



ERINA HIGH SCHOOL



**ASSESSMENT SCHEDULES,
POLICIES & PROCEDURES
PRELIMINARY YEAR 11 2025**

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This handbook was revised in December 2024 and is subject to change. Students and parents are advised to refer to the school's website for the latest version.

This handbook was developed in line with NESAs and ACE Manual guidelines.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

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

INTRODUCTION

Assessment in Stage 6

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessments allow the school to measure a number of skills and provide students and teachers with opportunities to assess and discuss progress throughout Preliminary courses.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

How does the formal assessment program contribute to the Record of School Achievement (RoSA)

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade (Year 10 & 11 only) representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their students online account.

How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 Course, the school will submit an assessment mark or grade and course rank to NESA for each performance in a course. This mark or grade is based on the formal school based assessment program.

What credential do students receive on completion of Stage 6?

If the student completes the Year 12 program, including the course and assessment requirements, they will receive the Higher School Certificate.

The following table explains the marks and records you will receive for your courses.

Course Type	Marks and Records
Board Developed Course	For most courses you will receive an assessment mark, an examination mark and an HSC mark, which is the rounded average of your examination mark and assessment mark.
Board Developed Courses with Optional HSC Examination	For board developed courses with an optional examination, you will receive a grade (A to E) for your school-based assessment. If you do the optional HSC examination for the course, you will receive an examination mark. The HSC mark and performance band are based on the examination mark only. For VET courses, all course names and unit values will be listed. You will receive an examination mark for any VET examinations you complete. The HSC mark and performance band are based on the examination mark only. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
VET Board Endorsed Course	All course names and unit values will be listed. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.

Course Type	Marks and Records
Board Endorsed Course (other than VET Courses)	Your assessment mark is the unmoderated mark that your school or provider submitted. This mark cannot be compared with marks for similar courses at other schools.
Life Skills Course	The course name and unit value will be listed if you completed the course. You will also receive a Profile of Student Achievement listing your achieved outcomes.
Course Studied with an External Provider	Your result will be reported as an examination mark and an HSC mark. Your assessment mark will only be listed if you lodged an illness/misadventure application and it was upheld.

The purpose of school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a maximum of 3 formal assessment tasks which may include, but not limited to: tests, essays, reports, practical tasks, research activities or major projects. The school is required to award and submit A to E grades to the NSW Education Standards Authority (NESA) for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills Courses.

These grades are determined by teachers' professional, on-balance judgements on the basis of all available assessment information and which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale for Preliminary courses and with reference to other material produced by NESA to support the consistent awarding of grades.

Year 11 course assessment tasks will not be used in determining the final HSC assessment mark provided to NESA by the school. Year 11 course assessment tasks will be used to ascertain whether the courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 which contribute to the final results at the conclusion of Year 12.

This assessment schedule and policy provides an outline of the school-based assessment program for the Preliminary courses offered in 2025. Students, parents and carers should ensure that they understand the procedures, programs and implications of the materials presented. NESA and Erina High School places a heavy emphasis on the assessment programs so students should do their best in every assessment task.

ELIGIBILITY FOR THE YEAR 11 HSC COURSE

To satisfactorily complete the Preliminary course and progress into the Year 12 HSC year, students must:

- have gained the Record of School Achievement or other qualifications NESA considers satisfactory;
- have satisfactorily completed courses which comprise the pattern of study required by NESA – 6 courses/12 units, including English, in Year 11;
- sit for and make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent)

<https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work>

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

HSC MINIMUM STANDARD – NUMERACY AND LITERACY

To be eligible for the HSC credential, students must have demonstrated the HSC minimum standard of literacy and numeracy before leaving school:

- Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
- To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
- Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
- Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

For more information: <https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>
Exemptions may apply to the minimum standard of literacy and numeracy (see [ACE 4061](https://ace.nesa.nsw.edu.au/ace-4061) <https://ace.nesa.nsw.edu.au/ace-4061>) The rules and requirements may be viewed at <https://ace.nesa.nsw.edu.au/>

SATISFACTORY COMPLETION OF A COURSE

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

- followed the course developed or endorsed by NESA.
- applied themselves with diligence and sustained effort to ALL of the set tasks and experiences provided in the course; including classwork, assessments, projects, revision, homework and compulsory excursions.
- achieved some or all of the course outcomes
- made genuine attempts at assessment tasks. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the possible school-based assessment marks. Students studying a Preliminary course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. (Exception: HSC Mathematics Extension 1).

ATTENDANCE AND EFFORT

Students who have a record and/or pattern of attendance which, in the Principal's judgement may warrant the withholding of the Higher School Certificate, will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria referred to above.

HSC courses (Year 11 and 12) are generally defined as being of 240 hours duration; students who fail to attend classes regularly and do not complete all coursework and assessment work are at risk of an N determination award in one or more courses and will thus be unlikely to attain a Higher School Certificate. As a guide, every student should maintain an attendance rate above 90% for whole days and for every course. The Principal may also judge that insufficient effort has been made by a student which may result in the non-awarding of credentials. Insufficient effort may be reflected in poor classwork, a lack of homework, negative attitude, truancy as well as non-serious attempts at assessment tasks or a failure to complete mandatory Work Placement for some VET Courses.

NON-COMPLETION OF A COURSE – N DETERMINATION AWARD

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

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

For **post-compulsory students (17 years of age)**, Principals may consider expelling a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N Determination' in a minimum of 2 courses and has received a minimum of 2 written 'N Warnings' in each course.

While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements. See 'Satisfactory Completion of a Course' for requirements for a student to be considered to have satisfactorily completed a course.

A student may be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. This is called an 'N determination award warning'. This warning will provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

When a student is at risk of not meeting requirements and/or not satisfactorily completing a course, the school will:

- 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.
- b) advise the parent or guardian in writing if the student is under 18 (this will usually be in the same correspondence as set out above).
- c) request from the student/parent or carer a written acknowledgment of receipt of the warning letter
- d) issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)

The school views this component of the HSC very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences.

The Principal may give approval for a student to study additional course(s) with an external provider, such as through NSW School of Languages, TAFE Digital, Distances Education Centres etc. Students should be aware that failure to meet the requirements of a course delivered through an external provider, could impact their eligibility to complete the Preliminary course and progress into the HSC course.

First Warning Letter:

This warning will be recommended by the class teacher and issued in conjunction with the Head Teacher. The student will be interviewed by the class teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation, and when this action is to be done by. Parents/Carers will be notified via phone call and also informed in writing.

Second Warning Letter:

This warning indicates that the student must speak immediately with his/her class teacher and make every effort to correct the concern identified in the first warning. The student will be interviewed by the Head Teacher. Parents/Carers will be contacted via phone call and be sent written notification.

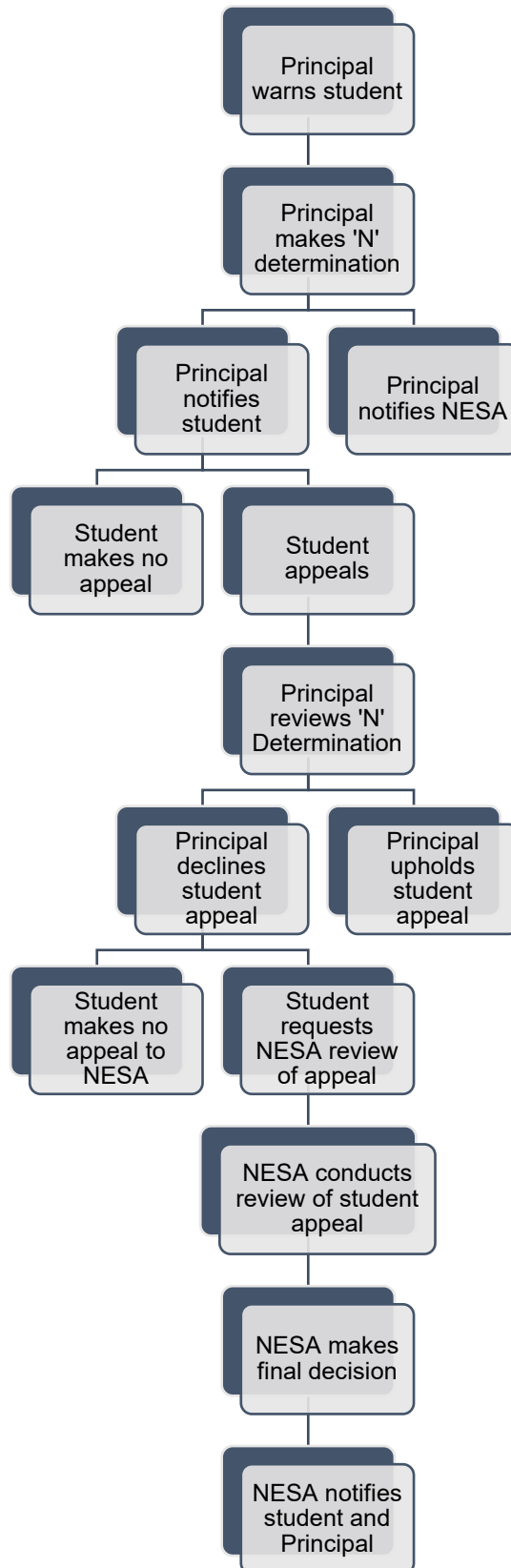
An Improvement Program may be used to assist the student in 'clearing' an N-Determination award warning, however, continued non-participation in learning could lead to the issuing of an 'N determination' in one or more courses. More importantly, this may then lead to withdrawal of the student's enrolment in a course/s. **This may deem the student ineligible to complete the Preliminary course and thus qualify for an HSC.**

Where a number of 'N Award' warnings have accumulated across different courses, withdrawal of the student's enrolment at Erina High School is a real and possible outcome. It is a requirement for students to redeem their 'N Award' warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve 'N Award' warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher.

The process for N-Determination in a course/s is outlined on the following page.

Process for N-Determination



Where a student receives an N-Determination in a course, that course will not appear on their Year 11 Record of School Achievement, and will not contribute in that year to the required pattern of study. This may result in students being ineligible to progress into the HSC course until they can meet Preliminary requirements.

DISABILITY PROVISIONS

Disability provisions are provided to students who have a **permanent** or **temporary** disability requiring practical support. Provisions may include large print paper, use of a writer, use of a reader, extension of examination time, rest breaks, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

The Learning Support Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

Students who received disability provisions in Stage 5 while continue to receive them into Stage 6. Any questions regarding eligibility for disability provisions should be directed to the Head Teacher Student Services.

Detailed information about disability provisions can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

PROCEDURES FOR ASSESSMENT

Students should refer to the assessment schedules and calendar that are contained in this Assessment Schedule and Policy handbook and make a note of each of the tasks required of them. This includes dates for the Year 11 Yearly Examinations.

1. Teachers will give students at least 14 calendar days written notice of the details of an assessment task. This notice will include; due date, task number, task components & weighting, timing, outcomes assessed, description of the nature of the task, marking criteria and feedback to be provided. The notification will be distributed in class, and electronically provided to students via Google Classroom and/or student email.
2. Under extenuating circumstances, if elements of an assessment program require adjustment, this will be approved by the Head Teacher of the Faculty and Senior Executive, and students will be informed in writing.
3. Students are required to make a serious attempt at all tasks which are set out in the assessment program of each course, and they are to do their OWN work (except where directed by the teacher). See the Malpractice Policy for further details.
4. Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received their mark, rank and feedback. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but is not limited to: Work Placement, illness, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks.
5. **Dates for the Year 11 Yearly Examinations are firmly set in place:**
 - a. Students who are unable to complete an examination should contact the school immediately in the case of illness/misadventure and complete the necessary paperwork. It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
 - b. **Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
 - c. Refusing to sign for a task is also not deemed an acceptable excuse.
 - d. A mark of zero will be recorded until the task has been completed.
6. **Tasks for submission are to be submitted by 9.00am on the due date**, while those for completion during a scheduled period are to be completed according to the time scheduled on the notification. Students found to be completing assessment tasks by:
 - lateness or non-attendance at scheduled classes during the day;
 - working on tasks during other course lessons;
 - late attendance to the scheduled assessment;
 - deliberate absence/s from the school; or
 - working on tasks in collaboration with other students without approval,will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s, and/or issued an N-Warning letter.
7. Students must follow the procedures set out in the “Examination Procedures” (Appendix B) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination

and awarded a zero (0) mark, and the possibility of an N-Warning.

8. Consideration for the **extension of time to submit or complete a task** will only be given to a student who completes and submits the Illness/Misadventure Form (Appendix A) **to the Deputy Principal prior to the date the assessment task is due**. Supporting documents need to be attached to the Illness/Misadventure Form including a medical certificate, evidence of a school excursion or other. An extension may be granted for in class assessment tasks only for the following reasons:
- representing the school on the day the task is due (leadership, sport, academic),
 - work placement on the day the task is due,
 - other extracurricular activities on the day the task is due (e.g. school business, excursions etc.),
 - approved explained leave from school on the day the task is due (e.g. injury or illness).

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student's responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Deputy Principal. An alternative arrangement will be negotiated where it is deemed appropriate and in line with school and NESAs policy and procedures.

9. **Illness/Misadventure Process:**

The illness and misadventure process is available to support students who are unwell or have an accident or misadventure and are unable to submit an assessment task or attend an examination on a due date. Misadventures include incidents which are out of the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, illness, the death of a family member etc. Students may be eligible for an illness/misadventure if they experience a "flare up" in a long-term illness such as cancer, glandular fever, diagnosed anxiety etc., during the time of the task or exam.

If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:

- Notify the school on or before the due date in writing/in person;
OR
- Phone the school; and provide the following information:
 - Name
 - Assessment task details
 - Course
 - Course teacher, and
 - Details of the illness/misadventure

On the first day the student returns to school (and within 5 school days of the task) the student must:

- Report to the Deputy Principal immediately to complete an Illness/Misadventure form (Appendix A) and arrange a time for the handing in or completion of the task.
- All paperwork for Illness/Misadventure must be submitted within 5 school days of the task due date.
- It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
- Hand in a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task to the Deputy Principal.
- For hand in tasks, the assessment task must be submitted the first day the student returns to school.
- In the case of a missed examination/s or in class task, the completion of the task

must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty in collaboration with the Deputy Principal).

- The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Deputy Principal in consultation with the Head Teacher of that faculty.
- No incorrect or incomplete Illness/Misadventure forms will be accepted for consideration.
- Illness/misadventure forms can be emailed to the school.

If more than one assessment task is due, students must complete one form for each course/task. Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered.

Circumstances that the Illness and Misadventure Process does not cover include:

- Matters relating to long term loss of preparation time.
- Matters that could have been avoided e.g. misreading a timetable, missing a bus, misreading the due date etc.
- Technology failure such as computer malfunction, printer malfunction, internet failure etc.

10. Unforeseen Circumstance

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode, student/s should immediately notify the supervising teacher of their concern. Student/s should then follow the necessary steps to obtain the required supporting documentation i.e. medical certificate, before submitting illness/misadventure paperwork.

In the case of an unforeseen circumstance, a student/s mark and rank could be decided on one of the following:

- i. an alternate and comparable task
- ii. re-do a section/s of the task

11. Assessment tasks may be due on a day when the class is not scheduled. Specific instruction about the time and mode of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher of the faculty with the student name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

12. Excursions:

Some courses require students to undertake compulsory field studies/excursions. Other course assessment schedules link assessment tasks to excursions and special study days. ***In the case of absence from such activities, the student must complete an Illness/Misadventure form and arrange to complete the task.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

13. Use of electronic means for preparation and submission of assessment tasks:

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (e.g. corrupt files, computer crashes, printer failure)

without ample evidence of the stages of the “lost” work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student’s responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day). It is the student’s responsibility to ensure that all digital files submitted as part of an assessment task are in a format that is accessible by the teacher.

It is best practice for students to be working in a Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

14. On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course and will be confirmed in writing.

15. Feedback on performance:

In addition to receiving their mark for an assessment task, students will receive their ranking for the task as well as their current cumulative rank. Students are required to sign as confirmation of receipt. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being studied.

Students will be provided with their final course rank, mark and grade after the completion of the final school-based assessment, through their final Preliminary Academic Report.

Non-Serious Attempts:

Students who do not make a serious attempt at all assessment tasks and examinations may not meet the necessary requirements to satisfactorily complete a given course. This may render some students ineligible to complete the Preliminary course or proceed to study the Higher School Certificate course. A non-serious attempt is one in which the student fails to demonstrate a reasonable amount of diligence towards their tasks. This is determined at the discretion of the teacher in consultation with the Head Teacher, and if necessary the Deputy Principal. A non-serious attempt at a task or examination may lead to zero (0) marks being recorded and the initiation of the N-Warning process. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance, however the zero (0) mark will remain. Examples of non-serious attempts include:

- An unreasonable amount of work submitted for the time that was allocated.
- Frivolous or objectionable material
- Answers to examination questions in a language other than English (unless specifically instructed to do so).
- Assessments in which less than 50% of the task is attempted.
- Examinations in which only multiple-choice questions are attempted.

Appeals on Assessment Tasks:

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Deputy Principal for a review of the process. This must be done within 5 school days of receiving marks and should be submitted in writing, by completing and submitting an Appeal Form (Appendix C).

Appeals can not to be submitted based on concerns surrounding the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed.
- ii. the procedures indicated by the school were not followed.
- iii. clerical or computational errors occurred.

Invalid or Unreliable Assessment Tasks:

Erina High School has policies in place to ensure the integrity of all assessment tasks. If, for any reason, a student believes an assessment task may be considered invalid, unreliable or does not discriminate either before or after an assessment task has been completed, then the matter should be immediately raised with the Deputy Principal.

The Deputy Principal will then meet with the Head Teacher of the faculty involved to determine if any or all of the task should be deemed invalid or unreliable and the appropriate course of action. If a task is deemed invalid or unreliable and has already been issued or completed, then a new task will be created. The students and parents will be informed in writing and given two weeks preparation time for the new task. Any NESAs requirements for data collection, which affect the above policy will be considered by the Deputy Principal.

MALPRACTICE POLICY

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

Students, as well as their teachers and others who guide them, must comply with NESAs requirements for upholding the integrity of HSC school-based assessment and examinations. The honesty of students in completing assessment tasks, examinations, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE rules and policies regarding malpractice, including:

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

NESAs rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESAs syllabus](#) packages including Assessment and Reporting information.

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a students award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Purpose

The purpose of this policy is to establish clear guidelines for managing cases of academic malpractice in Year 11 and 12, in accordance with the New South Wales Education Standards Authority (NESAs) guidelines and the *Assessment Certification Examination Manual*. This policy aims to ensure academic integrity, fairness, and transparency in the assessment process.

Scope

This policy applies to all students enrolled in Year 11 and 12, as well as teachers, examination supervisors, and administrative staff involved in assessment and reporting processes within the Department of Education schools.

Definitions

- **Malpractice:** Any action by a student that gives them an unfair advantage over others in any assessment task or examination. This includes, but is not limited to, plagiarism, cheating, collusion, and other forms of dishonesty.
- **Misrepresentation:** When a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.
- **Plagiarism:** When a student pretends to have written, created or developed work that has originated from another source.
- **Collusion:** When a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- **Breach of assessment conditions:** When assembling for, undertaking, and leaving an examination or test session, students are subject to the direction of the supervisor. Students

must adhere to the rules prescribed by their school or alternate venue conducting the assessment, and must abide by the HSC Examination Rules and Procedures.

Examples of Malpractice

Examples of malpractice include, but are not limited to:

- copying someone else's work in part or in whole, and presenting it as their own.
- referencing non-existent sources or using false explanations to explain unsubmitted work.
- using material from any offline/online resource without appropriate acknowledgement of the authors and/or source.
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- sharing answers to an assessment with other students.
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert.
- contract cheating by outsourcing work to a third party.
- unauthorised use of artificial intelligence technologies.

Responsibilities

- **Students:** Must ensure that all work submitted is their own and adhere to the principles of academic integrity.
- **Teachers:** Must provide clear instructions regarding assessments, monitor assessments to detect possible malpractice, and report any suspected malpractice according to the procedures outlined in this policy.
- **School Administration:** Must support teachers in the investigation and resolution of malpractice cases and ensure that all staff and students are aware of this policy.

Detection of Malpractice

- Teachers and exam supervisors are responsible for identifying and reporting any suspicious behaviour during assessments and examinations.
- All assessments submitted by students are subject to scrutiny of plagiarism detection software.

Reporting Malpractice

- **Initial Report:**
 - If a teacher or exam supervisor suspects malpractice, they must document the incident and report it to the Head of Faculty or Deputy Principal immediately.
 - The teacher must retain any relevant evidence, such as the assessment task, examination materials, or other items related to the incident.
- **Investigation:**
 - The Head of Faculty and/or Deputy Principal will conduct a thorough investigation, including interviewing the student involved and any witnesses.
 - The student will be given the opportunity to explain their actions and provide any relevant information or evidence.
 - Staff involved may need to use a variety of formative assessment strategies to check for student understanding, knowledge and skills if any breach of malpractice is suspected.
- **Outcome:**
 - Following the investigation, a determination will be made as to whether malpractice has occurred.
 - If malpractice is confirmed, appropriate consequences will be applied, as outlined in this policy, and parents/carers will be contacted via phone.

Consequences of Malpractice

It is best practice for students to be working in a Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Consequences for confirmed cases of malpractice may include:

- a mark of zero (0) for the affected assessment task or examination.
- the initiation of the N-Warning process.
- cancellation of submitted work or examination results.
- a formal warning to the student and a notation of the incident in their school record.
- for repeated or severe cases, further disciplinary action may be taken, including referral to NESAs.

Appeals Process

- Students have the right to appeal decisions related to allegations of malpractice.
- Appeals must be submitted in writing to the school Principal within five school days of the student being informed of the decision. This is to be done using the Appeals Form (Appendix C).
- The appeal will be reviewed by a panel consisting of senior school staff, who will consider the evidence and provide a final decision within ten school days of receiving the appeal.

Communication of the Policy

- This policy will be communicated to all Year 11 and 12 students at the beginning of each academic year and will be included in the student Assessment Schedules, Policies and Procedures handbook.
- Teachers will review the policy with students before each major assessment period to reinforce the importance of academic integrity.

Review of the Policy

This policy will be reviewed annually or in response to changes in NESAs guidelines or school procedures. Any changes to the policy will be communicated to students, parents, and staff in writing, and in a timely manner. This malpractice policy is designed to align with NESAs guidelines, ensuring that all assessments are conducted fairly, and that academic integrity is upheld throughout the school community.

THE HIGHER SCHOOL CERTIFICATE

Students and parents should note that the Year 12 HSC Courses begin in Term 4 2025 with work and results counting towards the HSC. Parents should note that assessment tasks for the HSC are scheduled in Term 4 2025, as well as in 2026. Details will be distributed in the Year 12 Assessment Schedules, Policies and Procedures booklet at the commencement of Term 4 2025.

ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order.

To assist with your planning you should fill in the summary calendar provided in Appendix D.

Year 11 Courses in 2025

Ancient History	Industrial Technology – Timber
Biology	Investigating Science
Business Studies	Legal Studies
Chemistry	Marine Studies
Community and Family Studies	Mathematics Advanced
Drama	Mathematics Extension 1
Economics	Mathematics Standard
Engineering Studies	Modern History
English Advanced	Music
English Extension	Physics
English Standard	Sport / Lifestyle / Recreation
English Studies	Society & Culture
Food Technology	Visual Arts
Health and Movement Science	Work Studies



ANCIENT HISTORY - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Source Analysis Investigating Ancient History	Historical Investigation Historical Investigation	Yearly Examination Tutankhamun's Tomb Teotihuacan Power & Image
		Outcomes Assessed AH11-6 AH11-8 AH11-9 AH11-10	Outcomes Assessed AH11-4 AH11-6 AH11-7 AH11-8 AH11-9	Outcomes Assessed AH11-1 AH11-2 AH11-3 AH11-5 AH11-6 AH11-9
Knowledge and understanding of course content	40%	10	5	25
Historical skills in the analysis and evaluation of sources and interpretations	20%	10	5	5
Historical inquiry and research	20%	5	15	
Communication of historical understanding in appropriate forms	20%	5	5	10
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 9-10 2025





BIOLOGY - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Depth Study	Practical Investigation	Yearly Examination
		Ecosystem Dynamics and Biological Diversity	Cells As The Basis Of Life/ Enzymes	Cells As The Basis Of Life/ Organisation Of Living things/ Ecosystem Dynamics and Biological Diversity
		Outcomes Assessed BIO11-1 BIO11-7 BIO11-10 BIO11-11 + 3 other outcomes of student choice*	Outcomes Assessed BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-7 BIO11-10 BIO11-11	Outcomes Assessed BIO11-1 BIO11-2, BIO11-4 – BIO11-11
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 11 2025	Term 2 Week 9 2025	Term 3 Week 9-10 2025

*Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.

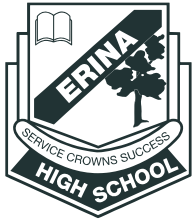




BUSINESS STUDIES - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Report Nature of Business	Extended Response Business Management	Yearly Examination All Topics
		Outcomes Assessed P1 P2 P7 P8 P9	Outcomes Assessed P5 P6 P7 P9	Outcomes Assessed P1-P6, P8-P10
Knowledge and understanding of course content	40%	10	10	20
Stimulus-based skills	20%		5	15
Inquiry and research	20%	15	5	
Communication of business information, ideas and issues in appropriate forms	20%	5	10	5
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 10 2025	Term 3 Week 9-10 2025



COMMUNITY AND FAMILY STUDIES - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		In class task	Research Task	Yearly Examination
		Resource Management	Families and Communities	Resource Management, Individuals and Groups, Families and Communities
Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes	
Knowledge and understanding of course content	40%	15	10	15
Skills in critical thinking, research methodology, analysing and communicating	60%	10	25	25
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1 Week 8 2025	Term 3 Week 4 2025	Term 3 Week 9/10 2025





Chemistry - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Practical Task	Depth Study	Yearly Examination
		Property and Structure of Matter	Choice of Module	All topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		CH11-2 CH11-3 CH11-6 CH11-8	CH11-1 & CH11-7 + 3 other outcomes of student choice*	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-7 - CH11-11
Skills in working scientifically	60%	20	30	10
Knowledge and understanding	40%	5	5	30
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1 Week 8 2025	Term 2 Week 8 2025	Term 3 Week 9-10 2025

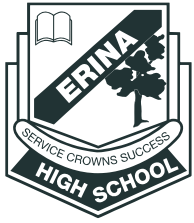
***Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.**

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.

***Module names:**

- Module 1: Properties and Structure of Matter
- Module 2: Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions





DRAMA - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Performance & Logbook Improvisation, Acting and Playbuilding	Group Performance & Reflection Theatrical Traditions and Performance Styles	Director's Folio & Yearly Examination Elements of Production in Performance
		Outcomes Assessed P1.1 P1.2 P1.5 P2.1 P2.3 P2.4 P3.3	Outcomes Assessed P1.3 P1.4 P1.6 P1.7 P1.8 P2.4 P2.5 P2.6 P3.2 P3.3	Outcomes Assessed P1.4 P1.6 P2.1 P2.2 P3.1 P3.2 P3.3 P3.4
Making	40%	10	10	20
Performing	30%	10	20	
Critically Studying	30%	5	5	20
Assessment Weighting:		25%	35%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Weeks 9-10 2025





ECONOMICS - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Research Task Introduction to Economics	Topic Test Markets and Labour Markets	Yearly Examination All Topics
		Outcomes Assessed P4 P9 P10 P12	Outcomes Assessed P1 P2 P3 P5 P8 P11	Outcomes Assessed P1 - P11
Knowledge and understanding of course content	40%	10	10	20
Stimulus-based skills	20%		15	5
Inquiry and research	20%	15	5	
Communication of economic information, ideas and issues in appropriate forms	20%	5	5	10
Assessment Weighting:		30%	35%	35%
Date Due:		Term 1 Week 8 2025	Term 2 Week 6 2025	Term 3 Week 9-10 2025





ENGINEERING STUDIES - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Topic Test	Engineering Report	Yearly Examination
		Engineered Products	Biomedical Engineering	All Topics
Outcomes Assessed		Outcomes Assessed	Outcomes Assessed	
Knowledge and understanding of course content	60%	10	20	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	10	20	10
Assessment Weighting:		20%	40%	40%
Date Due:		Term 2 Week 2 2025	Term 3 Week 8 2025	Term 3 Week 9-10 2025





ENGLISH ADVANCED - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Imaginative Response and Reflection Reading to Write	Multimodal Narratives That Shape Our World	Yearly Examination All Modules
		Outcomes Assessed EA11-3 EA11-4 EA11-5 EA11-9	Outcomes Assessed EA11-1 EA11-2 EA11-3 EA11-5 EA11-6 EA11-7	Outcomes Assessed EA11-1 EA11-3 EA11-5 EA11-6 EA11-8
Knowledge and understanding of course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50%	15	15	20
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Weeks 9-10 2025





ENGLISH EXTENSION - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Imaginative Response	Independent Related Research Project	Yearly Examination
		Texts, Culture and Value	Texts, Culture and Value	Texts, Culture and Value
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-1 EE11-2 EE11-3 EE11-5
Knowledge and understanding of complex texts and of how and why they are valued	50%	15	15	20
Skills in complex analysis, sustained composition and independent investigation	50%	15	25	10
Assessment Weighting:		30%	40%	30%
Date Due:		Term 2 Week 5 2025	Term 3 Week 4 2025	Term 3 Weeks 9-10 2025



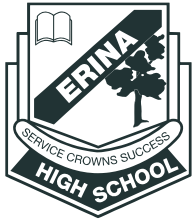


ENGLISH STANDARD - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Imaginative Response and Reflection Reading to Write	Multimodal Contemporary Possibilities	Yearly Examination All Modules
		Outcomes Assessed EN11-3 EN11-4 EN11-5 EN11-9	Outcomes Assessed EN11-1 EN11-2 EN11-3 EN11-7	Outcomes Assessed EN11-1 EN11-3 EN11-5 EN11-6 EN11-8
Knowledge and understanding of course content	50%	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50%	15	15	20
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 9 2025	Term 3 Weeks 9-10 2025





ENGLISH STUDIES - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Multimodal Presentation	Portfolio	Yearly Examination
		Achieving Through English	All Modules	All Modules
Outcomes Assessed		Outcomes Assessed	Outcomes Assessed	
Knowledge and understanding of course content	50%	15	15	20
Skills in: -Comprehending texts -Communicating ideas -Using language accurately, appropriately and effectively	50%	15	20	15
Assessment Weighting:		30%	35%	35%
Date Due:		Term 1 Week 10 2025	Term 3 Week 5 2025	Term 3 Weeks 9-10 2025



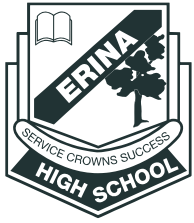


FOOD TECHNOLOGY - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Report, Experiment & Practical	Meal Plan & Fact Sheet	Yearly Examination
		Food Quality	Nutrition	All Topics
Outcomes Assessed		Outcomes Assessed	Outcomes Assessed	
Knowledge and understanding of course content	40%		10	30
Knowledge and skills in designing, researching, analysing and evaluating	30%	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30%	20	10	
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Weeks 9-10 2025





Health and Movement Science - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Video Analysis	Collaborative Investigation	Yearly Examination
		The Body and Mind in Motion	Collaborative Investigation	All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		HM-11-03 HM-11-04 HM-11-06	HM-11-05 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-09 HM-11-09
Knowledge and understanding of course content	40%	15	5	20
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	15	25	20
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 8 2025	Term 2 Week 6 2025	Term 3 Week 9/10 2025





INDUSTRIAL TECHNOLOGY TIMBER - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Report & Practical Project	Folio & Practical Project	Yearly Examination
		Industry Study & Bedside Carcass Construction	Preliminary Major Project	All Topics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		P1.2 P3.1 P4.1 P4.2 P5.1 P6.1 P6.2	P1.2 P3.1 P3.3 P4.2 P4.3 P5.1 P5.2	P1.1 - P7.2
Knowledge and understanding of course content	40%	15		25
Knowledge and skills in the management, communication and production of projects	60%	20	40	
Assessment Weighting:		35%	40%	25%
Date Due:		Term 1 Week 10 2025	Term 3 Week 6 2025	Term 3 Week 9-10 2025





INVESTIGATING SCIENCE - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Skills Task	Depth Study	Yearly Examination
		Cause and Effect- Observing	Cause and Effect – Inferences and Generalisations/ Scientific Models	Cause and Effect- Observing / Cause and Effect – Inferences and Generalisations/ Scientific Models/ Theories and Laws
		Outcomes Assessed INS11-2 INS11-5	Outcomes Assessed INS11-1 & INS11-7 + 3 other outcomes of student choice*	Outcomes Assessed INS11-1 - INS11-11
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 7 2025	Term 2 Week 6 2025	Term 3 Week 9-10 2025

***Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.**

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.





LEGAL STUDIES - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Scenario and Topic Test Core Part I: The Legal System	Research and In-Class Essay Core Part III: Law in Practice	Yearly Examination All Topics
		Outcomes Assessed P1 P2 P3 P4 P6	Outcomes Assessed P5 P7 P8 P9 P10	Outcomes Assessed P2 P3 P6 P7 P9
Knowledge and understanding of course content	40%	10	10	20
Analysis and evaluation	20%	5	5	10
Inquiry and research	20%		20	
Communication of legal information, ideas and issues in appropriate forms	20%	5	5	10
Assessment Weighting:		20%	40%	40%
Date Due:		Term 1 Week 9 2025	Term 2 Week 8 2025	Term 3 Week 9-10 2025





MARINE STUDIES - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Digital Communication and Infographic Dangerous Marine Creatures	Practical Demonstration and Research task Anatomy and Physiology of Marine Organisms	Yearly Examination Core 5 – Marine & Maritime Employment Core 1 – Marine Safety and First Aid Core 4 – Humans In Water Option Module 6 – Coral Reef Ecology
		Outcomes Assessed 1-3 2-1 2-3	Outcomes Assessed 1-1 1-2 2-3 4-2 5-3	Outcomes Assessed 1-1 1-2 1-3 1-4 1-5 3-1 3-2 3-3
Skills in Working Scientifically	35%	10%	15%	10%
Knowledge and Understanding of Course Content	65%	20%	15%	30%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9 2025	Term 2 Week 7 2025	Term 3 Week 9-10 2025



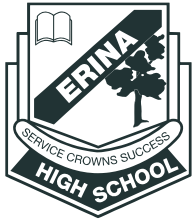


MATHEMATICS ADVANCED - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		In-class Test	Modelled Task	Yearly Examination
		Algebraic Techniques F1.1, Linear, Quadratic and Cubic Functions F1.3	Introduction to Functions F1.2, Further Functions and Relations F1.4, Trigonometry and Angles MA-T1, Trigonometric Functions MA-T2	All Topics Studied
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		MA11-1 MA11-2 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-9	MA11-1 to MA11-9
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 9-10 2025





MATHEMATICS EXTENSION - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		In-Class Test	Modelled Task	Yearly Examination
		Further work with Functions ME-F1, Combinatorics ME-A1	Polynomials MA-F2, Functions – Graphical and Inverse MA-F1, MA-F3, Trigonometric – Inverse Functions and Further Identities ME-T1, ME-T2	All Topics Studied
Outcomes Assessed		Outcomes Assessed	Outcomes Assessed	
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 7 2025	Term 2 Week 10 2025	Term 3 Week 9-10 2025



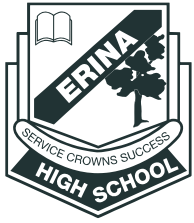


MATHEMATICS STANDARD - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		In-Class Test	Modelled Task	Yearly Examination
		Algebraic Manipulation, Linear Relationships and Modelling, Interest and Depreciation	Earning and Managing Money, Budgeting, Classifying and Representing Data, Exploring Data from a Single Variable	All Topics
Outcomes Assessed		Outcomes Assessed	Outcomes Assessed	
MS11-1 MS11-2 MS11-5 MS11-6 MS11-10		MS11-2 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	MS11-1 to MS11-10	
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 8 2025	Term 2 Week 8 2025	Term 3 Week 9-10 2025





MODERN HISTORY - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Research Task	In-Class Test	Yearly Examination
		Historical Investigation	Shaping of the Modern World: The French Revolution	Trans-Atlantic Slave Trade Decolonisation in Indochina French Revolution
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		MH11-2 MH11-4 MH11-6 - MH11-10	MH11-2 MH11-3 MH11-5 MH11-9	MH11-1 MH11-3 MH11-5 MH11-6 MH11-9
Knowledge and understanding of course content	40%	5	15	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	10	5	5
Historical inquiry and research	20%	15	5	
Communication of historical understanding in appropriate forms	20%	10	5	5
Assessment Weighting:		40%	30%	30%
Date Due:		Term 1 Week 11 2025	Term 2 Week 9 2025	Term 3 Weeks 9-10 2025





MUSIC 1 - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Viva Voce and Aural Analysis Popular Music	Composition Portfolio Music of a Culture	Performance and Aural Examination Music for Small Ensembles
		Outcomes Assessed P4, P6	Outcomes Assessed P3, P5, P7	Outcomes Assessed P1, P4, P6
Composition	25%			25
Performance	25%		25	
Aural	25%	10		15
Musicology	25%	25		
Assessment Weighting:		35%	25%	40%
Date Due:		Term 1 Week 9 2025	Term 2 Week 10 2025	Term 3 Week 9/10 2025





PHYSICS - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Practical Investigation Kinematics & Dynamics	Depth Study Kinematics/ Dynamics/ Waves and Thermodynamics/ Electricity and Magnetism	Yearly Examination Kinematics/ Dynamics/ Waves and Thermodynamics/ Electricity and Magnetism
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		PH11-1 PH11-2 PH11-3 PH11-4 PH11-7 PH11-8	PH11-1 & PH11-7 + 3 other outcomes of student choice*	PH11-1 -PH11-11
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 10 2025	Term 2 Week 8 2025	Term 3 Week 9-10 2025

*Depth Study Tasks must assess a total of 5 outcomes. All Depth Study tasks are different due to student choice.

- The two Working Scientifically outcomes of Questioning and Predicting, and Communicating must be addressed in both Year 11 and Year 12.
- A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome (one of the Modules), must be assessed. There is student choice for these outcomes.





SPORT, LIFESTYLE & RECREATION - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Practical Fitness Testing	Practical Coaching Session	Swimming Practical, Theory Exam and Class Workbook
		Fitness	Sports Coaching	Aquatics
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		1.2, 2.1, 2.2, 3.3, 3.5, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 3.1, 4.4, 4.5
Knowledge and Understanding	50%	20	15	15
Skills	50%	15	20	15
Assessment Weighting:		35%	35%	30%
Date Due:		Term 1 Week 10 2025	Term 2 Week 7 2025	Term 3 Week 8 2025





SOCIETY & CULTURE - 2025

YEAR 11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Oral Presentation The Social & Cultural World	Research Essay Personal & Social Identity	Yearly Examination All Topics
		Outcomes Assessed P1 P3 P6 P9 P10	Outcomes Assessed P1 P2 P3 P7 P8 P9 P10	Outcomes Assessed P1 P2 P3 P4 P5 P9
Knowledge & understanding of course content	50%	15	15	20
Application & evaluation of social & cultural research methods	30%	10	15	5
Communication of information, ideas and issues in appropriate forms	20%	5	10	5
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 Week 9 2025	Term 2 Week 10 2025	Term 3 Week 9-10 2025



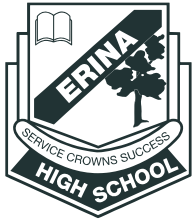


VISUAL ARTS - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Clay Sculpture and Research Project	Photography or Film and In Class Essay	Yearly Examination
		The Art History Timeline	The Art of Conflict	Frames Artist Practice Conceptual Framework
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		P1 P3 P4 P7 P8 P9	P2 P3 P5 P8 P9 P10	P6 P7 P9
Art Criticism and art history	50 %	15%	15%	20%
Art making.	50%	25%	25%	
Assessment Weighting:		40%	40%	20%
Date Due:		Term 1 Week 9 2025	Term 2 Week 9 2025	Term 3 Week 9-10 2025





WORK STUDIES - 2025

Y11 COURSE ASSESSMENT SCHEDULE

Components	Weightings	Task 1	Task 2	Task 3
		Research task and presentation	Student Folio	Student Folio & research task
		My Working Life	Preparing job applications	Workplace Communication
		Outcomes Assessed	Outcomes Assessed	Outcomes Assessed
		WS1 WS2 WS3 WS4 WS5 WS6 WS7 WS8 WS9	WS1 WS2 WS3 WS4 WS5 WS6 WS7 WS8 WS9	WS1 WS2 WS5 WS6 WS7 WS8 WS9
Knowledge and Understanding	30%	10	10	10
Skills	70%	25	25	20
Assessment Weighting:		35%	35%	30%
Date Due:		Term 1 Week 8 2025	Term 2 Week 8 2025	Term 3 Week 8 2025



ASSESSMENT OF VET COURSES

VET Courses are 'Competency Based' Assessments and are not 'Outcome Based'. Students are required to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, a student must demonstrate that they can effectively carry out tasks to industry standard. Students will progressively be assessed as 'competent' or 'not yet competent' in units of competency to achieve a nationally recognised qualification.

Assessment of competencies varies between courses. Assessment is ongoing throughout Year 11 and Year 12 over the 240 hour course. There are Cluster Tasks for each course that must be completed in entirety to achieve competence. VET Cluster Tasks will be assessed according to the schedules. The theory component of Cluster Tasks will be assessed as per the schedules, however, the practical component may be completed at a later time if determined by the school.

Work Placement:

NESA mandates that all students studying an Industry Curriculum Framework Course (see list of courses below) must complete mandatory Work Placement. A minimum of 70 hours work placement in a related industry workplace is required, which is usually completed doing 35 hours of work in Year 11 and 35 hours in Year 12.

Optional HSC Examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark, which may be used in the calculation of the ATAR. 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 an AQF VET qualification. Students will sit the optional HSC Examination during the final HSC Examination period. Students who elect to sit the optional HSC Examination must also complete the Year 12 Trial HSC optional Examination.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

NESA Developed Courses:

Industry Curriculum Framework Courses (with mandatory Work Placement and Optional examination) running in Year 12 at Erina High School in 2025 include:

- Construction Pathways
- Hospitality – Cookery

Students completing a VET course will be issued with an RTO assessment schedule, advice and individual assessment task information for every course assessment.

Year 11 VET Courses in 2025

VET - Construction

VET - Entertainment

VET - Hospitality



School Name: ERINA HIGH SCHOOL

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out	Preliminary Examination <i>Optional</i>
Code	Unit of Competency	HSC Examinable	Week 4 Term 2 Date 23.5.25	Week 8 Term 2 Date 20.6.25	Week 2 Term 4 Date 24.10.25	Week 8 Term 4 Date 5.12.25	Week 9-10 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	✓		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X		
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	✓				X	

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

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

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



School Name: Erina High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week: 4	Week: 9	Week: 4	Week: 10
			Term: 2	Term: 4	Term: 2	Term: 3
Code	Unit of Competency	HSC Examinable	Date: 23/5/25	Date: 12/12/25	Date 23/5/25	Date: 26/9/25
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

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

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

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



School Name: ERINA HIGH SCHOOL

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	Preliminary Examination <i>Optional</i>
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 9	Week 5	Week 9-10
			Term 2	Term 3	Term 3
Code	Unit of Competency	HSC Examinable	Date 22.8.25	Date 22.8.25	
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

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

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

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

Appendix A: Illness/Misadventure Form

YEAR 9 – 12 ASSESSMENT

ILLNESS/MISADVENTURE FORM

If illness, misadventure, accident or special circumstances prevent you from completing an Assessment Task on or before the due date the following form is to be completed. Where the circumstance is known in advance, this form must be submitted **prior to the assessment task**. In the case of unforeseen circumstances, the **form must be submitted no later than 5 school days from the submission date of the assessment task**.

Student Name: _____

Year/Class: _____

Teacher: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> Reason for illness/misadventure request is completed | <input type="checkbox"/> Medical Certificate/supporting evidence is attached |
| <input type="checkbox"/> All course and task details are completed | <input type="checkbox"/> Parent/Carer signature and date are completed |
| <input type="checkbox"/> Student signature and date are completed | |

The completed form and supporting evidence are to be submitted to the Deputy Principal.

Reason for Request: **Illness** **Misadventure**

Brief Details of Reason: _____

Course Name: _____

Original due date: _____

Task Name: _____

Task Weighting: _____

Task Number: 1 2 3 4

Has the task been completed/submitted?

Yes

If 'Yes' – when? _____

No

New due date: _____

Course Teacher Comments: _____

Teacher Signature: _____

Documentation Attached: **Medical Certificate** **Other :** _____

Parent/Carer Signature: _____

Date: _____

Student Signature: _____

Date: _____

DEPUTY PRINCIPAL TO COMPLETE:

REQUEST UPHELD: **Yes** **No**

Deputy Principal Signature: _____

Date: _____

Extension of Time

New Submission Date: _____

Alternate Task **Possible adjustment of marks compared to similar task**

Copies to: **Student** **Class Teacher (Original)** **Head Teacher** **Deputy Principal**

Appendix B: Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy. Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, uncooperative or inappropriate behaviour will be warned. If the behaviour continues they may be isolated from the examination. The student may receive zero for the examination. Students found to be cheating will receive zero for their examination.

Students are advised to thoroughly read and abide by the NSW Education Standards Authority's Higher School Certificate Rule and Procedures Booklet, and the rules and procedures outlined below.

Before the examination:

1. Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
2. Arrive early for your examination and ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
3. Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination. <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/exam-equipment-list>
4. Carry your equipment in a clear plastic bag/sleeve. You will not be permitted to use a pencil case. You may bring a clear bottle of water with no label, and are able to use NESA approved scientific calculators for certain courses.
5. Do not bring mobile phones, tablets, programmable or smart watches, or other electronic devices into the examination room. Using mobile phones during an examination (even if you have finished) will result in a zero mark being awarded for that exam.
6. Do not take paper or other written material into the examination.
7. Bags for personal items must be left at the back of the room.
8. Contact the school immediately if you have an illness/misadventure.

During the examination

1. Enter the examination hall only after instructions from the supervisor.
2. Sit in your allocated seat quickly and do not touch/open the examination paper until instructed. Follow all written and verbal instructions.
3. Complete the attendance slip and place in the top right hand corner of your desk.
4. Reading time is provided for all examinations. You must not write or use any equipment in this time.
5. Write your student number on all examination papers. Do not write your name.
6. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
7. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.
8. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
9. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
10. Wait quietly until you are instructed to leave.
11. Do not remove any papers from the examination room.

YEAR 9 – 12 ASSESSMENT

APPEAL FORM

If a student believes their assessment task mark or rank is incorrect, and the issue has not been resolved at a faculty level, the student may appeal to the Deputy Principal for a review of the process. This **must be done within 5 school days of receiving marks** and should be submitted in writing using the below form.

Student Name: _____

Year/Class: _____

Date: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- All course and task details are completed
- Supporting documentation is attached (*if available*)
- Student signature and date are completed
- Reason for an appeal request is completed
- Parent/Carer signature and date are completed

The completed form and supporting documentation are to be submitted to the Deputy Principal.

Course Name: _____

Teacher: _____

Task Name: _____

Task Weighting: _____

Task Number: 1 2 3 4

Reasons for requesting an appeal:

Documentation Attached: No Yes : _____

Parent/Carer Signature: _____

Date: _____

Student Signature: _____

Date: _____

DEPUTY PRINCIPAL TO COMPLETE:

APPEAL UPHeld: Yes No

Reasons for appeal decision:

Deputy Principal Signature: _____

Date: _____

Head Teacher notified Class Teacher notified Student notified

Appendix D: Year 11 Assessment Calendar 2025

WEEK	TERM 1 - 2025	TERM 2 - 2025	TERM 3 - 2025
1			
2		Engineering Studies Task 1	
3			
4		VET Construction Task 1 VET Entertainment Task 1 & 3	English Extension Task 2 CAFS Task 2
5		English Extension Task 1 English Studies Task 2	VET Hospitality Task 2
6		Health and Movement Task 2 Investigating Science Task 2 Economics Task 2	Ind Tech Timber Task 2
7	Investigating Science Task 1 Maths Extension Task 1	Marine Studies Task 2 SLR Task 2	
8	Maths Standard Task 1 Health and Movement Task 1 Work Studies Task 1 Economics Task 1 Chemistry Task 1 CAFS Task 1	Maths Standard Task 2 Work Studies Task 2 Physics Task 2 Legal Studies Task 2 Chemistry Task 2 VET Construction Task 2 Food technology Task 2	Work Studies Task 3 SLR Task 3 Engineering Studies Task 2 VET Entertainment Task 4 (during exams)
9	Maths Advanced Task 1 Society and Culture Task 1 Marine Studies Task 1 Legal Studies Task 1 Visual Arts Task 1 Food Technology Task 1	English Standard Task 2 Maths Advanced Task 2 English Advanced Task 2 Drama Task 2 Modern History Task 2 VET Hospitality Task 1 Visual Arts Task 2 Biology Task 2	YEARLY EXAMINATIONS (WK 9-10)
10	English Standard Task 1 English Studies Task 1 English Advanced Task 1 Drama Task 1 Physics Task 1 Ancient History Task 1 Business Studies Task 1 SLR Task 1 Ind Tech Timber Task 1	Society and Culture Task 2 Ancient History Task 2 Business Studies Task 2 Maths Extension Task 2	
11	Modern History Task 1 Biology Task 1		