



**FAIRFIELD HIGH SCHOOL**

*Creativity Excellence Success*

# **Year 11 Assessment Handbook**

## **2024**

Assessment Subject Schedules  
Assessment Policy and Procedures  
Student Agreement Contract  
Assessment Forms  
Assessment Calendars

Fairfield High School

*Creativity Excellence Success*

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## YEAR 11 STUDENT & PARENT / GUARDIAN AGREEMENT

I have read the Fairfield High School Year 11 Assessment Handbook (2024) and understand that:

- all assessment, including informal tasks such as classwork and homework will be used in assessing my progress
- regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects
- I must sign to acknowledge receipt of an assessment task every time I receive a notification.
- I must keep a copy of all tasks I submit
- I must ensure that I receive a receipt upon submission of my task
- all work submitted by me is entirely my own work
- I must meet all assessment deadlines as set out in the schedules for each of my subjects
- If I miss an assessment task due to illness, I will provide the Head Teacher with a doctor's certificate(not backdated) and a completed Illness and Misadventure Form on the first day of my return to school
- if there is no valid reason supported by appropriate documentation for missing a task, I will receive a zero mark for that task and an 'N' Award warning letter will be sent home. The task must still be completed in order to meet course outcomes and to resolve the N Award Warning
- if I receive an 'N' Award warning letter, I am aware that I may attend the Homework Centre on Tuesday, Wednesday or Thursday afternoons until the task is completed
- if I receive two 'N' Award warning letters in a course, I will have an interview with the Deputy Principal and my parent/guardian to discuss the issue
- if I receive one or more N Award Warnings, I am at risk of not satisfying preliminary pattern of study requirements which may impact my ability to commence HSC components of courses.



I understand that failure to meet my obligations as a student of Fairfield High School may compromise my eligibility for a ROSA and HSC.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

I acknowledge that I have received and read the Year 11 Assessment Handbook (2024) and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook. I will support my child in meeting their obligations as a student of Fairfield High School and I understand that failure to do so may compromise their progression into the following year. I will make travel arrangements for my child after the Homework Centre.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return slip to the Deputy Principal or place it in the box for your relevant year.*





# Message from the Relieving Principal

On behalf of everyone at Fairfield High School, I extend a very warm welcome to all Year 11 students and parents as we embark together on the next exciting stage of the journey towards the 2025 NSW Higher School Certificate.

As those who have previously undertaken Stage 6 would say, there is a very high academic workload and much greater expectations than in the junior school, yet the next two years can be the most rewarding and satisfying time of your high school career.

In Year 11, you will have the opportunity to build upon the skills you have already developed and further refine your leadership and organisational skills as you engage in a range of cultural, sporting and other school experiences. Involvement in these activities is an important means by which you can ensure that you maintain a balanced life that is not solely focussed on your academic studies. You will also be expected to be an excellent role model for other students by being a good school citizen and demonstrating the maturity expected of senior students.

All teachers will have a strong expectation that you will apply yourself diligently at all times in each of your classes. This includes completing all assessment tasks in accordance with the NSW Education Standards Authority (NESA), as well as school requirements. Submission of tasks must meet deadlines set and, to achieve this, you will need to be highly organised in the way you manage your time. They will also provide you with a valuable means of gaining feedback on your performance as you work towards meeting Preliminary course requirements.

It is very important to note that all assessment tasks in Year 11 are compulsory, and students will not be permitted to progress to the HSC year until they have completed all NESA requirements for all courses studied.

You should remember that in the HSC courses, which you will commence in Term 4 2024, assessment tasks are worth 50% of your final HSC mark, and this will obviously provide you with the opportunity to gain marks before the HSC examinations by working consistently and with sustained effort.

It is important that all students and parents thoroughly read the following pages in this assessment handbook as they provide details about the specific assessment requirements of NESA and the school for each Preliminary course.

I wish you well as you strive to reach your potential during the next two years.

Yours sincerely,

Ms Natalie Isakov  
Relieving Principal







# Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Faculty Head Teacher:

CAPA	Mr J Harris
EAL/D	Ms V Veljkovic
English	Mr M Bianca
HSIE	Ms E Nikitin
Languages/Administration	Mr N Waesch
Mathematics	Mr J Fang
PDHPE	Mr A Johnson
Science	Ms A Galagher
SEU	Ms M Bianca
TAS	Mr A Singh



# Executive and Welfare Support Staff - 2024

These are some staff students and parents may approach for support with assessment issues:

Relieving Principal: Mrs N Isakov

Deputy Principal: Ms D Clarke (Yrs 8 & 11)

Ms K O'Sullivan (Yrs 9 & 12)

Mr K Erickson (Yrs 7 & 10)

Ms D Knapman

## YEAR ADVISERS AND ASSISTANT YEAR ADVISERS 2024

	<b>YEAR ADVISER</b>	<b>ASSISTANT YEAR ADVISER</b>
<b>Yr 7</b>	Ms Monica Ghaly - LaST Staffroom	Ms Camille Amon - LaST Staffroom
<b>Yr 8</b>	Ms T Devarkonda – LaST Staffroom	Ms J Oliveria – EAL/D Staffroom
<b>Yr 9</b>	Ms A Kezic – PDHPE Staffroom	Mr J Bartlett – PDHPE Staffroom
<b>Yr 10</b>	Ms S Calver – EAL/D Staffroom	Ms M Huang – Maths Staffroom
<b>Yr 11</b>	Ms A Saliba – PDHPE Staffroom	Ms C Stibbard – LaST Staffroom
<b>Yr 12</b>	Mr H Mgbemene – HSIE Staffroom	Mr M Bailey – HSIE Staffroom

The purpose of this, the Year 11 Assessment Handbook 2024, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Fairfield High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereby referred to as NESA). This handbook also contains the assessment schedule for all Preliminary courses at Fairfield High School. It expands upon the General Information about the HSC provided in the Stage Six Subject Selection Booklet.

At the commencement of both the Preliminary (Year 11) and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the school website.

## Section 1: General Information About the HSC

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

### ELIGIBILITY

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

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

### PATTERN OF STUDY

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

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses

- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

## **HSC RECORD OF ACHIEVEMENT**

HSC results are available in the NESA Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online.

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

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

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

## **PERFORMANCE BANDS**

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The Performance Bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

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

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

## HSC MINIMUM STANDARDS

Students need to meet a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

## STUDENTS ONLINE

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentsonline.nesa.nsw.edu.au>

A NSW Government website

**Students Online - for NSW students in Years 10 to 12**  
NSW Education Standards Authority

Home My account Help Contact us **About**

### About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), [HSC exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

### Your account – My Details

My Details is where you will find your personal study details, including your:

- contact details
- course enrolments
- grades and HSC marks
- personal HSC timetable
- HSC assessment ranks.

If any of your personal details are incorrect in your account, tell your school immediately. You are also able to generate an eRecord PDF of your results to date.

### Login

Student Number:

PIN:

I'm not a robot

reCAPTCHA  
Privacy - Terms

**Login**

OR

**Activate account**

Click on [activate your account now](#)

# Activate your Students Online account

Access your enrolment details, see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

We provide two services to help you gain access to your Students Online account:

1. If your email address is registered with us, we can email you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.
2. If your mobile phone number is registered with us, we can sms you a verification code you can use on the next screen to validate your account and allow you to create a new PIN.

Enter your student number to view available options. If you do not know your student number you can use the forgotten student number option.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

## Activate my account

Student number \*

Next >

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the [Help and Advice Using Students Online](#) page or see the Head Teacher Secondary Studies.

## DISABILITY PROVISIONS

Disability provisions are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the NESA website for more information about Disability Provisions.

## An introduction to a different way of learning

It is generally recognised that senior students learn more effectively when:

- they have as much choice and control as possible over their own studies
- they have the opportunity to work alone but with guidance
- they enjoy a variety of teaching and learning techniques and experiences
- they understand how learning happens
- they are responsible for their own learning

At Fairfield High School, the senior school is structured to allow this to happen. We have:

- students studying TAFE subjects, attending TAFE at the timetabled time
- NESA requirements for the HSC qualification monitored by teachers in each subject
- a Homework Centre, staffed by teachers, that operates in the library on Tuesday Wednesdays and Thursdays from 3.15 pm – 4.15 pm
- timetable flexibility which allows students with study periods the flexibility to work in the Canteen under cover area or in the library or at home. These are periods when formal lessons are not timetabled. Year 11 students do not need to be at school if they are not timetabled for a lesson Period 1 or at the end of the school day. Students with study periods in the middle of the day must remain at school
- the library provides students access to the internet and at times a qualified teacher to assist them with their assessments and study skills

## Study Expectations of our Senior Year 11 Students

It is important that students understand that while they have greater independence and flexibility than junior students, it is expected that due care and responsibility will be exhibited by all senior students.

Students are expected to:

- be safe, respectful learners who belong at Fairfield High School (FHS)
- be responsible, self-disciplined and a credit to their school (this is particularly important when walking/driving to school or in the public eye)
- wear full school uniform at all times, including travelling to and from school and on school activities
- wear their school uniform in the appropriate manner
- maintain our high standard of behaviour by following the FHS Care code, all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example
- be self-disciplined enough to work and be motivated independently
- apply themselves to their studies to the best of their ability
- be on time to school and for each class and be in all classes (because of HSC requirements for application to studies)

During study periods, Senior Students may not:

- be in the playground playing games or go to the canteen
- interfere with PE lessons
- disrupt the learning of any other student within the school
- loiter in cars or in areas near the school
- drive cars on to school grounds or be a passenger in a student-driven car
- leave school grounds to go to the shops or for any other reason without parental consent



## Attendance

The Deputy Principal and Head Teacher Secondary Studies will monitor students' attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will occur to discuss issues.

- Students are expected to attend school on time every day in order to meet the requirements for their HSC courses. School begins at 8.50am. Students who are continually late to school will be given consequences.
- Students are expected to attend all timetabled lessons.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is available for recess and lunch.
- If a student is absent because of illness or for some other acceptable reason:
  - (i) a note stating the reason for the absence must be brought to the front office on the first day of return from absence; or
  - (ii) a doctor's certificate.
- A doctor's certificate must be supplied if absent for an assessment task along with an Illness / Misconduct Form. This must be provided to the Head Teacher of the faculty the next day the student returns to school after their absence.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and letters sent home.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year or achieving the HSC. Any request for holiday leave **MUST** be approved by the Relieving Principal prior to going on leave.
- Leave will not be granted during examination periods unless there is a known medical condition.
- Student absences are recorded on student reports – documenting both whole days explained and unexplained absences and partial day explained and unexplained absences.
- A student who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.
- Students must maintain a high attendance rate in order to demonstrate course outcomes to meet requirements for Year 11 RoSA and HSC eligibility. Extended absences must be justified by a doctor's certificate.

## Flexible Attendance – Study Periods

- Students may be granted the privilege of flexible attendance in the first term of Year 11, subject to conditions. This is authorised by the Relieving Principal and Deputy Principal, provided students consistently follow school rules and expectations.
- Students must scan in at the front office upon arrival when they have flexible attendance and similarly scan out in the afternoon.
- When scanning, students with flexible attendance will need to show their official timetable to the office.
- Students must be on time to school – they should arrive at least 20 minutes prior to the lesson on the timetable.
- When a student has a timetabled study period during the school day, they must study quietly in the Senior Learning Areas (Library / canteen undercover area). Students' whereabouts must be accounted for at all times, particularly in case of emergency.
- Students with incomplete/unsubmitted work will have their flexible attendance revoked. Study periods must be used productively. Consequences can be administered if they are not.
- Once students have arrived at school, they are not allowed to leave the school premises again throughout the day, unless they have an authorised leave pass from the Deputy Principal.
- Flexible attendance privileges can be withdrawn if a student truants, persistently arrives late or lends their flexible attendance timetable to another student.
- In case of an evacuation during a flexible study period, students are to evacuate to the Back AFL oval and sit in their roll call line.

## Medical Appointments

It is expected that, whenever possible, all medical/dental appointments will be made outside of school hours. If time is taken away from school due to medical appointments, please request a doctor's certificate where appropriate to present to the school. This includes all early leave requests for medical or dental appointments. A doctor's/dentist certificate must be submitted to the Deputy Principal or office the following day, otherwise the absence will be recorded as 'unjustified'.

## TAFE (External Delivery of Vocational Education Training (TVET) Attendance)

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate in jeopardy if they do not meet TAFE course requirements.

A student's attendance at a TAFE course will affect their Higher School Certificate. The Careers Adviser coordinates all TAFE applications. Students must:

- attend all TAFE classes. TAFE classes take priority over everything else. This includes examinations, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher. If problems are not resolved, see the Careers Adviser
- complete all set assignments
- complete work placement where relevant
- attend all meetings
- behave in an appropriate manner, while on public transport and at TAFE
- have their attendance card signed every week by the TAFE teacher. This will be the student's record of attendance
- scan out at the front office each week when leaving for TAFE

**NOTE:** The majority of TAFE courses will conclude at the end of Term 3.

Students may not study a course at TAFE or Distance Education if it is available to be studied at school.

Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

## Senior Course Requirements

The senior courses are based on a number of periods for each course. A 1-Unit course equals 4/5 x 50-minute periods per cycle and a 2-unit course equals 9 periods per cycle.

To be awarded the HSC, a student must successfully complete all requirements for each course and a minimum of 12 units of Preliminary courses and 10 units of HSC courses.

Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC. These units of study may not be substituted for units at school.

At Fairfield High School, all students study 12 units in Year 11 and a minimum of 10 units in Year 12 at school. Saturday School is in addition to this. This can only be varied with written permission from the Relieving Principal. It is expected that, if a course is offered at Fairfield High School, students must enrol in the course at school. Enrolment in some courses at TAFE is not permitted.

In Year 12, a student may only reduce the number of units studied for the HSC from 12 units to the minimum requirement of 10 units with parental consent. Students and parents complete a *Change of Subject Form*, indicating the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a NON-ATAR HSC. When a change of HSC pathway, from ATAR to NON-ATAR, is requested, the parent will need to provide written consent to the Deputy Principal or Head Teacher Secondary Studies for this to occur.

## Examinations and Reports

Full school uniform must be worn to examinations. Students will be sent home if not in correct uniform or late for examinations and may receive a zero.

The school has one formal examination in Year 11. This is the Yearly Examination in Term 3.

Reports are issued twice a year to provide parents with the following information:

- student's progress and attitude in various subjects
- teachers' feedback on students' achievement
- student's examination mark, examination rank and cumulative rank

Students are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

## HSC Major Works in 2025

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are Society and Culture, Industrial Technology and Visual Arts. Major Works are usually due in Term 3 and can only be commenced at the beginning of the Year 12 course. These Major Works are externally assessed by NESAs and the subject teacher will be able to provide details of these projects. As they are externally assessed, they have specific non-negotiable deadlines for completion.

## Fees

There are learning fees for Year 11. These are used to supplement government funding and make possible such purchases as library books, photocopies of worksheets, reports, sporting equipment, musical instruments and textbooks.

The learning fees are expected to be paid by the students in Term 1. This allows for appropriate resources to be purchased.

## Textbooks

Senior students may require many textbooks. These are supplied by the school and may be taken home. These books are expensive and must be cared for. Students will be asked to pay the cost of replacing books if they are lost or damaged.

## Student Services

### Year Adviser

Students are encouraged to discuss any problems that they may be having at school with their Year Adviser. This can include problems with learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about students' progress and behaviour from the teachers. Parents can make an appointment with the Year Adviser to discuss their child's progress. The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

### Careers Adviser

The Careers Adviser can give students information, guidance and counselling about:

- careers and courses
- subject selection for students who want to continue with further education
- work experience
- part-time Traineeships
- school delivered Vocational Education courses (VET)
- TAFE Delivered Vocational Education courses (TVET)
- apprenticeships/traineeships
- the world of work

- resume and cover letter writing and the preparation of a portfolio
- making the transition from school to work
- links to employers and to local community partnerships

Students should regularly check their Department of Education (DoE) email for information about careers, HSC information and be proactive in speaking with the Careers Advisor about their prospective careers.

### **Head Teacher Student Engagement**

The Head Teacher Student Engagement monitors attendance and provides students with advice about alternative pathways while at school and guidance with subject selection and career choices. Head Teacher Student Engagement, along with the Careers Advisor, assist Year 11 students with developing a plan for their future whether at university, TAFE or work.

If students have any concerns about their progress at school and are uncertain about which pathway to follow to achieve success, they should make an appointment with the Head Teacher Student Engagement. Many students are also referred by their Year Adviser and Deputy Principal.

### **Head Teacher Welfare**

The Head Teacher Welfare coordinates student welfare programs to promote awareness of welfare issues and assists all students with any problems which they feel they need to discuss or solve. The Head Teacher Welfare is available at any time for interviews and special requests. Parents can also make appointments with the Head Teacher Welfare.

### **School Counsellor**

The school Counsellor is trained to help students when they have emotional problems. Students can ask the Counsellor for help when they have problems in:

- their friendships with others
- preparing for examinations
- their relationship with teachers or parents.

Appointments to see the Counsellor may be made by students, their parents/guardians or their teachers, by contacting the Counsellor or the Deputy Principal.

### **Library**

The school library is available to all students from 8.00am until 3.15pm Monday to Friday. The Homework Centre operates in the school library Tuesday, Wednesday and Thursday afternoons from 3.15pm – 4.15 pm. The Library provides books and magazines to read for pleasure and general interest, as well as encyclopedias, magazines and pamphlets to support your studies. There are a number of computers available for student use. The Library has the facility to provide internet usage for students using their DoE student log-in.

Students must have their ID card in order to borrow books. Senior students may borrow up to six books per cycle. Videos/DVDs may be borrowed overnight by senior students. One photocopier is located in the library. There is a charge for photocopying. Students must go to the library counter to place money on their ID cards to photocopy or print.

### **Computer and Internet Usage at School**

Students have access to computers and the internet in the Library, before school, during Recess and Lunch and after school hours at the Homework Centre.



## Section 2: Record of School Achievement and Higher School Certificate

*This section deals with the specific requirements for eligibility for the award of the Record of School Achievement and Higher School Certificate.*

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

### RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *Year 11 Assessment Handbook 2024* which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Assessment Schedules (found in the *Year 11 Assessment Handbook 2024*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
  - Will be used to measure student performance in each component of a course.
  - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
  - Specify a mark/weighting for each assessment task.
  - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Head Teacher Secondary Studies will also be notified.



- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

## RESPONSIBILITIES OF THE STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *Year 11 Assessment Handbook 2024*.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their Teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

## COMPLETION OF SCHOOL-BASED ASSESSMENT

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

### ACE 8019: Satisfactory Completion of a Preliminary or High School Certificate Course: Course Completion Criteria

The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.



*ACE 8073: Completion of HSC school-based assessment tasks*

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

*ACE 8078: Non-completion of HSC school-based assessment: failure to submit tasks*

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

*ACE 8079: Non-completion of HSC school-based assessment: principals must warn students*

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

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





## Section 3: HSC Assessment Information

### What Should Students Know About the Assessment?

- The assessment will measure the student's achievement of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against the school's performance in the external examination.
- The weightings for the component parts of the course will vary from subject to subject.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2 Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised, at least two weeks in advance, of any task that is to be used for assessment purposes. They will be issued an Assessment Task Notification. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given.

All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated.)

### Assessment Task Information

Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task

Students must receive adequate feedback in relation to the task and their performance. Reports will be given twice a year.

### Submission of Assessment Tasks

Assessment tasks must be submitted at the beginning of the timetabled lesson of that subject. Any changes to this rule will be clearly stated in the Assessment Task Notification issued by the faculty/teacher. Tasks completed at home must be submitted directly to the teacher. Every written assessment task should have a cover sheet. In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. Students should ensure that they receive an official FHS receipt slip for every task they submit.

In the case of all written assessment tasks, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and it will provide a student with security against loss or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.



## **Electronic Submission of Assessment Tasks**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When this is required or permitted, the task may be submitted electronically. When electronic submission does occur, the following rules will apply:

- 1) the school will not be responsible for unreadable, unusable or virus infected files or media
- 2) the school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers
- 3) the assessment task should be readily identifiable
- 4) an assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied
- 5) the school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work

## **Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task**

Assessment tasks must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task. The Head Teacher will contact parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Award Warning letter will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip. The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero, then it is a matter for the teacher's professional judgement whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence. This will be done with Relieving Principal consultation and approval.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Award Warning must be given in writing in time for the problem to be rectified and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and NESA policies followed. This may result in an 'N' Determination in the course.

### ***Request for extension of a due date***

If a student requires additional time to complete a task, negotiation before the due date must be made with the teacher, Head Teacher, and Deputy Principal. Students must apply in writing using the "Extension of time for an assessment task" form. This form is used when a student has a satisfactory reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The form must be handed in to the Head Teacher at least three days prior to the task deadline. The subject Head Teacher will decide if the reason stated is satisfactory.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

## **Absence from an Assessment Task or Examination and Other Cases of Misadventure**

### ***Absence due to illness***

Students must make every effort possible to be present at an assessment task or examination.

If students are absent on the day of an assessment task or examination, they must ring and notify the school of the absence before 9.00am.

Students must bring a valid doctor's certificate immediately upon the first day of return, in order to verify absence. Certificates must not be backdated and must be handed in on the day of return to the relevant Head Teacher. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

### ***Other cases of misadventure***

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

A misadventure application form must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher on the day of return to school, or earlier in the case of a prolonged absence.

### ***Other circumstances relating to illness or misadventure***

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

- 1) The paper will be marked along with all the others.
- 2) The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
- 3) If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
- 4) If the new mark is significantly below expectations, it will be set aside, and an estimated mark will be given instead.

In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure before an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

## ***Late attendance for an assessment task or examination***

Students who arrive late for an assessment task due to circumstances beyond their control should report immediately to their classroom teacher or the Head Teacher concerned. The Head Teacher will determine an appropriate course of action. Documentation will need to be provided outlining the reasons for late attendance. It should not be expected that additional time will automatically be given.

## **Alleged Malpractice in Assessment Tasks or Examinations**

Malpractice or cheating is dishonest behaviour by a student that gives them unfair advantage over others. Any form of malpractice, including plagiarism is unacceptable and we treat these allegations very seriously.

The following is a list as identified by NESA (NSW Education Standards Authority)  
It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own (plagiarism)
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- non-serious attempts, including only attempting a small section of the assessment task or exam e.g. multiple-choice questions and answering questions in a language other than English (unless specifically instructed to do so)

Detected malpractice will limit your marks and jeopardise your ROSA/Preliminary HSC or HSC qualification.

If the student is suspected of malpractice, the student will need to show that all unacknowledged work is entirely their own by proving and explaining of the work process e.g. progressive drafts or answering questions about the assessment task, exam or submitted work to demonstrate their knowledge, understanding and skills.

If any malpractice is confirmed, the student will be given a zero and an N Award warning and parents contacted.

The school will register the malpractice on Schools Online as mandated by NESA. NESA will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results.

## **Invalidating An Assessment Task**

An assessment task may need to be declared invalid if it can be clearly demonstrated that:

- either one or more students were given an unfair advantage.
- the task was interrupted due to disruptions like an emergency evacuation; or
- the task produced results that are significantly different to those expected to be produced by the cohort.

Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue in writing with their class teacher and the faculty Head Teacher within 5 school days from the due date of the task or the task results being distributed. The Faculty Head Teacher will investigate the claim and, in consultation with the Head Teacher, Secondary Studies and Senior Executive, will make a final determination on the validity of the task.

In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

## School Misplacement of Assessment Submissions or Corruption of Digital Files

Should the class teacher or teacher marking assessments misplace a student's:

a. Take home assessment, the teacher will:

- Immediately report this to the faculty Head Teacher, Head Teacher Secondary Studies, and year 12 Deputy Principal
- Advise the student and parent / carer
- Request that the student provide the receipt for the submission of the assessment task
- Request the student to provide a copy of the submitted assessment task for marking

If no acknowledgement receipt and copy of the task can be supplied, the student will be: awarded a zero mark; issued an N-Award Warning; and be expected to redo the task.

b. In-class assessment or examination, the teacher will:

- Immediately report this to the faculty Head Teacher, Head Teacher Secondary Studies and the Year 12 Deputy Principal who will then collectively:
  - Advise the student and parent / carer
  - Request that the student provide the receipt for the submission of the assessment task as proof of attendance and submission, and once provided;
  - Offer the student to re-sit the in-class assessment or examination and / or
  - Calculate an estimate for the task based on the students performance in: the resat task or examination; other assessments that the student has completed; as well as the cohorts performance in the in-class task or examination. If the estimate is calculated early in the course, a re-calculation will occur once all assessments for the course have been completed.
  - Advise the student and parent / carer of both the initial and final estimate.
- Document all conversations and correspondence in accordance with current school processes for future reference.

Should the student not accept either outcome, the student can lodge an Appeal of the student's final rank in the course in accordance with NESA's processes.

## Academic Review

Each term the Academic Review process occurs. The Head Teacher Secondary Studies with the Deputy Principal and Principal, lead interviews with students and their parents. The students selected for the interviews are the ones at risk of being N Determined. The criteria for students to be on the Academic Review is that they have three or more N Award Warning letters from across three different Key Learning Areas. The purpose of the Academic Review is to inform students and their parents that the N Award Warnings, either assessment tasks or classwork must be completed or the student may receive an N Determination and not receive HSC credential from NESA.

Support systems will be offered to the student. If the student redeems their N Award Warnings within the time frame given by the Principal, they will achieve their credential. If not, the Principal will inform NESA and the student will not receive their credential. It is important for all students to submit their tasks and communicate with their teachers if they require an extension or further assistance.

## Disability Provisions

A student may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

Parents/guardians are responsible for providing all documentation and informing the school of their child's disability.

Successful applicants will be granted provisions that are appropriate as determined by NESA or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

### **Administration of Disability Provisions in the School**

Some disability provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

- 1) For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
- 2) Once NESA approves disability provisions, arrangements are made with NESA officers and the parents/guardians and student(s) will be notified.



## Section 4: Vocational Education & Training (VET) Courses

### Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- designed to meet industry training needs
- has industry support in course design and delivery
- based on national training packages where available
- derived from national industry standards where available written and assessed in competency based terms
- provides a clearly defined pathway through recognition by TAFE and/or industry
- credentialed by NESAS and is nationally recognised through the Australian Qualifications Framework delivered and assessed by a Registered Training Organisation (RTO)

Students will be informed of the following aspects of the course by their teacher in class:

- course requirements (specifics are provided at the beginning of the course due to the evolving nature of the training packages)
- work placement information
- assessment procedures (not all subjects are included in this booklet)
- how to obtain a unique Student Identifier (USI) code required by all VET students across Australia

### Completion of Course Requirements in a VET Course

As with all other stage 6 courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other Stage 6 course.

### VET Assessment

#### Competency Assessment

VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualifications that a student will receive. External Assessment – HSC Examination is an optional examination and can be used for inclusion in the ATAR as a 'Category B' subject. This examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.



## Credentialing Courses in the VET Curriculum Frameworks

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved. Students can access their own information by logging on to the NESA website.

## Credentialing TAFE Delivered VET Content Endorsed Courses

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

## Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240 hour course = 70 hours work placement.

For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course, they must have satisfactorily completed their work placement. This is a requirement of NESA. For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the school. It is the student's responsibility to be ready to attend placement offered and refusal to complete placement may result in an 'N' Determination. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement. This may require 4 – 6 weeks' notice in order to organise a suitable placement. Travel to and from the work placement is the student's responsibility.

## Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' employment may be recognised towards the requirement for work placement in a VET course.

- 1) Under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor.
- 2) If undertaken concurrently with the VET course, the employment must meet the following conditions:
  - the minimum length of employment should be greater than the minimum hours of work placement
  - the student should undertake the employment during the duration of course
  - the workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment
  - the primary purpose of the employment function is related to the industry area of the course
  - the enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry

- where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings. Generally, only half the hours for a course will be considered
- student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements
- where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees
- under NESAs guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school

## **Recognition of Prior Learning (RPL) for VET Courses**

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Fairfield High School.

## **Students Transferring into VET Courses (regarding recognition of prior learning)**

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures.

- 1) An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)
- 2) In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).
- 3) Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
- 4) If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

## **Students Undertaking Multiple VET Courses**

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESAs. However, they will be able to claim the "hours" credit for a unit of competency in one VET course only. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

## VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

Step 1: Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

Step 2: Written appeal with evidence to be presented to VET Coordinator.

Step 3: A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4: A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.

## The Benefits of the Unique Student Identifier (USI) System

The USI has many benefits for students including:

- being able to get a complete record of their Australia wide VET achievements from a single, secure and accurate online source from a computer, tablet or smart phone anywhere and anytime
- immediate access to all their VET records. This means they can be quickly given to employers, training organisations and others as proof of VET achievements

It will be easier for training organisations to assess students' pre-requisites, credit transfers and Recognition of Prior Learning (RPL). This can result in students taking less time to complete training and potentially reduce training costs.

## The Student's USI Online Account

Students will be asked on the USI Student Declaration to identify their preferred way of contact. This can be by email, mobile phone or post. It is strongly recommended that student's select either email or mobile phone as their preferred method of contact. This will make it easier to create their online account and to retrieve forgotten passwords.

Students can manage their USI account from the Student Log In on the Student page on the USI website, [www.usi.gov.au](http://www.usi.gov.au)

## Once a student has created their USI account they will be able to:

- give their USI to each training organisation they study with
- view and update their details in their USI account
- give their training organisation permission to view and/or update their USI account
- give their training organisation view only access to their transcript
- control access to their transcripts (official results notice)
- view online and download their training records and results in the form of a transcript



# Assessment Task Form Extension Request

This form is to be completed and signed by a parent / guardian.  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for extension request (attach any supporting documentation):</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision – Extension Granted?</b>	<b>New Due Date:</b> (if approved)
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>EXTENSION REQUEST – DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Extension granted:      YES   NO</b>	<b>New Due Date:</b>





# Assessment Task Form Illness / Misadventure

This form is to be completed and signed by a parent / guardian.  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for illness/Misadventure:</b>	
<b>Medical Certificate attached?</b> YES    NO	<b>Other documentation attached?</b> YES    NO
<b>Parent statement attached?</b> YES    NO	<b>Teacher statement attached?</b> YES    NO
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Class Teacher Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>ILLNESS/MISADVENTURE - DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>





# Student Appeal Misadventure Form

Student's Name: ..... Signature: .....

Year: ..... Roll Class: ..... Date: .....

In lodging an appeal, you are asking the Principal to reconsider the decision that has been made about you. An appeal may be about Assessment Decisions and Disciplinary Action.

The Principal in consultation with an Executive Member will;

- review the line of action taken;
- give consideration to your statement in support of your appeal;
- decide whether there is sufficient evidence to change the original determination.

I wish the Principal to reconsider the following decision made about: *(List down the decision made)*

.....

.....

.....

### Student Statement in Support of the Appeal / Misadventure

please write in detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal.

*My appeal is based on the following grounds:*

.....

.....

.....

.....

### Principal's Recommendations / Action

.....

.....

Principal's Signature: .....

Date:.....





# Assessment Task Form Cover Sheet

<b>Name:</b>	<b>Class:</b>
<b>Course:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Task Due:</b>	
<b>Date Received:</b>	<b>Mark/Grade:</b>
<b>Teacher:</b>	

By signing my name, I certify that:

- This task is my OWN work, based on my personal study and/or research.
- I have not copied, in part, or in whole, or otherwise plagiarised (copied) the work of other students or the internet.
- I have acknowledged all the material and sources used in the preparation of this assessment task in a
- Final tasks based on group work are not the same as other students' work.
- I have kept a copy of my assignment and the receipt below.
- I UNDERSTAND THAT ZERO MARKS WILL BE AWARDED IN THE SECTIONS IDENTIFIED AS NOT COMPLYING WITH THE ABOVE-MENTIONED GUIDELINES.

Student's Signature: .....

Date: .....



## ASSESSMENT TASK RECEIPT

*(This receipt MUST be kept as proof of assessment submission)*

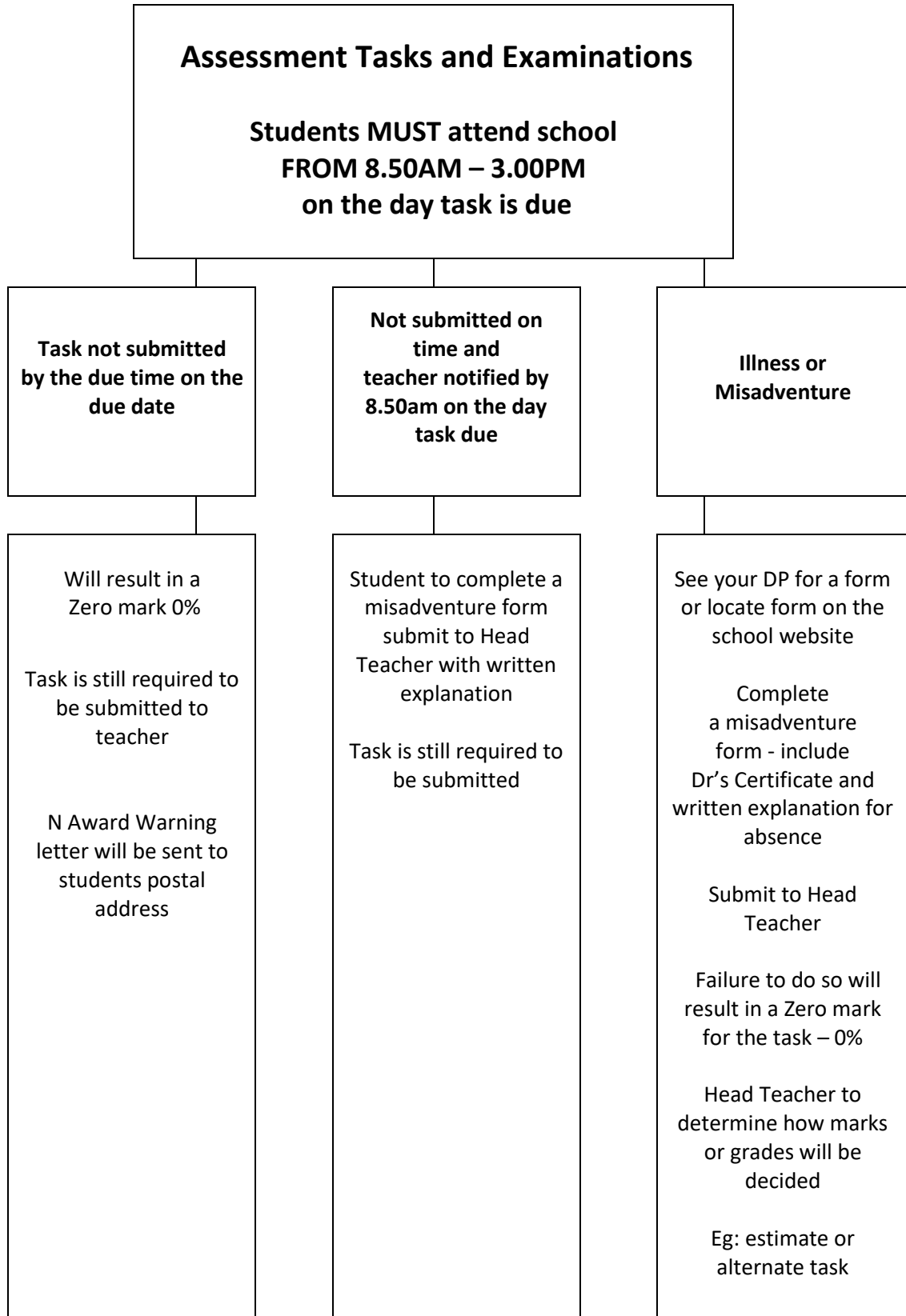
<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Due:</b>	<b>Date Received:</b>
<b>Teacher Signature:</b>	







# School Procedures for Students Who Miss Or Do Not Submit Assessment Tasks





# Course Completion Criteria

## YOU need to Show evidence of...

(a) following the course developed by the [NSW Education Standards Authority](#)

- ✓ In each of your subjects.
- ✓ The syllabus details.
- ✓ The content or information of classwork.
- ✓ Completed all classwork and assessments.

(b) Applied yourself with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time.
- ✓ Sustained effort means keeping working continuously.
- ✓ Set tasks = class work, activities and assessments.
- ✓ Experiences = excursions and all activities.
- ✓ Attending all classes

(c) Achieving the course outcomes

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

- ✓ Following the teacher's guidance in what is required in the course.
- ✓ Succeed in completing classwork.
- ✓ Completing assessments, tests and examinations successfully.
- ✓ Work is handed in ON TIM

### ATTENDANCE - 85% or more

- ✓ 85% or more attendance rate.
- ✓ Full day absences = expectation of a parent note and doctor's certificate.
- ✓ Late to school = note from parent with a valid reason.
- ✓ Leaving school early = note from parents with a valid reason.

**Do you meet these requirements?**



# Assessment Schedules

## Preliminary courses 2024

Assessment Schedules are issued to students by their course teachers. Students sign the document to acknowledge receipt of the Assessment Schedule.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

The assessment of a student's achievement throughout the stage 6 course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue commence HSC components of courses.

### ***STUDENT INSTRUCTIONS:***

- \* Ensure you have collected all Assessment Schedules for your stage 6 courses from your class teachers.
- \* Refer to the Assessment Schedules for all your stage 6 courses.
- \* Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks for your courses.
- \* Keep Assessment Handbook for future reference.
- \* Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESAs regulations.



# Assessment Task Calendar

## Term 1 2024

Week	Dates	Course	Task
1A	30/01/24 – 02/02/24		
2B	05/02/24 – 09/02/24		
3A	12/02/24 – 16/02/24		
4B	19/02/24 – 23/02/24		
5A	26/02/24 – 01/03/24		
6B	04/03/24 – 08/03/24	Investigating Science	Depth Study
7A	11/03/24 – 15/03/24	Ancient History	Case Study
		Business Studies	Portfolio of Work
		Chemistry	Depth Study
		Mathematics Standard 1	Research Task
		Music	Viva Voce & Student Devised Aural Analysis
		Society & Culture	Report
8B	18/03/24 – 22/03/24	Arabic	Personal Identity
		Biology	Depth Study
		English EAL/D	Module A: Language & Texts in Context
		Exploring Early Childhood	Case Study – Research
		Legal Studies	Essay
		Mathematics Advanced	Research Task
		Modern History	Source Analysis & Essay
		Photography, Video & Digital Imaging	Artist Focus Report & Photographic Submission
		Sport, Lifestyle & Recreation	Fitness
		Work Studies	Job Application
9A	25/03/24 – 29/03/24	Mathematics Extension 1	Research Task
		Personal Development, Health & Physical Education	Case Studies – Better Health for Individuals
		Physics	Depth Study
		Visual Arts	Portfolio of Experimental Works
		Visual Design	Visual Design Project 1 & Visual Design Diary
10B	03/04/24 – 05/04/24	Community & Family Studies	Research Methodology: Stimulus Report
		English Advanced	Common Module: Reading to Write Task
		English Extension 1	Critical Response Literature Review Multimodal Presentation
		English Standard	Reading to Write: Imaginative Composition
		English Studies	Cover Letter, Resume & Interview
11A	08/04/24 – 12/04/24		





# Assessment Task Calendar

## Term 2 2024

Week	Dates	Course	Task
1A	29/04/24 – 03/05/24		
2B	06/05/24 – 10/05/24	Visual Arts	Research Task & Extended Written Response
3A	13/05/24 – 17/05/24		
4B	20/05/24 – 24/05/24	Business Studies	Business Report
		Legal Studies	Case Study Presentations
		Mathematics Advanced	Preseen Problems Test
		Mathematics Standard 1	Preseen Problems Test
		Music	Composition Portfolio & Aural Analysis
5A	27/05/24 – 31/05/24	Ancient History	Historical Investigation
		Arabic	Health
		Biology	Practical Examination
		Exploring Early Childhood	Child Health & Safety
		Mathematics Extension 1	Preseen Problems Test
		Modern History	Historical Investigation
		Photography, Video & Digital Imaging	Body of Work Presentation
		Society & Culture	Research Task
		Sport, Lifestyle & Recreation	Resistance Training
Work Studies	Case Studies Analysis		
6B	03/06/24 – 07/06/24	Physics	Practical Examination
7A	11/06/24 – 14/06/24	Investigating Science	Practical Examination
8B	17/06/24 – 21/06/24	Business Studies	Business Report
		Chemistry	Practical Examination
		English EAL/D	Module C: Texts & Society
9A	24/06/24 – 28/06/24	Modern History	Historical Investigation
		Ancient History	Historical Investigation
		Personal Development, Health & Physical Education	Video / Theoretical Analysis: The Body in Motion
		Society & Culture	Research Task
10B	01/07/24 – 05/07/24	Community & Family Studies	Individuals & Groups: Movie Analysis
		English Advanced	Module B: Multimodal Presentation
		English Extension 1	Creative Response / Reflection Statement
		English Standard	Multimodal Presentation
		Legal Studies	Case Study Presentation
		Visual Design	Visual Design Project 2 & Visual Design Diary





# Assessment Task Calendar

## Term 3 2024

Week	Dates	Course	Task
1A	23/07/24 – 26/07/24		
2B	29/07/24 – 02/08/24		
3A	05/08/24 – 09/08/24	Exploring Early Childhood	Yearly Examination: Case Study
		Personal Development, Health & Physical Education	Yearly Examination
		Sport, Lifestyle & Recreation	Yearly Examination
4B	12/08/24 – 16/08/24	Personal Development, Health & Physical Education	Yearly Examination
		Exploring Early Childhood	Yearly Examination: Case Study
		Sport, Lifestyle & Recreation	Yearly Examination
5A	19/08/24 – 23/08/24	Exploring Early Childhood	Yearly Examination: Case Study
		Music	Presentation of Performance with Analysis & Aural Examination
		Sport, Lifestyle & Recreation	Yearly Examination
		Work Studies	Portfolio of Tasks
6B	26/08/24 – 30/08/24		
7A	02/09/24 – 06/09/24		
8B	09/09/24 – 13/09/24	Ancient History	Yearly Examination
		Arabic	Yearly Examination
		Business Studies	Yearly Examination
		Legal Studies	Yearly Examination
		Mathematics Advanced	Yearly Examination
		Mathematics Extension 1	Yearly Examination
		Mathematics Standard 1	Yearly Examination
		Modern History	Yearly Examination
		Society & Culture	Yearly Examination
Work Studies	Portfolio of Tasks		
9A	16/09/24 – 20/09/24	Ancient History	Yearly Examination
		Arabic	Yearly Examination
		Biology	Yearly Examination
		Business Studies	Yearly Examination
		Chemistry	Yearly Examination
		Community & Family Studies	Yearly Examination
		English Advanced	Preliminary Examination
		English EAL/D	Yearly Examination: Module A, B & C
		English Extension 1	Yearly Examination
		English Standard	Yearly Examination
		Investigating Science	Yearly Examination
		Legal Studies	Yearly Examination



		Mathematics Advanced	Yearly Examination
		Mathematics Extension 1	Yearly Examination
		Mathematics Standard 1	Yearly Examination
		Modern History	Yearly Examination
		Photography, Video & Digital Imaging	Photography Examination & Photographic Submission
		Physics	Yearly Examination
		Society & Culture	Yearly Examination
		Visual Arts	Body of Work & Yearly Examination
		Visual Design	Yearly Examination
		Work Studies	Portfolio of Tasks
10B	23/09/24 – 27/09/24	Community & Family Studies	Yearly Examination
		English EAL/D	Yearly Examination: Module A,
		English Studies	Portfolio of Work Across Modules







# Assessment Task Calendar

## Term 4 2024

Week	Dates	Course	Task
1A	14/10/24 – 18/10/24		
2B	21/10/24 – 25/10/24		
3A	28/10/24 – 01/11/24		
4B	04/11/24 – 08/11/24		
5A	11/11/24 – 15/11/24		
6B	18/11/24 – 22/11/24		
7A	25/11/24 – 29/11/24		
8B	02/12/24 – 06/12/24		
9A	09/12/24 – 13/12/24	English Studies	Formal Written Examination
10B	16/12/24 – 20/12/24		





# Ancient History

## Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Case Study	Historical Investigation	Yearly Examination
<b>Outcomes:</b>	AH11-1 AH11-5 AH11-10	AH11-2 AH11-6 AH11-7 AH11-8	AH11-3 AH11-4 AH11-9
<b>Timing:</b>	Term 1 Week 7	Term 2 Week 5 & 9	Term 3 Week 8 - 9
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of course content	40%	15%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%
Historical inquiry and research	20%	0%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%
	100%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study	30%	AH11-1 AH11-5 AH11-10	Case study on Troy
2	Historical Investigation	30%	AH11-2 AH11-6 AH11-7 AH11-8	Individual and independent Historical Investigation.
3	Yearly Examination	40%	AH11-3 AH11-4 AH11-9	Examination structured with three sections each requiring either an essay response or short answer responses.





# Arabic

## Year 11 Assessment Outline 2024

**SYLLABUS COMPONENTS:**

Component Weighting	TASK 1	TASK 2	TASK 3
<i>Task:</i>	Personal Identity	Health	Yearly Examination
<i>Outcomes:</i>	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.4 LAR6-3.5 LAR6.3.6	LAR6-1.1 LAR6-1.2 LAR6-1.3 LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.5	LAR6-1.1 LAR6-1.2 LAR6-1.4 LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.3 LAR6.4.1 LAR6.4.2 LAR6.4.3
<i>Timing:</i>	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 8 - 9
Listening	30%	20%	10%
Speaking	20%	0%	10%
Reading	30%	0%	10%
Writing	20%	10%	10%
	100%	30%	40%

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Personal Identity	30%	LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.2 LAR6-3.3 LAR6-3.4 LAR6-3.5 LAR6.3.6	<p><b>Listening:</b> Candidates will listen to a song in Arabic and respond to it in English to a series of questions.</p> <p><b>Writing:</b> Candidates will be provided with a question phrased in English and will be required to create an original text in formal Arabic in response.</p>
2	Health	30%	LAR6-1.1 LAR6-1.2 LAR6-1.3 LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.5	<p><b>Reading:</b> Candidates will read a stimulus material and answer related questions in English. Candidates will then write approximately 150 words in formal Arabic responding to the stimulus.</p> <p><b>Speaking:</b> Candidates will prepare a welcome speech for international students visiting Australia.</p>
3	Yearly Examination	40%	LAR6-1.1 LAR6-1.2 LAR6-1.4 LAR6-2.1 LAR6-2.2 LAR6-2.3 LAR6-3.1 LAR6-3.3 LAR6.4.1	Final Yearly Examination testing the skills of listening, speaking, reading, and writing in formal Arabic





# Biology

## Year 11 Assessment Outline 2024

SYLLABUS COMPONENTS:				
Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Depth Study	Practical Examination	Yearly Examination	
<b>Outcomes:</b>	BIO11/12-2 BIO11/12-5 BIO11/12-7 BIO 11-10 BIO 11-11	BIO11/12-3 BIO11/12-4 BIO11/12-6	BIO11-8 BIO11-9	
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	
Skills in Working Scientifically	60%	30%	30%	0%
Knowledge and Understanding	40%	10%	0%	30%
	100%	40%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	BIO11/12-2 BIO11/12-5 BIO11/12-7 BIO 11-10 BIO 11-11	Depth study assessing working scientifically skills and knowledge and understanding outcomes.
2	Practical Examination	30%	BIO11/12-3 BIO11/12-4 BIO11/12-6	Practical examination assessing skills in working scientifically.
3	Yearly Examination	30%	BIO11-8 BIO11-9	Yearly examination assessing knowledge and understanding outcomes.





# Business Studies

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>		Portfolio of Work	Business Report	Yearly Examination
<b>Outcomes:</b>		P1 P2 P6 P9	P7 P8	P3 P4 P5 P10
<b>Timing:</b>		Term 1 Week 7	Term 2 Week 4 & 8	Term 3 Week 8 - 9
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	10%	5%	25%
Stimulus based skills	20%	15%	0%	5%
Inquiry and research	20%	10%	10%	0%
Communication of business information, ideas, and issues in appropriate forms	20%	5%	5%	10%
	100%	40%	20%	40%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Portfolio of Work	40%	P1 P2 P6 P9	Portfolio of case study and examples, comprehension question responses.
2	Business Report	20%	P7 P8	A business report on a real or hypothetical business.
3	Yearly Examination	40%	P3 P4 P5 P10	Examination assessing terms, concepts and business applications from all preliminary topics.





# Chemistry

## Year 11 Assessment Outline 2024

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	<i>Task:</i>	Depth Study	Practical Examination	Yearly Examination
	<i>Outcomes:</i>	CH11/12-2 CH11/12-5 CH11/12-7 CH-11-8 CH-11-9	CH11/12-3 CH11/12-4 CH11/12-6	CH11-10 CH11-11
	<i>Timing:</i>	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9
Skills in working scientifically	60%	30%	30%	0%
Knowledge and understanding	40%	10%	0%	30%
	100%	40%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	CH11/12-2 CH11/12-5 CH11/12-7 CH-11-8 CH-11-9	Depth study assessing skill in working scientifically and knowledge and understanding outcomes.
2	Practical Examination	30%	CH11/12-3 CH11/12-4 CH11/12-6	Practical examination assessing skill in working scientifically outcomes.
3	Yearly Examination	30%	CH11-10 CH11-11	Yearly examination assessing knowledge and understanding outcomes.



Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Research Methodology: Stimulus Report	Individuals and Groups: Movie Analysis	Yearly Examination
<b>Outcomes:</b>	P4.1 P5.1 P6.1 P1.2 P4.2	P2.1 P2.3 P4.2	P1.1 P1.2 P2.2 P3.1 P3.2
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 - 10
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of course content	40%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	10%
	100%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Methodology: Stimulus Report	30%	P4.1 P5.1 P6.1 P1.2 P4.2	A repost based on the stimulus <i>Mission Australia: Staying Home: A Youth Survey</i> report on young people's experience of homelessness. Identifying and analysing the needs, wellbeing and factors affecting people who are homeless to the stimulus.
2	Individuals and Groups: Movie Analysis	40%	P2.1 P2.3 P4.2	A movie analysis outlining the types of groups, roles within groups, relationships, leadership styles and power bases in the film, 'The Blind Side'.
3	Yearly Examination	30%	P1.1 P1.2 P2.2 P3.1 P3.2	Multiple choice, short and long responses assessing all content areas in HSC format.





# English Advanced

## Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	<b>Common Module:</b> Reading to Write Task	<b>Module B:</b> Multimodal Presentation	Preliminary Examination
<b>Outcomes:</b>	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	EN11-2 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of course content	50%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	20%
	100%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>Common Module:</b> Reading to Write	30%	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	Critical writing, Imaginative appropriation, and reflection.
2	<b>Module B:</b> Multimodal Presentation Critical Study of Literature	30%	EN11-2 EN11-5 EN11-7 EN11-9	Multimodal Presentation: Students are to critically interpret and evaluate the set text with a focus on textual integrity and relevance.
3	Preliminary Examination	40%	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8	Preliminary Examination assessing Common Module and Module A, Textual Conversations.



	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	<b>Module A:</b> Language and Texts in Context	<b>Module C:</b> Texts and Society	<b>Yearly Examination</b> Module A Module B Module C
	<b>Outcomes:</b>	EAL11-1A EAL11-5 EAL11-6	EAL11-1B EAL11-2 EAL11-3 EAL11-7	EAL11-1A EAL11-3 EAL 11-5 EAL 11-7 EAL11-8
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9-10
<b>SYLLABUS COMPONENTS:</b>				
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%	10%	25%
	100%	30%	30%	40%

### TASK DETAILS

No	Task	Weight	Outcomes	Task Description
1	<b>Module A:</b> Extended Response	30%	EAL11-1A EAL11-5 EAL11-6	Extended Response: In-class task.
2	<b>Module C:</b> Multimodal Task	30%	EAL11-1B EAL11-2 EAL11-3 EAL11-7	Multimodal Presentation: writing, speaking, presentation, listening.
3	<b>Yearly Examination:</b> Module A, B and C	40%	EAL11-1A EAL11-3 EAL 11-5 EAL 11-7 EAL11-8	Yearly Examination: Section 1 (Unseen texts on Module A) Section 2 (Extended response on Module B) Section 3 (Discursive writing on Module C) Section 3 (Listening).



# English Extension 1

Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Critical Response Literature Review Multimodal Presentation	Creative Response/ Reflection Statement	Yearly Examination
<b>Outcomes:</b>	EE11-1 EE11-2 EE11-3 EE11-4 EE11-6	EE11-3 EE11-5	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 EE11-6
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of complex texts and how and why they are valued	50%	25%	15%
Skills in complex analysis, sustained composition, and independent investigation	50%	15%	20%
	100%	40%	30%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Critical Response Literature Review	40%	EE11-1 EE11-2 EE11-3 EE11-4 EE11-6	Critical response that engages with concepts associated with the dynamic between Texts, Culture and Value. Dystopian Fiction.
2	Creative Response/ Reflection Statement.	30%	EE11-3 EE11-5	Creative Response- Imagined worlds / Alterity. Reflection Statement
3	Yearly Examination	30%	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 EE11-6	Assessment of creative and critical skills and understanding of dynamic between text culture and value. Critical and imaginative



Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>	Reading to Write: Imaginative Composition	Multimodal Presentation	Yearly Examination
<b>Outcomes:</b>	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	EN11-2 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9
<b>SYLLABUS COMPONENTS:</b>			
Knowledge and understanding of course content	50%	15%	15%
Skills in responding too texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	15%	20%
	100%	30%	30%
			40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Imaginative Composition	30%	EN11-1 EN11-3 EN11-4 EN11-6 EN11-9	Imaginative composition and personal reflection
2	Multimodal Presentation	30%	EN11-2 EN11-5 EN11-7 EN11-9	Create a multimodal presentation on a global issue. Comment on how your chosen tool is a force of social change.
3	Yearly Examination	40%	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8	Written examination - variety of unseen texts and an analytical response to a close study of text.



# English Studies

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Cover Letter, Resume and Interview.	Portfolio of Work Across Modules	Formal Written Examination
	<b>Outcomes:</b>	ES11-1 ES11-3 ES11-4 ES11-6 ES11-10	ES11-2 ES11-3 ES11-6 ES11-7 ES11-9 ES11-10	ES11-1 ES11-5 ES11-7 ES11-8
	<b>Timing:</b>	Term 1 Week 10	Term 3 Week 10	Term 4 Week 9
<b>SYLLABUS COMPONENTS:</b>				
Mandatory Module: Achieving through English	40%	30%	5%	5%
Elective Module	30%	0%	20%	10%
Elective Module	30%	0%	15%	15%
	100%	30%	40%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Cover Letter, Resume and Interview	30%	ES11-1 ES11-3 ES11-4 ES11-6 ES11-10	Students are to prepare a formal cover letter and resume.
2	Portfolio of Work Across Modules	40%	ES11-2 ES11-3 ES11-6 ES11-7 ES11-9 ES11-10	Students are to develop a portfolio of texts that you have planned, drafted, edited, and presented in written, graphic and/or electronic forms across all the modules undertaken during the year. Including a multimodal presentation.
3	Formal Written Examination	30%	ES11-1 ES11-5 ES11-7 ES11-8	Students are to complete formal examination to assess learning.





# Exploring Early Childhood

Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Case Study - Research	Child Health & Safety	Yearly Examination: Case Studies	
<b>Outcomes:</b>	1.1 1.4 2.1 5.1 6.1 6.2	1.2 1.3 1.4 1.5 2.2 2.3 2.4 4.1 4.2 5.1	2.2 3.2 4.4 4.1 5.1 5.2	
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3 - 5	
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding	50%	20%	10%	20%
Skills	50%	20%	10%	20%
	100%	40%	20%	40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study- Research	40%	1.1 1.4 2.1 5.1 6.1 6.2	The developing fetus – Research project
2	Child Health & Safety	20%	1.2 1.3 1.4 1.5 2.2 2.3 2.4 4.1 4.2 5.1	Health and Safety in childhood module. Minimising Harm. Practical Analysis
3	Yearly Examination	40%	2.2 3.2 4.4 4.1 5.1 5.2	Multiple choice, short answers, and extended responses.





# Investigating Science

## Year 11 Assessment Outline 2024

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Depth Study	Practical Examination	Yearly Examination
	<b>Outcomes:</b>	INS11/12-2 INS11/12-5 INS11/12-7 INS11-10 INS11-11	INS11/12-3 INS11/12-4 INS11/12-6	INS11-8 INS11-9
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 7	Term 3 Week 9
Skills in Working Scientifically	60%	30%	30%	0%
Knowledge and Understanding	40%	10%	0%	30%
	100%	40%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	INS11/12-2 INS11/12-5 INS11/12-7 INS11-10 INS11-11	Depth study assessing working scientifically skills and knowledge and understanding outcomes.
2	Practical Examination	30%	INS11/12-3 INS11/12-4 INS11/12-6	Practical examination assessing skills in working scientifically.
3	Yearly Examination	30%	INS11-8 INS11-9	Yearly examination assessing knowledge and understanding outcomes.





SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	<i>Task:</i>	Essay	Case Study Presentations	Yearly Examination
	<i>Outcomes:</i>	P2 P3 P6	P4 P7 P8 P10	P1 P5 P9
	<i>Timing:</i>	Term 1 Week 8	Term 2 Week 4 & 10	Term 3 Week 8 - 9
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	10%	5%
Inquiry and research	20%	10%	10%	0%
Communication of Legal Studies information, issues and ideas appropriate forms	20%	5%	10%	5%
	100%	30%	40%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Essay	30%	P2 P3 P6	Essay focused on sources of contemporary Australian law.
2	Case Study Presentations	40%	P4 P7 P8 P10	Two case study presentations: One on Native Title and the other on the Individual and Technology.
3	Yearly Examination	30%	P1 P5 P9	Examination of terms, concepts and legal issues taught throughout the course.



# Mathematics Advanced

## Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Research Task	Preseen Problems Test	Yearly Examination	
<b>Outcomes:</b>	MA11-1 MA11-2 MA11-9	MA11-1 MA11-3 MA11-4 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8 - 9	
<b>SYLLABUS COMPONENTS:</b>				
Understanding, fluency, and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	MA11-1 MA11-2 MA11-9	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	MA11-1 MA11-3 MA11-4 MA11-9	An in class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Yearly Examination	40%	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	A formal 2 hours examination based on the syllabus components of the course.





# Mathematics Extension 1

## Year 11 Assessment Outline 2024

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Research Task	Preseen Problems Test	Yearly Examination
	<b>Outcomes:</b>	ME11-1 ME11-2 ME11-7	ME11-1 ME11-3 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8 - 9
Understanding, fluency, and communication	50%	15%	15%	20%
Problem-solving, reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	ME11-1 ME11-2 ME11-7	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	ME11-1 ME11-3 ME11-6 ME11-7	An in class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Yearly Examination	40%	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	A formal 1.5 hours examination based on the syllabus components of the course.





# Mathematics Standard 1

Year 11 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	
<b>Task:</b>	Research Task	Preseen Problems Test	Yearly Examination	
<b>Outcomes:</b>	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	
<b>Timing:</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8 - 9	
<b>SYLLABUS COMPONENTS:</b>				
Understanding, fluency, and communication	50%	15%	15%	20%
Problem-solving reasoning and justification	50%	15%	15%	20%
	100%	30%	30%	40%

## TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Research Task	30%	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	A free response task using a rubric marking scale that assesses the syllabus components of the course.
2	Preseen Problems Test	30%	MS11-3 MS11-4 MS11-9 MS11-10	An in class test assessing the syllabus components of the course. The test will be comprised of questions that students have the opportunity to prepare for in advance.
3	Yearly Examination	40%	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	A formal 1.5 hours examination based on the syllabus components of the course.





# Modern History

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Source Analysis & Essay	Historical Investigation	Yearly Examination
	<b>Outcomes:</b>	MH11-1 MH11-3 MH11-6 MH11-7	MH11-2 MH11-8	MH11-4 MH11-5 MH11-9 MH11-10
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5 & 9	Term 3 Week 8 - 9
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	40%	15%	0%	25%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	10%	10%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
	100%	40%	20%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Source Analysis & Essay	40%	MH11-1 MH11-3 MH11-6 MH11-7	A range of source materials provided with comprehension questions that supports as essay constructed by the student.
2	Historical Investigation:	20%	MH11-2 MH11-8	Individual and independent investigation, submitted in a report format.
3	Yearly Examination	40%	MH11-4 MH11-5 MH11-9 MH11-10	Examination structured with three sections each requiring either an essay response or short answer responses.





# Music

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Viva Voce and Student Devised Aural Analysis	Composition Portfolio and Aural Analysis	Presentation of Performance with analysis and Aural Examination
	<b>Outcomes:</b>	P4 P5 P6 P7	P2 P3 P7 P8	P1 P5 P6 P9
	<b>Timing:</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 5
<b>SYLLABUS COMPONENTS:</b>				
Performance	25%			25%
Musicology	25%	20%		5%
Composition	25%		25%	
Aural	25%	10%	5%	10%
	100%	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Viva Voce and Student Devised Aural Analysis on Preliminary Topic 1	30%	P4 P5 P6 P7	Students to complete a research task on their choice of music form the topic of study for Term 1. They will then complete an in-class viva voce (presentation) on their piece of music.
2	Composition on Preliminary Topic 2	30%	P2 P3 P7 P8	Students to compose a short piece of music in the style of music studied in Term 2. Students will be given choice of their composition medium. They will also complete an analysis of their composition.
3	Performance Presentation with Analysis and Aural Examination	40%	P1 P5 P6 P9	Students to present a performance in the style of music studied In Term 3, coupled with an analysis of their practice. They will also complete an Aural Examination on the concepts of music.





# Personal Development, Health and Physical Education

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1 (Core 1)	TASK 2 (Core 2)	TASK 3 (Option 1 & 2)
<b>Task:</b>		<b>Case Studies</b> Better Health for Individuals	<b>Video/Theoretical Analysis</b> The Body in Motion	Yearly Examination
<b>Outcomes:</b>		P1 P2 P3	P7 P8 P17	P12 P15 P16 P17
<b>Timing:</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 3 & 4
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of: Factors that affect health. The way the body generates movement.	40%	10%	10%	20%
Skills in: Influencing personal and community health. Taking action to improve participation and performance in physical activity. Critical thinking. Research. Analysis.	60%	20%	20%	20%
	100%	30%	30%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>Case Studies</b> Better Health for Individuals	30%	P1 P2 P3	Core 1: Better Health for Individuals: Analyse methods of improving the health status of target population groups in Australia.
2	<b>Video/Theoretical Analysis</b> The Body in Motion	30%	P7 P8 P17	Core 2: The Body in Motion: Explains how the body and its systems, training, and biomechanical principles influence movement. (Video/Theoretical Analysis)
3	Yearly Examination	40%	P12 P15 P16 P17	Multiple Choice, short and long responses assessing all content areas in HSC format.







# Photography, Video and Digital Imaging

Year 11 Assessment Outline 2024

**SYLLABUS COMPONENTS:**

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Artist Focus Report and Photographic Submission	Body of Work Presentation	Photography Examination and Photographic Submission
	<b>Outcomes:</b>	M2 M3 M6 CH3	M1 M4 M5 CH4	M1 CH1 CH2 CH5
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9
Making of Photographic and Digital Works	60%	20%	30%	10%
Critical and Historical Interpretations	40%	10%		30%
	100%	30%	30%	40%

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Artist Focus Report and Photographic Submission	30%	M2 M3 M6 CH3	Students will look at the history and techniques behind photographic methods and complete a report on a chosen artist. They will submit their own works in the style of their chosen artist.
2	Body of Work Presentation	30%	M1 M4 M5 CH4	Students will complete a body of work in a digital format. The body of work may fall under the field of Digital Imaging or Video and will focus on Traditions, Conventions, Styles and Genres of either field
3	Photography Examination and Photographic Submission	40%	M1 CH1 CH2 CH5	Students will complete an examination on practice in digital imaging, developing a point of view, manipulated forms, arranged images and temporal accounts.





# Physics

## Year 11 Assessment Outline 2024

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Depth Study	Practical Examination	Yearly Examination
	<b>Outcomes:</b>	PH11/12-2 PH11/12-5 PH11/12-7 PH11-8 PH11-9	PH11/12-3 PH11/12-4 PH11/12-6	PH11-10 PH11-11
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9
Skills in Working Scientifically	60%	30%	30%	0%
Knowledge and Understanding	40%	10%	0%	30%
	100%	40%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study	40%	PH11/12-2 PH11/12-5 PH11/12-7 PH11-8 PH11-9	Depth study assessing skills in working scientifically and knowledge and understanding outcomes.
2	Practical Examination	30%	PH11/12-3 PH11/12-4 PH11/12-6	Practical examination assessing working scientifically skills outcomes.
3	Yearly Examination	30%	PH11-10 PH11-11	Yearly examination assessing knowledge and understanding outcomes.





# Society and Culture

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>Task:</b>		Report	Research Task	Yearly Examination
<b>Outcomes:</b>		P2 P3 P4	P7 P8 P10	P1 P5 P6 P9
<b>Timing:</b>		Term 1 Week 7	Term 2 Week 5 & 9	Term 3 Week 8 - 9
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding of course content	50%	15%	5%	30%
Application and evaluation of social and cultural research methods	30%	10%	15%	5%
Communication of information, ideas, and issues in appropriate forms	20%	5%	10%	5%
	100%	30%	30%	40%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Report	30%	P2 P3 P4	Cross-Cultural Report comparing features of Australian culture with another.
2	Research Task	30%	P7 P8 P10	Independent research task conducted aligned to the Personal Interest Project (PIP) requirements. The Planning and analysis of sources are assessed prior to the final submission of the report.
3	Yearly Examination	40%	P1 P5 P6 P9	Formal examination, assessing all topics.





# Sport, Lifestyle & Recreation

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Fitness	Resistance Training	Yearly Examination
	<b>Outcomes:</b>	1.1 1.3 2.2 3.2 3.3 4.1	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5 1.2 2.1 2.3 3.2
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3-5
<b>SYLLABUS COMPONENTS:</b>				
Knowledge and understanding	50%	20%	10%	20%
Skills	50%	20%	10%	20%
	100%	40%	20%	40%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Fitness Training	40%	1.1.1.3 2.2 3.2 3.3.4.1	Designing, implementing, and evaluating a training program for a specific group of athletes (e.g. school cross-country or soccer team).
2	Resistance Training	20%	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5	Resistance training program design for the areas of hypertrophy, strength, and muscular endurance.
3	Yearly Examination	40%	1.1 1.3 2.2 3.2 3.3 4.1 2.5 3.6 4.2 4.4 4.5 1.2 2.1 2.3 3.2	Multiple choice, short answer, and extended response





# Visual Arts

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
	<b>Task:</b>	Portfolio of Experimental Works	Research Task and Extended Written Response	Body of Work and Yearly Examination
	<b>Outcomes:</b>	P1 P4 P5 P6	P7 P8 P9	P2 P3 P9 P10
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 2	Term 3 Week 9
<b>SYLLABUS COMPONENTS:</b>				
Knowledge, Understanding and Skills – Art Making	50%	35%		15%
Critically and Historically Interpret Art	50%		35%	15%
	100%	35%	35%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Portfolio of Experimental Works	35%	P1 P4 P5 P6	Submission of 5 – 8 exploratory artworks. Accompanying VAPD including evidence of material and conceptual experimentation and understanding of artistic conventions.
2	Critical and Historical Task	35%	P7 P8 P9	Using research on selected artists as the basis for an in-class response. Analysis of the Artist/World relationship and the relationship through the Subjective, Structural and Cultural frame with reference to a range of traditional and contemporary artistic practices.
3	Body of Work and Yearly Examination	30%	P2 P3 P9 P10	Yearly Examination and Resolution of Body of Work under development including VAPD curation of artworks.





# Visual Design

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>SYLLABUS COMPONENTS:</b>	<b>Task:</b>	Visual Design Project 1 + Visual Design Diary	Visual Design Project 2 + Visual Design Diary	Yearly Examination
	<b>Outcomes:</b>	DM1 DM2 DM3 DM4	DM3 DM4 DM5 DM6	CH1 CH2 CH3 CH4
	<b>Timing:</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9
	<b>Design Making</b>	70%	35%	35%
<b>Critically and Historical Studies</b>	30%			30%
	100%	35%	35%	30%

**TASK DETAILS:**

No.	Task	Weight	Outcomes	Task Description
1	Visual Design Project 1 + Visual Design Diary	35%	DM1 DM2 DM3 DM4	Students to complete a Design project based on Visual Design Module 1. The submission must be accompanied by the Visual Design Diary documenting process, inspiration and research.
2	Visual Design Project 2 + Visual Design Diary	35%	DM3 DM4 DM5 DM6	Students to complete a Design project based on Visual Design Module 2. The submission must be accompanied by the Visual Design Diary documenting process, inspiration and research.
3	Yearly Examination	30%	CH1 CH2 CH3 CH4	Yearly Examination focusing on Visual Design Modules 1-3





# Work Studies

## Year 11 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3
<b>SYLLABUS COMPONENTS:</b>	<b>Task:</b>	Job Application	Case Studies Analysis	Portfolio of Tasks
	<b>Outcomes:</b>	3 4	1 7 9	2 5 6 8
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5 & 8 - 9
Knowledge and understanding	30%	10%	10%	10%
Skills	70%	10%	20%	40%
	100%	20%	30%	50%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Job Applications	20%	3 4	Current and future Job Application.
2	Case Studies Analysis	30%	1 7 9	A range of case studies analysed for workplace issues, with comprehension questions to respond to.
3	Portfolio of Tasks	50%	2 5 6 8	Part A: Observation / Presentation and Email Tasks. Part B: Multiple Choice and Short Answer responses about workplace communication.





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## Assessment Information and Schedules


2024

### Vocational Education and Training (VET)

**RTO 90333, 90222, 90072, 90162**  
**Preliminary Assessment Schedules**





 <p><b>Education</b></p>	<p><b>2024 Entertainment Industry Course Descriptor</b>  <b>Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR</b>  <b>CUA30420 Certificate III in Live Production and Technical Services</b>  <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b></p>		
<p><i>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</i></p>			
<p>Course: Entertainment Industry  Board Developed Course (240 hour) (Statement of Attainment course)  Or (300 hour) <b>240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering))</b></p>	<p>2 or 4 Preliminary and/or HSC units in total  Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course  <b>2, 4 or 5 Preliminary and/or HSC units in total (delete if not delivering)</b></p>		
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <a href="https://training.gov.au/Training/Details/CUA30420">https://training.gov.au/Training/Details/CUA30420</a>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>			
<p><b>Entry Requirements</b>  You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.</p>			
<p><b>Creative Arts and Culture Training Package (CUA 6.0) Units of Competency</b></p>			
<p><b>Core</b>  CUAIND311 Work effectively in the creative arts industry  CUAIND314 Plan a career in the creative arts industry.</p> <p><b>Elective</b>  CPCCWHS1001 Prepare to work safely in the construction industry  CUASOU306 Operate sound and reinforcement systems  CUAWHS312 Apply work health and safety practices  CUALGT311 Operate basic lighting  CUASTA311 Assist with production for live performances  CUAVSS312 Operate vision systems  CUASMT311 Work effectively backstage during performances  CUASTA212 Assist with bump in bump out of shows</p>		<p><b>Elective</b>  CUASOU331 Undertake live audio operations  SITXCCS006 Provide service to customers  <b>*Additional units required for 60-hour specialisation study (SS)– Contact the RTO if delivering. Delete if not delivering SS</b></p> <p><b>Core</b>  CUAPPR314 Participate in collaborative creative projects  BSBPEF301 Organise personal work priorities</p> <p><b>Elective</b>  CUALGT314 Install and Operate follow spots</p> <p><b>Optional Unit</b>  HLTAID011 Provide First Aid</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>			
<p><b>Pathways to Industry - Skills gained in this course transfer to other occupations</b></p>			
<p>Working within the Live production and Technical Services Industry involves:</p> <ul style="list-style-type: none"> <li>▪ Technical production</li> <li>▪ customer (client) service</li> </ul>		<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using digital technologies</li> <li>▪ creating documents</li> </ul>	
<p><b>Examples of occupations in the Live Production and Technical Services Industry:</b></p>			
<ul style="list-style-type: none"> <li>• Front of House Assistant</li> <li>• Technical Assistant (Productions)</li> <li>• Special Effects Assistant</li> <li>• Assistant Sound Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Spot Operator</li> <li>• Runner</li> <li>• Props Assistant</li> <li>• Technical Production Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Assistant</li> <li>• Assistant Scenic Artist</li> <li>• Stagehand</li> <li>• Lighting</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and Staging Assistant</li> <li>• Production Crew</li> <li>• Stage Door Attendant</li> <li>• Lighting Systems Technician</li> </ul>
<p><b>Mandatory HSC Course Requirements</b></p>			
<p>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.</p>			
<p><b>External Assessment (optional HSC examination for ATAR purposes)</b></p>			
<p>The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>			
<p><b>Competency-Based Assessment</b></p>			
<p>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.</p>			
<p><b>Appeals and Complaints</b></p>			
<p>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>			
<p><b>Course Cost: Preliminary - \$xxxx HSC - \$xxxx</b></p>		<p><b>Refunds</b></p>	
<p><b>School Specific equipment and associate requirements for students</b></p>		<p>Refund Arrangements on a pro-rata basis. Refer to your school refund policy.</p>	



A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version {\_UIVersionString}

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.*





# Academic Reports

Reports are issued to Fairfield High School students twice a year, Semester 1, and Semester 2.

The cover page includes a list of each course/subject that the student is enrolled in and the associated teacher. There is also a summary of the student's attendance data, including whole days, partial days, explained and unexplained.

The second page has the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

## The Five-point Scale

Describe this achievement level	Using this word	And / or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Additional Programs are listed on the second page. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader any other additional school service activities.

There is also a description of the Social Development and Commitment to Learning outcomes that are reported on for each student.

(Year 7 – 11) Parents may request the school to provide written information that clearly shows their child's achievement compared to the peer group at school. This information will show the number of students in the group in each of the achievement levels is included in all year group reports.



**Course/Subject Reports** have:

- Course Description: a (2 – 3 line summary of what students have studied that semester).
- Overall Achievement: a grade of A – E is issued for Years 7- 11 (A (outstanding), B (high), C (sound), D (basic), E (limited))
- Syllabus Outcomes: reported on A – E
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve
- In Semester 1 Year 12 there is a Cumulative Rank for the Course and in Semester 2 there is an Examination Mark, Examination Rank and a Cumulative Rank

**Life Skills Reports** have:

- Course Description (2 – 3-line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1 (beginning)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment - a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

**VET Reports** have:

- Course Description (a 2 – 3-line summary of what students have studied that semester)
- Unit Code & Unit Title: reported on C (competent), NYC (Not Yet Competent), CN (continuing) and D (Did Not Start)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve
- Workplace hours – total workplace hours are reflected on the report
- If students sit the Trial Examination, they have the Examination Mark and Examination Rank

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020. This document can be found in the NSW Department of Education's policy library at:

<https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12>



(Glue In Timetable)

