC Record of Achievement together with the HSC unit credit value. The Record of Achievement will also refer to separate vocational documentation.

For students who have fulfilled the requirements of an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students who have completed an AQF VET (240 indicative hours) course and who undertake the optional HSC examination, the HSC Record of Achievement will show:

- an examination mark derived from the HSC external examination
- a HSC mark, equal to the examination mark
- a performance band, determined by the HSC mark.

Student performance in the HSC examination is also reported against standards on a course report. The course report contains a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. A performance description associated with each band will summarise the attainments typically demonstrated by students in that band. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

The course report also shows, graphically, the state wide distribution of HSC examination marks of all students who undertake the examination.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does not wish to sit for the HSC external examination must inform the VET coordinator at the school during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will ensure NESAs are notified.

The external examination only may contribute to the calculation of the student's ATAR. Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

NESA Requirements

Students undertaking a VET course must meet the requirements of NESAs for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment. Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

NESA has mandated work placement as a requirement of the HSC. Students must successfully achieve the hours of work placement required for the course undertaken.

The rules and processes related to an "N" award for a NESAs Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at East Hills Boys High School, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in line with the South Western Sydney policies and procedures. Students must contact the school VET coordinator to obtain further information and an application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the units of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair, equitable and consistent for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategy. Assessment tasks may be designed to integrate elements of competencies from different units of competency.

Assessment validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Examinations

East Hills Boys HS will conduct a Trial HSC in each VET course to enable teachers to provide NESAs with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC exam. The Trial HSC examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

Work Placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course to the satisfaction of the employer and the school, it may be determined that you have not made a genuine attempt to complete course requirements.

This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESAs warning letter.

The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is deemed to be not satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

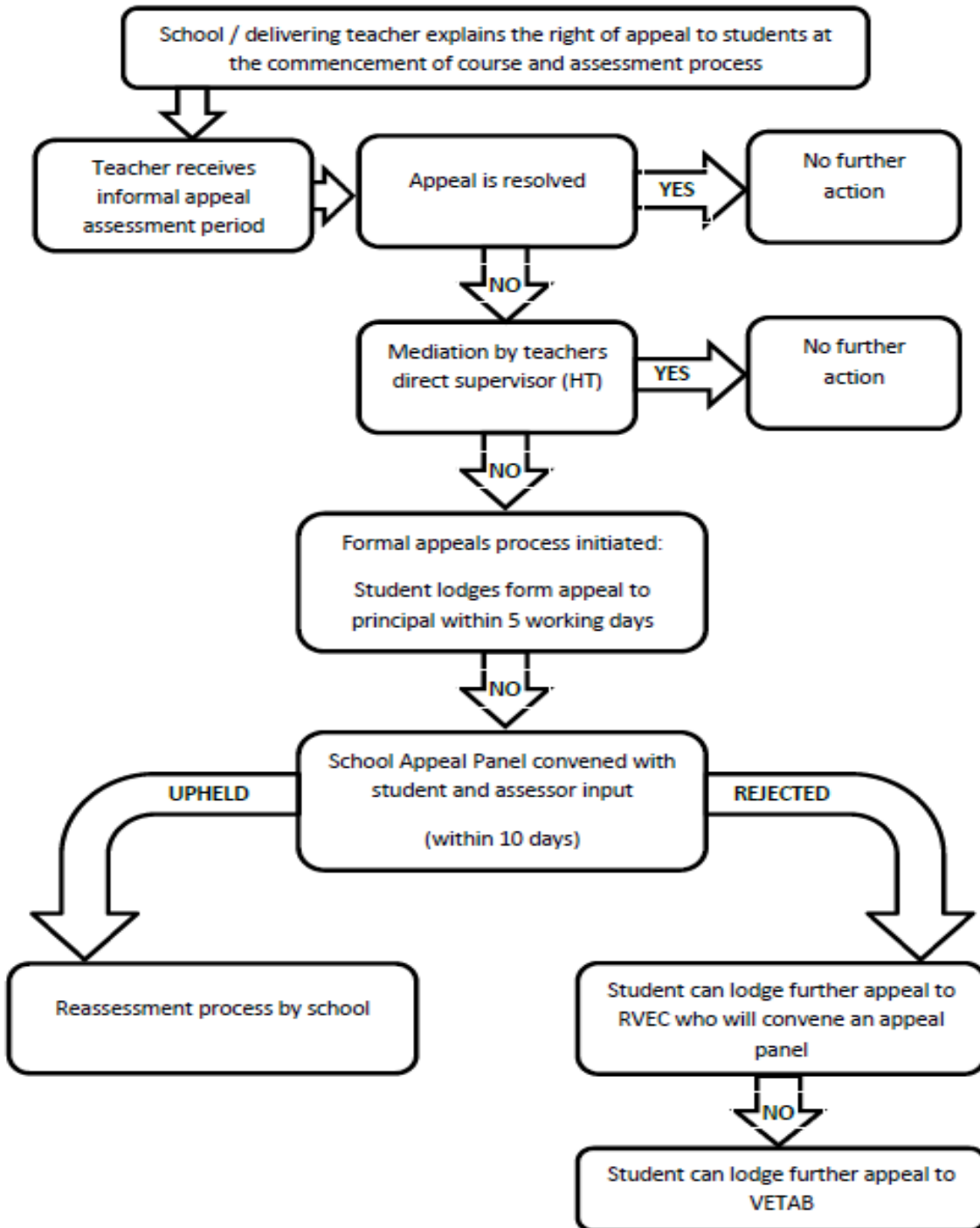
In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the EHBHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone,
- notifies the class teacher on the morning of the absence by telephone,
- completes the illness/misadventure form found in the EHBHS Preliminary and HSC Assessment handbooks with a doctor's certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, for approved by the VET coordinator.

A student may appeal against the award of "not yet competent" in a unit of competency. The appeals process is determined by the South Western Sydney RTO. The appeals flowchart is below.

VET Student Appeal Process



EHBHS Assessment Task Illness / Misadventure Application

To be completed by a student who was / is unable to attend / submit an assessment task on the due date

Student's Name: _____ Roll Class: _____

Course: _____ Faculty: _____

Assessment Task Missed: _____ Task Date: _____

Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name: _____

Task missed through other reason: State reason and attach any supporting evidence.

Student's Signature: _____ Date: _____

FACULTY SECTION – to be completed by the Teacher and Head Teacher

Illness/Misadventure application form received by: _____ Date: _____

Did student inform the school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: _____

Teacher's comment: _____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

No Yes If yes, please comment: _____

Head Teacher's recommendations: Accepted Rejected

New task **Estimated mark** **Zero Award** **Referred to Review Panel**

Head Teacher's Signature: _____

Principal's Use: Accepted Rejected

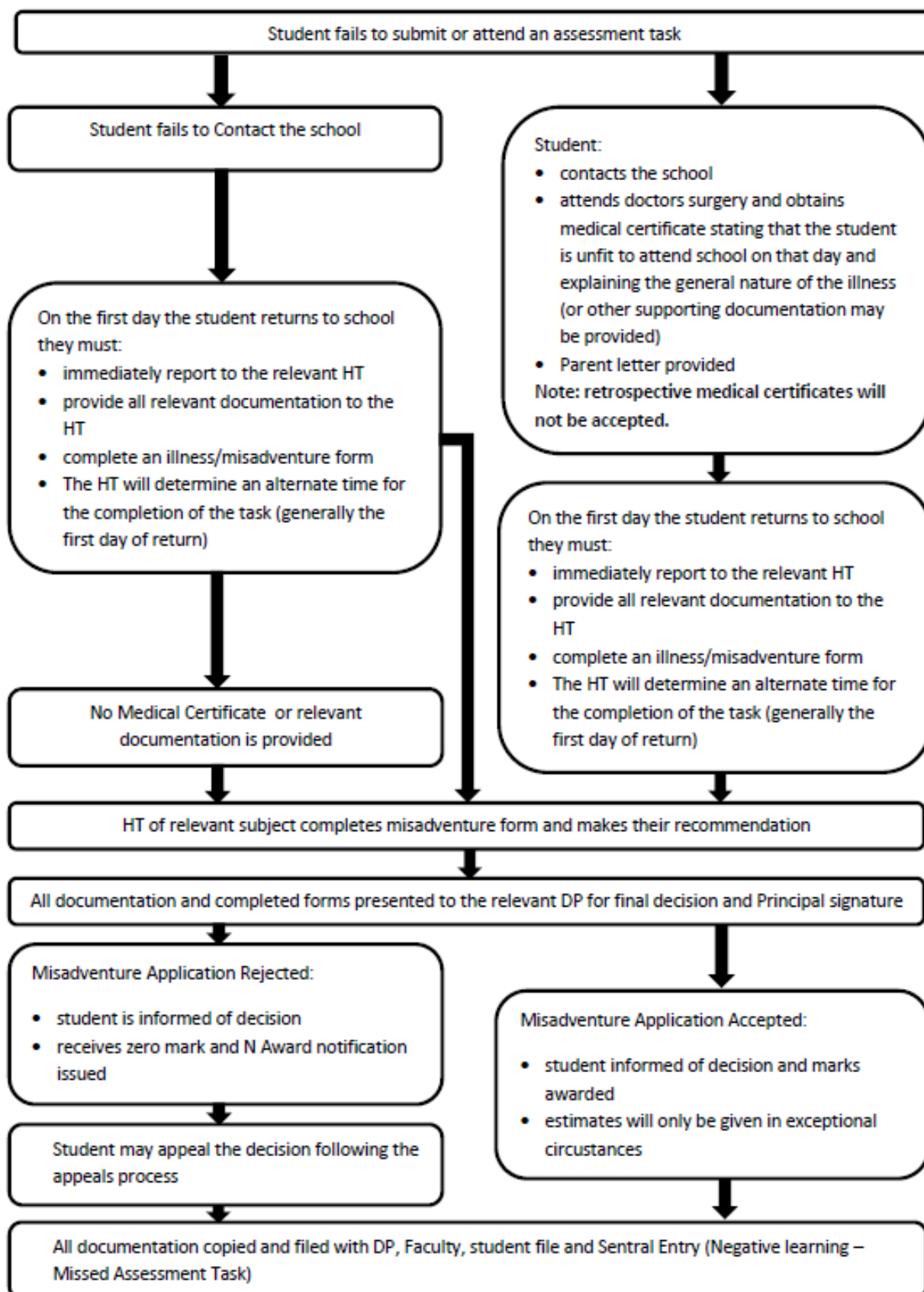
Comment: _____

Principal's Signature _____ Date: _____

Parent / Guardian Comment:

Parent / Guardian Signature: _____ Date: _____

EBHS Illness Misadventure Process



COURSE OUTCOMES
and
ASSESSMENT SCHEDULES

ENGLISH ADVANCED

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> communicate through speaking, listening, reading, writing, viewing and representing 	<p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	<p>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</p> <p>EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p>
<ul style="list-style-type: none"> think in ways that are imaginative, creative, interpretive and critical 	<p>EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA11-6 investigates and evaluates the relationships between texts</p>
<ul style="list-style-type: none"> express themselves and their relationships with others and their world 	<p>EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p>
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English 	<p>EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p>

ASSESSMENT SCHEDULE FOR ENGLISH ADVANCED 2025

Component	Weighting	Task 1	Task 2	Task 3	
			Common Module- Reading to Write	Module A- Critical Study of literature	Module B- Narratives that Shape our World
	Week:	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8-9	
	Task:	Writing Composition and Reflection	Analytical Essay	Yearly Exam	
	Outcomes:	EA11-1, EA11-3, EA11-9	EA11-2, EA11-5, EA11-7	EA11-4, EA11-6, EA11-8	
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	
Marks	100	30	30	40	

ENGLISH STANDARD

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> communicate through speaking, listening, reading, writing, viewing and representing 	<p>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	<p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p>
<ul style="list-style-type: none"> think in ways that are imaginative, creative, interpretive and critical 	<p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p>
<ul style="list-style-type: none"> express themselves and their relationships with others and their world 	<p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English 	<p>EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>

ASSESSMENT SCHEDULE FOR STANDARD ENGLISH 2025

Component	Weighting	Task 1	Task 2	Task 3
		Common Module- Reading to Write	Module A- Contemporary Possibilities	Module B- Close Study of Literature
	Week:	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8-9
	Task:	Writing Composition and Reflection	Analytical Essay	Yearly Exam
	Outcomes:	EN11-1, EN11-3, EN11-9	EN11-2, EN11-5, EN11-7	EN11-4, EN11-6, EN11-8
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
Marks	100	30	30	40

ENGLISH EAL/D

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> communicate through speaking, listening, reading, writing, viewing and representing 	<p>EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts</p> <p>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</p>
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	<p>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</p> <p>EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p>
<ul style="list-style-type: none"> think in ways that are imaginative, creative, interpretive and critical 	<p>EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts</p> <p>EAL11-6 investigates and explains the relationships between texts</p>
<ul style="list-style-type: none"> express themselves and their relationships with others and their world 	<p>EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds</p> <p>EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning</p>
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English 	<p>EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>

ASSESSMENT SCHEDULE FOR ENGLISH EAL/D 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8-9
	Task:	Comparative essay and text annotation portfolio. Texts and Society	Multimodal presentation writing and listening task. Close Study of Text	Yearly Exam Language, Texts and Context, Texts and Society
	Outcomes:	EAL11-1B, EAL11-3, EAL11-4, EAL11-7, EAL11-9,	EAL11-1A, EAL11-2, EAL11-3, EAL11-5	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8,
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
Marks	100	30	40	30

ENGLISH STUDIES

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> communicate through speaking, listening, reading, writing, viewing and representing 	<p>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</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p>
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	<p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes</p>
<ul style="list-style-type: none"> think in ways that are imaginative, creative, interpretive and critical 	<p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES11-8 identifies and describes relationships between texts</p>
<ul style="list-style-type: none"> express themselves and their relationships with others and their world 	<p>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</p>
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English 	<p>ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>

ASSESSMENT SCHEDULE FOR ENGLISH STUDIES 2025

Component	Weighting	Task 1	Task 2	Task 3
		Compulsory Unit- Achieving through English	Module A- Mitunes and Text	Module B- English in Sport and Local Heroes
	Week:	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8-9
	Task:	Report	Analytical Essay	Yearly Exam
	Outcomes:	ES11-1, ES11-3, ES11-10	ES11-2, ES11-4, ES11-5, ES11-9	ES11-2, ES11-6, ES11-8
Knowledge and understanding of course content	50	10	20	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Marks	100	25	35	40

ENGLISH EXTENSION 1

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> articulate understanding through speaking, listening, reading, writing, viewing and representing 	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
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
<ul style="list-style-type: none"> express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values 	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
<ul style="list-style-type: none"> express understanding of how cultural, historical and social contexts are represented in critical and creative texts 	EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
<ul style="list-style-type: none"> reflect on and evaluate their own processes of learning and creativity 	EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ASSESSMENT SCHEDULE FOR PRELIMINARY ENGLISH EXTENSION 1 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 2 Week 2	Term 2 Week 9	Term 3 Weeks 6
	Task:	Analytical Essay	Imaginative Response with Reflection	Analytical Essay
	Outcomes:	EE11-2, EE11-5	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-5
Knowledge and understanding of complex texts and of how and why they are valued	50	15	15	20
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Marks	100	30	35	35

MATHEMATICS STANDARD

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts 	<p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p>
<ul style="list-style-type: none"> develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks 	<p>MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures</p> <p>MS11-5 models relevant financial situations using appropriate tools</p> <p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multistage events</p>
<ul style="list-style-type: none"> develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations 	<p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p>
<ul style="list-style-type: none"> develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs 	<p>MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>

ASSESSMENT SCHEDULE FOR MATHEMATICS STANDARD 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 8-9
	Task:	Half Yearly Assessment Earning Money Algebraic Manipulation Units of Measurement and Applications	Investigation/Topic Area of Figures	Yearly Exam All Previous plus Displaying and Interpreting Single Data Sets Applications of Perimeter, Area and Volume Relative Frequency and Probability Taxation Summary Statistics Similarity and Right Angled Triangles
	Outcomes :	MS-A1, MS-M1, MS-S1	MS-F1	MS-A1,MS-A2,MS-M1,MS-M2, MS-S1,MS-S2,MS-F1
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Marks	100	30	30	40

MATHEMATICS ADVANCED

Objectives	Outcomes
Students: <ul style="list-style-type: none"> develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques 	A student: MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<ul style="list-style-type: none"> develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability 	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
<ul style="list-style-type: none"> develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations 	MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
<ul style="list-style-type: none"> develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms 	MA11-9 provides reasoning to support conclusions which are appropriate to the context

ASSESSMENT SCHEDULE FOR MATHEMATICS ADVANCED 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8-9
	Task:	Half Yearly Assessment Algebraic Techniques Equations and Inequations Functions	Assignment Functions	Yearly Exam Algebraic Techniques Equations and Inequations Functions Trigonometry Further Functions Introduction to Calculus Probability Exponential and Logarithmic Functions Trigonometric Functions Discrete Probability
	Outcomes:	MA11-1, MA11-2, MA11-3, MA11-5 MA11-8, MA11-9	MA11-1, MA11-5 MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Marks	100	30	30	40

MATHEMATICS EXTENSION 1

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques 	ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<ul style="list-style-type: none"> develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis 	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
<ul style="list-style-type: none"> use technology effectively and apply critical thinking to recognise appropriate times for such use 	ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<ul style="list-style-type: none"> develop the ability to interpret, justify and communicate mathematics in a variety of forms 	ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

ASSESSMENT SCHEDULE FOR MATHEMATICS EXTENSION 1 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Assignment Combinatorics	Half Yearly Exam Inequalities Graphical Relationships Inverse Functions Parametric Form Polynomials Inverse Trigonometric Functions	Yearly Exam Inequalities Graphical Relationships Inverse Functions Parametric Form Polynomials Inverse Trigonometric Functions Permutations and Combinations Binomial Expansion Rates of Change
	Outcomes:	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4 ME11-6, ME11-7
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Marks	100	30	30	40

BIOLOGY

	Objectives Students:	Outcomes A student:
Skills in Working Scientifically	1 Questioning and predicting	BIO11/12-1 Develops and evaluates questions and hypotheses for scientific investigation
	2 Planning investigations	BIO11/12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
	3 Conducting investigations	BIO11/12-3 Conducts investigations to collect valid and reliable primary and secondary data and information
	4 Processing data and information	BIO11/12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	5 Analysing data and information	BIO11/12-5 Analyses and evaluates primary and secondary data and information
	6 Problem solving	BIO11/12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	7 Communicating	BIO11/12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding	8 Cells as the Basis of Life	BIO11-8 Describes single cells as the basis for all life by analyzing and explaining cells' ultrastructure and biochemical processes
	9 Organisation of Living Things	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
	10 Biological Diversity	BIO11-10 Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
	11 Ecosystem Dynamics	BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

ASSESSMENT SCHEDULE FOR BIOLOGY 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Reporting on a first-hand investigation	Field-study Report (Depth Study)	Yearly Exam
	Outcomes:	BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	5	15	20
Marks	100	25	35	40

CHEMISTRY

	Objectives Students:	Outcomes A student:
Skills in Working Scientifically	3 Questioning and predicting	CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
	4 Planning investigations	CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	12 Conducting investigations	CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
	13 Processing data and information	CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	14 Analysing data and information	CH 11/12-5 analyses and evaluates primary and secondary data and information
	15 Problem solving	CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	16 Communicating	CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding	17 Properties and Structure of Matter
18 Introduction to Quantitative Chemistry		CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
19 Reactive Chemistry		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
20 Drivers of Reaction		CH11-11 analyses the energy considerations in the driving force for chemical reactions

ASSESSMENT SCHEDULE FOR CHEMISTRY 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Performing and reporting on a firsthand investigation	Reporting a First-Hand Investigation (Depth study)	Yearly Exam
	Outcomes:	CH11/12-2, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	CH11/12-2, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8 CH11-9, CH11-10 CH11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	5	15	20
Marks	100	25	35	40

INVESTIGATING SCIENCE

	Objectives Students:	Outcomes A student:
Skills in Working Scientifically	Questioning and predicting	INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
	Planning investigations	INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	Conducting investigations	INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
	Processing data and information	INS 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	Analysing data and information	INS11/12-5 analyses and evaluates primary and secondary data and information
	Problem solving	INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	Communicating	INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding	Cause and Effect - Observing
Cause and Effect - Inferences and Generalisations		INS11-9 examines the use of inferences and generalisations in scientific investigations
Scientific Models		INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
Theories and Laws		INS 11-11 describes and assesses how scientific explanations, laws and theories have developed

ASSESSMENT SCHEDULE FOR INVESTIGATING SCIENCE 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 11	Term 3 Week 1	Term 3 Weeks 8-9
	Task:	First Hand Investigation	Depth Study	Yearly Exam
	Outcomes:	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11-8	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12- 4, INS11/12/7, INS11-9	INS11/12-1, INS11/12-2, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	5	15	20
Marks	100	25	35	40

PHYSICS

	Objectives Students:	Outcomes A student:
Skills in Working Scientifically	5 Questioning and predicting	PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
	6 Planning investigations	PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	21 Conducting investigations	PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
	22 Processing data and information	PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	23 Analysing data and information	PH11/12-5 analyses and evaluates primary and secondary data and information
	24 Problem solving	PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	25 Communicating	PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding	26 Fundamental Mechanics
27 Fundamental Mechanics		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
28 Energy		PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
29 Energy		PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

ASSESSMENT SCHEDULE FOR PHYSICS 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 8-9
	Task:	Performing a First Hand Investigation	Reporting a First Hand Investigation (Depth Study)	Yearly Exam
	Outcomes:	PH11/12-2, PH11/12-3, PH11/12- 4, PH11/12-5, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	5	15	20
Marks	100	25	35	40

BUSINESS STUDIES

Objectives The student develops knowledge and understanding about	Preliminary Course Outcomes The student:
<ul style="list-style-type: none"> the nature, role and structure of business 	P1 discusses the nature of business, its role in society and types of business structure
<ul style="list-style-type: none"> internal and external influences on business 	P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success or failure of small to medium enterprises
<ul style="list-style-type: none"> the functions and processes of business activity 	P4 assesses the processes and interdependence of key business functions
<ul style="list-style-type: none"> management strategies and their effectiveness 	P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders
<ul style="list-style-type: none"> investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations 	P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations
<ul style="list-style-type: none"> communicate business information and issues using appropriate formats 	P9 communicates business information and issues in appropriate formats
<ul style="list-style-type: none"> apply mathematical concepts appropriate to business situations 	P10 applies mathematical concepts appropriately in business situations

ASSESSMENT SCHEDULE FOR BUSINESS STUDIES 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 8-9
	Task:	Research Task Nature of Business	Case Study Business Report Business Management	Yearly Exam
	Outcomes:	P1 P2 P4 P5 P7	P1 P3 P4 P8 P9 P10	P1 P2 P3 P4 P5 P6 P8 P9 P10
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20		10	10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
Marks	100	25	35	40

LEGAL STUDIES

Objectives Student will develop knowledge and understanding about:	Course Outcomes A student:
1 the nature and institutions of domestic and international law	P1 identifies and applies legal concepts and terminology P2 describes the key features of Australian and international law
2 the operation of Australian and international legal systems and the significance of the rule of law	P3 describes the operation of domestic and international legal systems P4 discusses the effectiveness of the legal system in addressing issues
3 the interrelationship between law, justice and society and the changing nature of the law	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
4 investigating, analysing and communicating relevant legal information and issues.	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 and logical arguments P10 accounts for differing perspectives and interpretations of legal information and issues

ASSESSMENT SCHEDULE FOR LEGAL STUDIES 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8-9
	Task:	The Legal System: Research Task	Case Study The Individual and the Law	Yearly Exam
	Outcomes:	P1 P2 P3 P4	P5 P6 P7 P8	P1 P2 P9 P10
Knowledge and understanding of course content	40	10	10	20
Analysis and Evaluation	20		10	10
Inquiry and Research	20	10	10	
Communication of legal information, ideas and issues in appropriated form	20	10	10	
Marks	100	30	40	30

ANCIENT HISTORY

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> • develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context • develop an understanding of continuity and change over time 	<p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>
<ul style="list-style-type: none"> • undertake the process of historical inquiry • use historical concepts and skills to examine the ancient past • communicate an understanding of history, sources and evidence, and historical interpretations 	<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>

ASSESSMENT SCHEDULE FOR ANCIENT HISTORY 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 3 Week 2	Term 3 Weeks 8-9
	Task:	Topic 2: Speech Features of Ancient Society	Topic 3: Historical Investigation	Yearly Exam
	Outcomes:	AH11-3, AH11-4, AH11-5, AH11-7	AH11-1, AH11-2, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4 AH11-5, AH11-6, AH11-9, AH11-10
Knowledge and understanding of course content	40	10	10	20
Historical inquiry and research	20	5	15	
Source-based skills	20	5	10	5
Communication of historical understanding in appropriate forms	20	10	5	5
Marks	100	30	40	30

MODERN HISTORY

Objectives Students:	Outcomes A student:
<ul style="list-style-type: none"> • develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context • develop an understanding of continuity and change over time 	<p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, places, events and developments of the modern world</p>
<ul style="list-style-type: none"> • undertake the process of historical inquiry • use historical concepts and skills to examine the ancient past • communicate an understanding of history, sources and evidence, and historical interpretations 	<p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved in the investigation of modern history</p>

ASSESSMENT SCHEDULE FOR MODERN HISTORY 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Source Study WW1	Historical Investigation	Yearly Exam
	Outcomes:	MH11-1, MH11-2, MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-5, MH11-6, MH11-8, MH11-9	MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-9
Knowledge and understanding of course content	40	10	15	15
Historical skills in: - analysis, synthesis and evaluation of historical information from a variety of sources - evaluation of historical interpretations	20	10	5	5
Historical inquiry and research	20	5	10	5
Communication of historical understanding in appropriate forms	20	5	10	5
Marks	100	30	40	30

GEOGRAPHY

Objectives Students will develop	Course Outcomes A student
<ul style="list-style-type: none"> • the characteristics and spatial distribution of environments • the processes that form and transform the features and patterns of the environment • the global and local forces which impact on people, ecosystems, urban places and economic activity • the contribution of a geographical perspective • investigate geographically • communicate geographically 	<p>P1 differentiates between spatial and ecological dimensions in the study of geography</p> <p>P2 describes the interactions between the four components which define the biophysical environment</p> <p>P3 explains how a specific environment functions in terms of biophysical factors</p> <p>P4 analyses changing demographic patterns and processes</p> <p>P5 examines the geographical nature of global challenges confronting humanity</p> <p>P6 identifies the vocational relevance of a geographical perspective</p> <p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P11 applies geographical understanding and methods ethically and effectively to a research project</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms</p>

ASSESSMENT SCHEDULE FOR GEOGRAPHY 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 6	Term 3 Week 2	Term 3 Weeks 8-9
	Task:	Earth's Natural Systems Essay	Senior Geography Project	Yearly Exam
	Outcomes:	P1, P2, P3, P6, P7, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	15		10	5
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	25	10	10	5
Marks	100	30	40	30

ECONOMICS

Objectives A student develops knowledge and understanding about:	Course Outcomes A student:
<ul style="list-style-type: none"> the economic behaviour of individuals, firms, institutions and governments 	P1 demonstrates understanding of economic terms, concepts and relationships P2 explains the economic role of individuals, firms and government in an economy
<ul style="list-style-type: none"> the function and operation of markets 	P3 describes, explains and evaluates the role and operation of markets
<ul style="list-style-type: none"> the operation and management of economies 	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
<ul style="list-style-type: none"> contemporary economic problems and issues facing individuals, firms and governments 	P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
A student develops skills to:	A student:
<ul style="list-style-type: none"> investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources 	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
<ul style="list-style-type: none"> communicate 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

ASSESSMENT SCHEDULE FOR ECONOMICS 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8-9
	Task:	Research and Report: Operation of the Economy and Role of Business	Research-based In-class Extended Response: The Nature and Role of Markets	Yearly Exam
	Outcomes:	P1, P2, P5, P7, P10, P12	P1, P3, P5, P7, P8, P9 P10, P12,	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
Knowledge and understanding of course content	35	10	10	15
Stimulus based skills	15			15
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	30	10	10	10
Marks	100	30	30	40

SOCIETY AND CULTURE

Objectives A student will develop:	Course Outcomes A student:
<ul style="list-style-type: none"> • social and cultural concepts and their application • personal, social and cultural identity and interactions within societies and cultures • how personal experience and public knowledge interact to develop social and cultural literacy • continuity and change, personal and social futures • social and cultural research methods 	<p>P1 identifies and applies social and cultural concepts</p> <p>P2 describes personal, social and cultural identity</p> <p>P3 identifies and describes relationships and interactions within and between social and cultural groups</p> <p>P4 identifies the features of social and cultural literacy and how it develops</p> <p>P5 explains continuity and change and their implications for societies and cultures</p> <p>P6 differentiates between social and cultural research methods</p>
<ul style="list-style-type: none"> • apply ethical social and cultural research to investigate and analyse information from a variety of sources • communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts 	<p>P7 selects, organizes and considers information from a variety of sources for usefulness, validity and bias</p> <p>P8 plans and conducts ethical social and cultural research</p> <p>P9 uses appropriate course language and concepts suitable for different audiences and contexts</p> <p>P10 communicates information, ideas and issues using appropriate written, oral and graphic forms</p>

ASSESSMENT SCHEDULE FOR SOCIETY AND CULTURE 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 2 Week 1	Term 2 Week 7	Term 3 Weeks 8-9
	Task:	Oral and Written Report	Research Project Mini PIP	Yearly Exam
	Outcomes:	P6 P8 P9 P10	P2 P4 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10
Knowledge and understanding of course content	25	5	10	10
Application and evaluation of social and cultural research methods	40	20	10	10
Communication of information, ideas and issues in appropriate forms	35	20	5	10
Marks	100	45	25	30

MUSIC 1

Objectives A student will:	Course Outcomes The student:
<ul style="list-style-type: none"> 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. 	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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> to develop an 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
<ul style="list-style-type: none"> 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

ASSESSMENT SCHEDULE FOR MUSIC 1 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8-9
	Task:	Extended response, composition and practical	Viva Voce composition and Aural	Yearly Exam Aural and Performance
	Outcomes:	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P2 P3 P5 P6 P7 P8	P1 P2 P4 P6 P8
Performance	25	10		15
Composition	25	10	15	
Musicology	25	10	15	
Aural	25		10	15
Marks	100	30	40	30

VISUAL ARTS

Objectives A student will:	Course Outcomes The student will:
Artmaking	
<ul style="list-style-type: none"> develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view 	P1 explore the conventions of practice in artmaking
	P2 explore the roles and relationships between the concepts of artist, artwork, world and audience
	P3 identify the frames as the basis of understanding expressive representation through the making of art
	P4 investigate subject matter and forms as representations in artmaking
	P5 investigate ways of developing coherence and layers of meaning in the making of art
	P6 explore a range of material techniques in ways that support artistic intentions
Art Criticism and Art History	
<ul style="list-style-type: none"> 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 explore the conventions of practice in art criticism and art history
	P8 explore the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
	P9 identify the frames as the basis of exploring different orientations to critical and historical investigations of art
	P10 explore ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

ASSESSMENT SCHEDULE FOR VISUAL ARTS 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8-9
	Task:	Documenting Practice Documentary analysis of a selected artist's practice through the frames Submission of 3–5 experimental artworks demonstrating how this analysis has informed developments in the student's artmaking practice	VAPD Investigations of art making practice evident in the Visual Arts Process Diary (VAPD) including experiments with materials, written reflection and explanations about their own and other artists' practice.	Body of Work / Yearly Exam Resolved Body of Work & Preliminary HSC Exam
	Outcomes:	P1, P4, P5, P6	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P4, P5, P8, P9, P10
ArtMaking	50	10	20	20
Art Criticism and Art History	50	20	15	15
Marks	100	30	35	35

PDHPE

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

ASSESSMENT SCHEDULE FOR PDHPE 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Better Health for Individuals Research Task	Body in Motion Research Task	Yearly Exam
	Outcomes:	P2 P3 P4 P6 P16	P7 P8 P9 P17	P1 P2 P3 P4 P5 P6 P7 P8 P9 P11 P12 P15 P16 P17
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research and analysis	60	20	20	20
Marks	100	30	30	40


SPORT LIFESTYLE AND RECREATION

Objectives A student will develop:	Course Outcomes A student:
1 knowledge and understanding of the factors that influence health and participation in physical activity	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, and fitness activity. 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 knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principals 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 the ability to analyse and implement strategies that promote health, physical activity and enhanced 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 a capacity to influence the participation and performance of self and others	4.1 plans strategies to achieve performance goals 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts 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
5 a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1 accepts responsibility for personal and community health and willingly participates in regular physical activity 5.2 values the importance of an active lifestyle 5.3 values the features of a quality performance 5.4 strives to achieve quality in personal performance

ASSESSMENT SCHEDULE FOR SPORT, LIFESTYLE AND RECREATION 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 8-9
	Task:	Healthy Lifestyle Research Task	Sport Practical Task	Yearly Exam
	Outcomes:	1.5 2.3 3.5 4.3	1.1 1.3 3.1 4.1 4.4	1.1 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3 4.1 4.2 4.3 4.4
Knowledge and Understanding	50	10	10	30
Skills	50	20	20	10
Marks	100	30	30	40

ASSESSMENT SCHEDULE FOR CERTIFICATE III SPORTS COACHING SIS30521

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE Preliminary Year 2025 - HSC 2025 QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation (Version 4)							NESA Course: 50418 LMBR UI Code: (11 or 12) SIS30521150418
TERM	Unit Code	Units Of Competency	AQF COR	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements
4 Preliminary UOC's							
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	
6 HSC UOCs							
Term 3-4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation c) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	Minimum 35 hrs mandatory work placement
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes	C C	C C	30 25	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
Stand alone Unit delivered	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		

CAFS

Objectives A student will develop:	Course Outcomes A student:
1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	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
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	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
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating	P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written, oral and graphic form
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities	P5.1 applies management processes to maximise the efficient use of resources
6. skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1 distinguishes those actions that enhance wellbeing P6.2 uses critical thinking skills to enhance decision making
7. an appreciation of the diversity and interdependence of individuals, families, groups and communities	7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society 7.2 develops a sense of responsibility for the wellbeing of themselves and others 7.3 appreciates the value of resource management in response to change 7.4 values the place of management in coping with a variety of role expectations

ASSESSMENT SCHEDULE FOR CAFS 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8-9
	Task:	Resource Management: Case Study Wellbeing Task	Individuals and Groups: Power and Leadership in Groups Research Task	Yearly Exam
	Outcomes:	P1.1, P1.2, P3.2, P4.2, P5.1, P6.1, 7.2	P2.1, P2.3, P4.1, 7.3, 7.4	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.1, P6.2, 7.1
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research and analysis	60	20	20	20
Marks	100	30	30	40

HAMs

Course Outcomes A student:
HM-11-01 interprets meanings, measures and patterns of health experienced by Australians
HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03 analyses the systems of the body in relation to movement
HM-11-04 investigates movement 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

ASSESSMENT SCHEDULE FOR HAMS 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8-9
	Task:	Depth Study Health for individuals and Communities	Collaborative Investigation The Body and Mind in Motion	Preliminary Examination
	Outcomes:	HM-11-01, HM-11-02, HM-11-07, HM-11-09, HM-11-10	HM-11-05, HM11-06, HM11-07, HM-11-08, HM-11-09, HM-11-XX*	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-08, HM-11-09
Knowledge and understanding of course content	40	10	10	20
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60	15	25	20
Marks	100	25	35	40

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

ASSESSMENT SCHEDULE FOR CERTIFICATE II IN CONSTRUCTION PATHWAYS CPC20220

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White Card	Task 2 Tools and Equipment	Task 3 Work Safe	Task 4 Working It Out
				Week 1 Term 4	Week 2 Term 1	Week 6 Term 2
Code	Unit of Competency	HSC Examinable				
CPCWHS1001	Prepare to work safely in the construction Industry		X			
CPCCCA2002	Use carpentry tool and equipment			X		
CPCCCM2005	Use construction tool and equipment	X		X		
CPCCCA2011	Handle carpentry material			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	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”.

ENGINEERING STUDIES

Objectives Students will:	Course Outcomes A student:
1 understanding of the scope of engineering and the role of the engineer	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
2 knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	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
3 communication skills appropriate to engineering practices	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
4 knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	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
5 management and problem-solving in engineering contexts	P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering
6 skills in the application of engineering methodology	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

ASSESSMENT SCHEDULE FOR ENGINEERING STUDIES 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 7	Term 3 Week 5	Term 3 Weeks 8-9
	Task:	Engineering Analysis <i>Household Appliance</i>	Engineering Report and Calculation <i>Braking Systems</i>	Yearly Exam
	Outcomes:	P2.1 P3.2 P3.3 P4.2 P4.3 P6.1 P6.2	P1.1 P1.2 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P6.1 P6.2	P1.1 P1.2 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P4.3 P6.2
Knowledge and understanding of course content	60	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	25	
Marks	100	25	35	40

ASSESSMENT SCHEDULE FOR HOSPITALITY: CERTIFICATE II IN KITCHEN OPERATIONS SIT20421

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1	Task 2
			Week 8	Week 6
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date	Date
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".

INDUSTRIAL TECHNOLOGY

Objectives Students will:	Course Outcomes A student:
1 develop knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	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
2 develop knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations
3 develop competence in designing, managing and communicating within a relevant industry context	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
4 develop knowledge and skills in producing quality products	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
5 develop knowledge and skills in communication and information processing related to the industry focus area	P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects
6 develop an appreciation of quality products and the principles of quality control	P6.1 identifies the characteristics of quality manufactured products P6.2 identifies and explains the principles of quality and quality control
7 develop an appreciation of the relationships between technology, the individual, society and the environment	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

ASSESSMENT SCHEDULE FOR INDUSTRIAL TECHNOLOGY 2025

Component	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 10	Term 3 Week 6	Term 3 Week 10
	Task:	Practical Project 1 and Folio	Practical Project 2 And Folio	Yearly Exam
	Outcomes:	P2.1 P2.2 P4.1 P4.2 P4.3 P5.1 P5.2	P2.1 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1	P1.1 P1.2 P2.1 P3.1 P4.3 P6.1 P6.2 P7.1 P7.2
Knowledge and understanding of the course content	40			40
Knowledge, skills in the management, communication and production of projects	60	20	40	
Marks	100	20	40	40

SOFTWARE ENGINEERING

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

ASSESSMENT SCHEDULE FOR SOFTWARE ENGINEERING PRELIMINARY COURSE 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 8-9
	Task:	Programming Fundamentals	Object Oriented Programming	Yearly Exam
	Outcomes:	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07 SE-11-08, SE-11-09
Knowledge and understanding of course content	50	15	15	25
Knowledge and skills in the design and development of software solutions	50	15	20	10
Marks	100	30	35	35

DESIGN & TECHNOLOGY

Objectives Students will develop:	Course Outcomes A student:
1 knowledge and understanding about design theory and design processes in a range of contexts	P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects.
2 knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	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
3 creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
4 skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	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
5 skills in research, communication and management in design and production	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
6 knowledge and understanding about current and emerging technologies in a variety of settings	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

ASSESSMENT SCHEDULE FOR DESIGN AND TECHNOLOGY 2025

Component	Weighting	Task 1	Task 2	Task 3
	Date:	Term 1 Week 9	Term 3 Week 4	Term 3 Week 8-9
	Task:	Design Project 1	Design Project 2	Yearly Exam
	Outcomes:	P1.1 P2.1 P2.2 P6.1	P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.2	P1.1 P2.2 P5.1 P5.2 P5.3
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	30	10
Marks	100	30	40	30

ENTERPRISE COMPUTING

Year 11 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 data sets
EC-11-06	Explains how innovating technologies have influenced enterprise computing systems
EC-11-07	Explores the social, ethical and legal implication of the applications 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

ASSESSMENT SCHEDULE FOR ENTERPRISE COMPUTING PRELIMINARY COURSE 2025

Components	Weighting	Task 1	Task 2	Task 3
	Week:	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8-9
	Task:	Creating Interactive Media Systems	Networking Systems	Yearly Exam
	Outcomes:	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11
Knowledge and understanding of course content	50	15	15	25
Knowledge and skills in the design and development of software solutions	50	15	20	10
Marks	100	30	35	35

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,
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from

Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Overview Preliminary 2025

TERM 1, 2025

WEEK	1	2	3	4	5	6	7	8	9	10	11
	29 Jan	5 Feb	12 Feb	19 Feb	26 Feb	4 Mar	11 Mar	18 Mar	25 Mar	1 Apr	8 Apr
						SLR Geography	Mod History Music Business Studies Engineer. St	Legal Studies Anc History Economics PDHPE Enterprise Comp	Biology English Advanced Standard Studies Design &Tech	Ind Tech Chemistry Visual Arts CAFS Software Eng.	Maths Standard Mathematics English EAL/D Invest. Science

TERM 2, 2025

WEEK	1	2	3	4	5	6	7	8	9	10
	29 Apr	6 May	13 May	20 May	27 May	3 Jun	10 Jun	17 Jun	24 Jun	1 Jul
	Physics Maths Ext 1 Soc & Culture	English Ext 1					Soc & Culture Visual Arts Economics	SLR Maths Standard Legal Studies Music	Biology Chemistry Maths Ext 1 Mod History English Ext1 Enterprise Comp PDHPE	Mathematics English Advanced Standard Studies EAL/D Business Studies

TERM 3, 2025

WEEK	1	2	3	4	5	6	7	8	9	10
	22 Jul	29 Jul	5 Aug	12 Aug	19 Aug	26 Aug	2 Sep	9 Sep	16 Sep	23 Sep
	Invest. Science Physics CAFS	Anc History Geography Software Eng.		Design &Tech	Engineer. St	English Ext 1 Ind Tech		Yearly Exams	Yearly Exams	Ind Tech