



Mural, H Block, Campbelltown Performing Arts HS

Year 11

Assessment Booklet

2025



**Campbelltown
Performing Arts
High School**
PATHWAYS TO SHINE

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MESSAGE FROM THE PRINCIPAL

On behalf of everyone at Campbelltown Performing Arts High School, I warmly welcome all our Year 11 students to the commencement of Stage 6. The decision to pursue the Year 11 Record of School Achievement (RoSA) in preparation for the HSC is a significant one and requires students to take full responsibility for pursuing learning growth in your Stage 6 courses. It is critical that all Year 11 students understand that 'opting out' of your learning is not an option; students are expected to actively participate in all learning activities and assessment tasks, and you should aim to continually improve the quality of your work.

The information in this handbook is intended to support students and parents in understanding the expectations and requirements of the Year 11 Assessment Program. Students are strongly encouraged to develop effective learning habits and study routines from the beginning of this year. Your teachers are here to provide additional guidance and support throughout the year and will assist you with identifying specific opportunities for improvement through goal setting and feedback. I encourage all students to embrace the advice your teachers provide, and to readily engage in ongoing conversations with your teachers about your progress. Your teachers are highly experienced and have a deep understanding of what success in learning looks like for all Stage 6 students, so they are well equipped to help identify the precise areas of development you need to focus on in order to achieve your best results.

Should you require any clarification on the contents of this handbook, please feel free to contact me, Mrs Clark as the Year 11 Deputy Principal, or Ms Vujcic as the Head Teacher Pathways.

I encourage all students to strive for excellence, to take care in all aspects of your schoolwork, to make the most of every opportunity at Campbelltown Performing Arts High School, and let success be your reward as you embark on Year 11 in 2025.



Mrs Leah McKeown
Principal

Assessment Policy

Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching and learning cycle, and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this assessment booklet have been prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this assessment booklet has been issued. Students will be advised of any relevant changes.

Aims

NESA requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be made fully aware of the NESA, school and key learning area (KLA) requirements for Year 11 and 12 assessment and will complete all the scheduled tasks to the best of their ability. Processes are in place to deal with special considerations in case of misadventure, and for appeals against assessment results.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. This will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be improved.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

In the case of vocational education and training (VET) courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is assessed as either competent, or not yet competent, against a prescribed standard.

Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take several different forms, for example: exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

Life Skills

Students who are engaged in a life skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESAs guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for life skills students, they may be implemented as an additional measure of achievement.

Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 10,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells NESA 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.

Campbelltown Performing Arts High School makes every attempt to meet the needs of every student in a similar way to NESA in examination conditions. This might include a writer, reader, additional time or separate supervision.

If you wish to discuss whether disability provisions apply to you, contact Ms Loader, Head Teacher Learning and Support.

Course Completion Requirements specific to Years 10 to 12

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

NESA Terminology from the Assessment, Certification and Examination (ACE) Manual:	For CPAHS students this means:
"Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	<ul style="list-style-type: none">• Follow NESA syllabus• Participate in all learning activities set by the teacher and faculty
"Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none">• Attend all timetabled classes• Make a genuine attempt to complete the tasks set in class to the best of your ability• Actively participate in the learning experiences provided• Complete all mandatory practical activities.
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none">• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)

Activating your Students Online account

Students Online is your source of information about your senior study, including your HSC. It is full of useful advice, resources and links. The website is <https://studentsonline.nesa.nsw.edu.au>

Why Should I Check Out the Website?

You can access information such as:

- personal details
- grades and assessment ranks
- personal HSC exam timetable
- HSC results
- VET credentials

How Do I Activate My Account?

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

NESA provides two services to help you gain access to your Students Online account:

1. If your email address is registered with us, they 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 or speak to Ms Schroder, Senior Study Coordinator.

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.

Key points:

- You should have provided a **PRIVATE email address** on your Confirmation of Entry as well as a **MOBILE PHONE NUMBER**.
- Keep your passwords in a safe place at home and refer to it as needed.
- The school will not have your Schools Online password. If you have trouble retrieving your passwords, speak to Ms Vujcic, Head Teacher Pathways, who can help you get in contact with NESA Schools Online.
- Alert Ms Vujcic immediately if anything is incorrect.

Assessment

1. Assessment notification

- 1.1 All students will be provided with the assessment booklet containing each course's assessment schedule.
- 1.2 The class teachers under supervision of the KLA head teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a KLA will be issued by the class teacher, with approval of the head teacher, through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on Sentral by the head teacher.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an *Assessment Task Notification Register*. This register is kept by the class teacher as a record of notification.
- 1.5 Upon issue of the assessment notification, the teacher will explain:
 - (a) the requirement of the task
 - (b) the learning outcomes being measured
 - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the KLA head teacher to the deputy principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or KLA head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.
Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.
Hand-in tasks are due before school by 8:50 am on the due date listed on the assessment notification.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future directions regarding:

- (a) the knowledge and skills the student has demonstrated
- (b) the knowledge and skills which were not demonstrated but were required
- (c) advice on how to develop the required knowledge and skills
- (d) an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Invalidating assessment tasks:** 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/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with the KLA head teacher within five (5) school days of the initial result being returned to the student and submit the *Assessment Task Appeal* Form to the HT pathways. A panel will make a final determination on the validity of the claim. 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. The decision of the principal is final.
- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the HT pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant KLA head teacher on their arrival at school on the day they return, in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the HT pathways (Years 10-12).

- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the HT pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions, work placement, and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the class teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission.
- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, do not hesitate to ask for help. Start by talking to your class teacher and faculty head teacher. You can also seek support from the learning and support teachers, or the HT teaching and learning. If a student has a learning difficulty or additional/special needs that we need to be aware of, the student must talk to the learning and support teachers or the HT pathways. We may be able to offer extra assistance in other ways through disability or special provisions.
- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded, and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the head teacher pathways will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.
- In the event of illness for an examination, students are expected to see the teacher or KLA head teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an *Illness/Misadventure Application* form justifying their partial absence with a doctor's certificate in the event of an illness, or suitable evidence in the event of a misadventure.
- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the front office on the day the task is due and immediately leave the premises.
- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contributes in excess of 50% of available marks in the course.

4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that course.
- 4.3 **Zero marks:** Students and parents/carers will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents/carers and students should also be aware of the potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempts:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement (RoSA)*. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.
- 4.5 **Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Microsoft Office365 or Google Drive to complete their work to avoid this issue.

5. Malpractice

Honesty in HSC Assessment – the Standard

This standard sets out NESAs requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and

electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures Guide
- HSC: All My Own Work Program

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

Types of malpractice in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests

This information is publicly available here <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

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. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or 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.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents
- referencing incorrect or non-existent sources
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source
- building on the ideas or words of another person without appropriate acknowledgement,
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- 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.

Breach of assessment conditions

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESAs.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Register of Malpractice in HSC Assessment Tasks

For many years, NESAs has collected and published information on malpractice in HSC examinations. NESAs instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered in the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved. The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberate mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive.

The implementation of this Register is supported by the Independent Commission Against Corruption.

Malpractice Policy at Campbelltown Performing Arts High School

- 5.1 Students are responsible for knowing and complying with the school's malpractice policy for all school-based assessment as outlined in the Assessment Booklet.
- 5.2 You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest, in relation to all your work.
- 5.3 **Plagiarism:** As a student, you are responsible for ensuring that all work submitted to your teachers is your own original work. It is important to understand that plagiarism is a severe academic offence and is not acceptable under any circumstances. Plagiarism occurs when a person uses someone else's work or ideas without giving proper credit. This violates the principles of academic integrity. With the rise of technology, it is now easier than ever to plagiarise using AI tools such as text generators, online summarisation tools, and translation software.

To avoid plagiarism, students should:

- Take careful notes when researching and reading and use their own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by their teachers, to give credit to the original author of the work. If a student is unsure about how to cite something, they should ask their teacher for help.
- Avoid using AI (artificial intelligence) tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.

Regarding AI and assessment tasks:

- The use of AI tools to generate content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.

- The use of AI tools for citation and grammar checking is permitted but students should not rely solely on these tools to check their work.

By following these guidelines and understanding the school's response to the use of AI, students can ensure that their work is their own, and they are producing quality, original work. It is crucial to take academic integrity seriously and avoid the temptation to use AI tools to cheat. Remember that academic success comes from hard work, dedication, and original thinking.

Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter will be sent home. If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark.

All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.

- 5.4 **Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption.
- 5.5 **Procedures for investigating suspected malpractice:** In a case of suspected malpractice, the teacher and head teacher will speak to the student and will advise them that the matter will be referred to the HT pathways for investigation. The faculty will contact the parent to inform them of the matter and the referral. The HT pathways will convene a panel which may include the head teacher, and the deputy principal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations.
- 5.6 **Range of possible penalties for malpractice:** Students may receive zero marks, reduced marks, or a warning. All instances of malpractice and academic misconduct will be reported to NESAs in accordance with the Malpractice Register guidelines.
- 5.7 **Student appeal process:** Students may appeal the malpractice decision. Student appeals concerning malpractice in school-based assessment tasks must be resolved at the school level. The student must lodge a formal appeal in writing within five days from the date of the decision. The appeal must be submitted to the head teacher pathways who will meet with the principal. The student's parent/carer will be informed of the assessment review panel's decision. The principal's decision is final. Refer to Appendix C: Assessment Task Appeal Form.

6. N-Warning Letters

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-Warning Letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and
- **Non-completion of Work Placement (for VET courses):** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC courses.

Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the deputy principal and head teacher pathways to commence 'N' Determination processes.

7. N-Determinations

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying an HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Year 11 students need to successfully satisfy all the assessment requirements for all of their courses (a total of 12 units of study) to be eligible to proceed to HSC coursework. A student who receives two or more official warning letters in any one course will be deemed as causing concern in that subject, and appropriate intervention will be applied. If there is no subsequent improvement, then the student will be issued with an 'N'-determination in that course. This puts a student at risk of no longer being eligible for the HSC.

Year 12 students need to successfully satisfy all of the assessment requirements for all of their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. A student who receives two or more official warning letters in any one subject will be deemed as causing concern in that subject and appropriate interventions will be applied. If there is no subsequent improvement, then the student may be issued with an 'N'-determination in that subject and will have to complete an alternative pattern of study. The student may no longer be eligible to receive a Higher School Certificate depending on their pattern of study.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA or HSC depending on their chosen pattern of study.

8. Senior Reviews

Students are supported to stay on track with their learning with senior review meetings organised by the head teacher pathways in conjunction with the deputy principal. Expectations are explained to students, including the risk of not meeting requirements, and the possible consequences including but not limited to N-Warning Letters, N-Determinations, and Unsatisfactory Participation in Learning (for post-compulsory students).

Students are responsible for maintaining their record of work. This includes managing their work across platforms including exercise books, online platforms, and booklets. It is not the responsibility of teachers to store material for students. Students are expected to present their record of work as requested and are required to keep their work for the duration of the year.

9. Unsatisfactory Participation in Learning

In accordance with the NSW Department of Education Student Behaviour Policy and the Suspension and Expulsion procedures, principals can consider expelling a student on the grounds of unsatisfactory participation in learning for students aged 17 years and over, where a student is at risk of receiving an 'N' determination (non-completion of course requirements for a course) in a minimum of 2 courses, and has received a minimum of 2 written 'N' warnings in each course.

In these circumstances, a Notice for Potential Expulsion will be sent to parents. Following the written 'N' warning letters and Notice of Potential Expulsion, students are provided with the opportunity, time and appropriate support to complete the course requirements.

Once a decision has been made to proceed with the expulsion, if the student is not already on suspension, the principal will place the student on a suspension of appropriate length pending the outcome of the decision-making process.

After the written notice of potential expulsion is issued to the student and their parent/carer and they are given 7 school days to consider and respond to the information. The principal and director educational leadership will then have up to 15 school days to make a final decision to proceed.

It is the student's and parent/carer's responsibility to find a suitable alternative placement. While the principal has no further obligation to arrange an alternative educational placement, they can advise on possible options.

10. VET Work Placement

Rationale

Work placement is a compulsory component of every vocational education and training (VET) course undertaken at school or at an external Registered Training Organisation.

Aims

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a nationally accredited qualification recognised by industry groups across the country.

Implementation

- All students must complete a minimum of 35 hours of work placement in Year 11 and another 35 hours in the Higher School Certificate course.
- The work placement is arranged in consultation with the student, the VET teacher, the VET coordinator and MWLP, the workplace learning provider. Once the work placement has been arranged it cannot be changed.
- MWLP is only funded to organise one work placement per student per year.
- Any in class assessments that occur when work placement is on must be rearranged if possible and negotiated with the KLA head teacher prior to the commencement of work placement. If it is a take home assessment, then it must be submitted by the due date.
- The student will be given the relevant work placement forms two weeks before the commencement of work placement.
- The student must contact the workplace by phone one week prior to the commencement of work placement to get their Student Placement Record (SPR) forms signed.
- The SPR forms must be returned to Ms Penny Haskew (print room) once it has been signed by the student and the student's parents or legal guardians. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied, and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians).
- The student must attend work placement every day for the length of time as noted on the Student Placement Record.
- If the student is unable to attend work placement due to illness, then they must contact the workplace, contact the VET co-ordinator at school and get a doctor's certificate.
- Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
- If the student fails to complete their work placement, they will receive an 'N' determination for that course and will be expected to organise another work placement themselves.

11. Major Works

Rationale

Many HSC courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. The NSW Education Standards Authority (NESA) and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

Aims

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of this major project.

Implementation

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant syllabus document. If a student is unsure, they are required to access support from the classroom teacher in the planning stages of this to ensure that they are meeting these requirements.
- Students should work consistently and continuously in the development and creation of their major project.
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official N-Warning letter may be sent home to notify the student's parents/carers that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official N-Warning Letter may be sent home according to the school's assessment policy.

12. Examinations

Rationale

Examinations are an important part of the teaching and learning process and as such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

Aims

To ensure that all examinations meet the requirements set by the NSW Education Standards Authority (NESA).

To provide examinations that are fair and meaningful for all students.

To ensure the examination environment is conducive to high student achievement.

Implementation

In addition to the information in the assessment policy, the following applies to senior students for examinations:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.

- All mobile phones, devices and programmable watches must be switched off and left in bags in the designated area.
- According to NESA guidelines, students may have a non-programmable watch, which must be taken off and placed on the desk in clear view of examination supervisors and not touched during the exam.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam. In this instance, the N-warning process will be followed for this task.
- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a deputy principal for disciplinary action. They will receive a mark of zero for that examination. In this instance, the N-warning process will be followed for this task.
- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate, and complete the *Request for Consideration* form, which is to be submitted to the head teacher pathways.

Dropping or Changing a Course

Decisions regarding changes will be left to the discretion of the principal, within the guidelines provided. Students studying an HSC course may not change courses unless the principal is satisfied that they will be able to complete all HSC course requirements including assessment requirements. No change in HSC entries may occur after the 30th of June in the Higher School Certificate examination year, except that the principal may approve withdrawal from a course.

Students wishing to drop or change subjects must complete the *Subject Variation Form*. This form must be signed by the student and their parent/carer, the relevant teacher and head teacher, and submitted to Ms Vujcic, HT Pathways.

In some cases, dropping or changing a course will affect the ATAR status or HSC eligibility of a student. Students will be required to sign a new *Confirmation of Entry* and their parent/carer will be contacted to discuss status or eligibility concerns.

Optional HSC Examinations

Optional HSC examinations exist for: Vocational Education and Training (VET) courses, external VET courses delivered at TAFE or via another provider, English Studies, and Mathematics Standard 1. Students who do these courses are expected to do the Trial HSC Examination. Students may then opt out of the corresponding optional HSC Examination.

If you have any questions about your ATAR or HSC status, and how this will be affected by a decision to opt out of an optional HSC examination, refer questions to Ms Vujcic, HT Pathways.

Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an assessment task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your class teacher and given to the head teacher pathways for approval. A medical certificate will be required in the case of illness.

See Appendix B: Request for Consideration form

Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task. A student must submit an assessment appeal as outlined below. In reviewing the determination of a student's appeal, the following will be considered:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the appeal.

TO APPEAL AN:

- **ILLNESS/MISADVENTURE OR**
- **MALPRACTICE DECISION OR**
- **ASSESSMENT TASK**

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial decision or result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by the Principal.
- The Principal's decision is final.
- All parties will be notified of the decision.

Go to Appendix C: Assessment Task Appeal form

Course Assessment Schedules

Patterns of Study

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

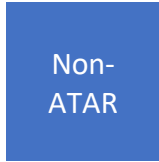
To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR. Note that from 2025 there will no longer be a distinction between Category A and Category B courses. Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.



This course can contribute to an ATAR.

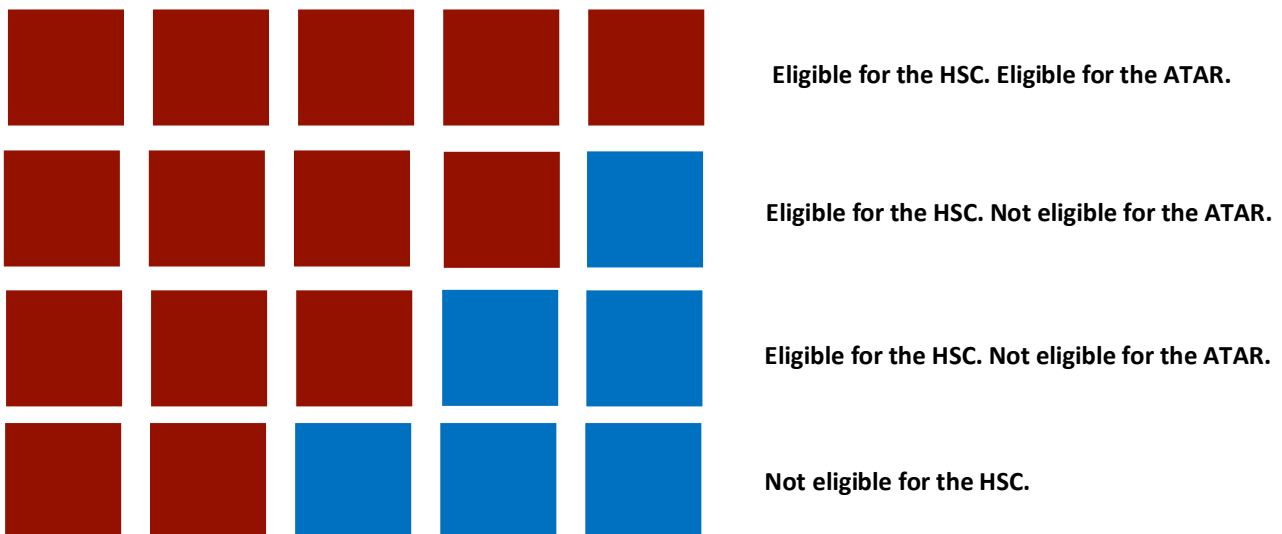


This course does not contribute to an ATAR.

Content Endorsed Courses (CEC) and Board Endorsed Courses (BEC) do not count towards an ATAR.

Sample Patterns of Study

Students must do 12 units in Year 11. Based on a minimum of 5 courses:



2026 HSC COURSE LIST

Your *Confirmation of Entry* will indicate whether you are eligible for the ATAR and/or the HSC. Remember, it is the **combination of courses** that determines your eligibility. If you have any questions, speak to Ms Vujcic, Head Teacher Pathways.

Remember:

- Any course with an HSC examination can count towards the ATAR.
- It is your responsibility to check Students Online on a regular basis, and inform Ms Vujcic of any changes. For example:
 - If you change your address, you must notify the school and Ms Vujcic
 - If you think there is an error, see Ms Vujcic as a matter of urgency

Courses that contribute to the ATAR: Mandatory HSC Examination	Courses that contribute to the ATAR only with the HSC Examination <i>formerly known as Category B Courses</i>	CEC Courses <i>Content Endorsed Courses</i>
Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Drama English Advanced English Standard English Extension 1 Health & Movement Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard (Year 11) Mathematics Standard 2 (Year 12) Modern History Music 1 Physics Society & Culture Visual Arts	Construction (VET) English Studies Entertainment Industry (VET) Hospitality: Food & Beverage (VET) Information & Digital Technology (VET) Mathematics Standard 1 (Year 12)	Ceramics Exploring Early Childhood Photography, Video & Digital Imaging Sport Coaching (VET) Sport, Lifestyle & Recreation Numeracy

ATAR

Non-ATAR

ANCIENT HISTORY

ATAR

Course Outcomes

A student:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	AH11-3, AH11-4, AH11-6 AH11-9, AH11-10	Case Study	Term 1 Week 8 2025	10	5	10	5	30
2	AH11-2, AH11-6, AH11-7 AH11-8, AH11-9	Historical Investigation	Term 2 Week 10 2025	10	5	10	5	30
3	AH11-1, AH11-5, AH11-6, AH11-9, AH11-10	Yearly Examination	Term 3 Week 7-8 2025	20	10		10	40
Total				40	20	20	20	100

Course Outcomes

A student:

Skills:

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding:

- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	BIO11-2, BIO11-3, BIO11-5 BIO11-6, BIO11-7, BIO11-8	Practical Skills Task	Term 1 Week 11 2025	20	5	25
2	BIO11-1, BIO11-3, BIO11-4 BIO11-6, BIO11-7, BIO11-9	Depth Studies	Term 2 Week 10 2025	25	10	35
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	15	25	40
Total				60	40	100

Course Outcomes

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Assessment Schedule

Component		Weighting %
A	Stimulus-based skills	20
B	Inquiry and research	20
C	Communication of business information, ideas and issues	20
D	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P2, P6, P7	Topic Test	Term 1 Week 9 2025	10	5	5	10	30
2	P4, P5, P8, P9	Business Report	Term 2 Week 7 2025	10	5	5	10	30
3	P2, P3, P8, P10	Yearly Examination	Term 3 Weeks 7-8 2025		10	10	20	40
Total				20	20	20	40	100

CERAMICS

Non-
ATAR

Course Outcomes

A student:

Making:

- M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2 explores concepts of artist/ ceramist/ sculptor/ designer/ maker, interpretations of the world and of audience response in their art making
- M3 investigates different points of view in the making of ceramic works
- M4 explores ways of generating ideas as representations in making of ceramic works
- M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6 takes into account Work Health and Safety in their practice

Critical and Historical Studies:

- CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2 investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker/ audience in critical and historical investigations
- CH3 distinguishes between different points of view in their critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interest in ceramics
- CH5 recognises how ceramic works are used in various fields of cultural production

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M2, M3, M4, M5, M6	Submission of Ceramic Work and VAD*	Term 2 Week 2 2025	30		30
2	CH1, CH2, CH3, CH4, CH5	Ceramic Case Study Critical and Historical Studies in Ceramics	Term 2 Week 8 2025		30	30
3	M1, M2, M3, M4, M5, M6	Submission of Ceramic Work and VAD	Term 3 Week 6 2025	40		40
Total				70	30	100

VAPD = Visual Arts Project Diary

Course Outcomes

A student:

Skills:

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding:

- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	CH11-3, CH11-4, CH11-5 CH11-6, CH11-7, CH11-8	Research Task: Bonding and Models	Term 1 Week 7 2025	20	5	25
2	CH11-1, CH11-2, CH1-3 CH11-5, CH11-7, CH11-9	Depth Study	Term 2 Week 7 2025	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	10	25	35
Total				60	40	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Critical thinking, research methodology, analysing and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1.1, P1.2, P4.2 P5.1, P6.1	Resource Management In-Class Response	Term 1 Week 10 2025	10	20	30
2	P 2.3, P4.1 P4.2, P6.2	Individuals and Groups Task	Term 2 Week 8 2025	10	20	30
3	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4 P3.1, P3.2, P4.1, P4.2 P5.1, P6.1, P6.2	Yearly Examination	Term 3 Weeks 7-8 2025	20	20	40
Total				40	60	100

DANCE

ATAR

Course Outcomes

A student:

Dance as an artform:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an art form
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an art form and its inherent expressive qualities

Dance Performance:

- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance

Dance Composition:

- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile

Dance Appreciation:

- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

Assessment Schedule

Component		Weighting %
A	Performance	40
B	Composition	30
C	Appreciation	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.4 P2.1, P2.2, P2.3 P2.4, P2.5, P2.6 P3.4, P3.5, P3.6, P4.2	Performance	Term 1 Week 9 2025	30	10		40
2	P1.2, P1.2, P1.3, P1.4 P4.1, P4.2, P4.3 P4.4, P4.5	Composition and Appreciation	Term 2 Week 7 2025			20	20
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	10	20	10	40
Total				40	30	30	100

DRAMA

ATAR

Course Outcomes

A student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performance of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Assessment Schedule

Component		Weighting %
A	Making	40
B	Performing	30
C	Critically studying	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1.1, P1.2, P1.3, P1.6, P1.7, P1.8 P2.1, P2.3, P2.4, P2.5, P2.6, P3.1	Group Performance	Term 1 Week 11 2025	20	10		30
2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.2	Performance and Portfolio	Term 2 Week 9 2025	10	10	10	30
3	P1.3, P1.6, P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	Theatre Style Study	Term 3 Weeks 7-8 2025	10	10	20	400
Total				40	30	30	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EA11-2, EA11-4 EA11-5, EA11-9	Imaginative Response	Term 1 Week 11 2025	15	15	30
2	EA11-1, EA11-3 EA11-5, EA11-8	Multimodal (Essay and Visual Representation)	Term 2 Week 9 2025	15	15	30
3	EA11-3, EA11-5, EA11-6 EA11-7, EA11-9	Yearly Examination (Critical Study of Literature)	Term 3 Weeks 7-8 2025	20	20	40
Total				50	50	100

ENGLISH EXTENSION 1

ATAR

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EE11-2, EE11-3, EE11-6	Imaginative Response	Term 1 Week 10 2025	15	15	30
2	EE11-1, EE11-2, EE11-3 EE11-4, E11-5	Multimodal Tutorial	Term 2 Weeks 10 2025	20	20	40
3	EE11-1, EE11-2, EE11-3 EE11-4, EE11-5	Yearly Examination	Term 3 Weeks 7-8 2025	15	15	30
Total				50	50	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EN11-4, EN11-5, EN11-6	Writing Folio – Common Module (Reading to Write)	Term 1 Week 9 2025	20	20	40
2	EN11-2, EN11-7, EN11-9	Multimodal Presentation Module A (Contemporary Possibilities)	Term 2 Week 9 2025	15	15	30
3	EN11-1, EN11-3, EN11-8	Yearly Examination Module B (Close Study of Text)	Term 3 Weeks 7-8 2025	15	15	30
Total				50	50	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in: comprehending texts; communicating ideas; using language accurately, appropriately and effectively	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ES11-1, ES11-4, ES11-10	Resume/Folio	Term 1 Week 8 2025	15	15	30
2	ES11-1, ES11-2 ES11-6, ES11-9	Multimodal Task	Term 2 Week 7 2025	15	15	30
3	ES11-3, ES11-5 ES11-7, ES11-8	Portfolio of Classwork	Term 3 Weeks 7-8 2025	20	20	40
Total				50	50	100

EXPLORING EARLY CHILDHOOD

Non-
ATAR

Course Outcomes

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behavior in young children
- 4.1 demonstrates appropriate communication skills with children and / or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.1, 1.4 2.1, 5.1, 6.2	Research Task In-class Response: Teenage Pregnancy	Term 1 Week 9 2025	15	15	30
2	1.3, 1.4, 6.1	Recipe Research and Presentation	Term 2 Week 8 2025	20	20	40
3	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 5.1, 6.1, 6.2	Yearly Examination	Term 3 Weeks 7-8 2025	15	15	30
Total				50	50	100

A student:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research, analysis and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	HM-11-03, HM-11-06 HM-11-07, HM-11-10	Research and in-class written response	Term 2 Week 2 2025	15	20	35
2	HM-11-05, HM-11-09, HM-11-10 <i>Knowledge and understanding outcomes to be determined by teacher in partnership with students, based on the nature of the investigation.</i>	Collaborative Investigation	Term 3 Week 3 2025	15	20	35
3	All outcomes except HM-11-05	Yearly Examination	Term 3 Weeks 7-8 2025	15	15	30
Total				40	60	100

Course Outcomes

A student:

- P1 identifies and applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic and international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6 explains the nature of the interrelationship between the legal system and society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives and interpretations of legal information and issues

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P1, P2, P6, P8, P9	The Legal System: Topic Test	Term 1 Week 10 2025	20	5		5	30
2	P5, P6, P7, P8, P10	The Individual and the Law: Research Task	Term 2 Week 10 2025	5	5	20		30
3	P3, P4, P6, P7, P9	Yearly Examination	Term 3 Weeks 7-8 2025	15	10		15	40
Total				40	20	20	20	100

Course Outcomes

A student:

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

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem-solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA11-1, MA11-2 MA11-8, MA11-9	Functions and Graphing Assignment	Term 1 Week 7 2025	15	15	30
2	MA11-1, MA11-3, MA11-4 MA11-7, MA11-9	Open Book Task	Term 2 Week 9 2025	20	20	40
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	15	15	30
Total				50	50	100

MATHEMATICS STANDARD

Must do the
12MS1 exam
to contribute
to the ATAR

ATAR

Course Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures and three-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Students studying Mathematics Standard need to be aware that in the HSC course, they will have an opportunity to study either the Mathematics Standard 1 or the Mathematics Standard 2 course. The Mathematics Standard 2 course is more rigorous than the Standard 1 course.

Towards the end of Term 3, 2025, the Head Teacher Mathematics will interview students whose performance indicates that Mathematics Standard 1 is more appropriate for their learning needs.

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem-solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS11-2, MS11-5, MS11-6 MS11-9, MS11-10	In class research/ Exam Financial Maths	Term 1 Week 9 2025	15	15	30
2	MS11-3, MS11-4 MS11-9, MS11-10	Open Book Task	Term 2 Week 6 2025	15	15	30
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	20	20	40
Total				50	50	100

MATHEMATICS EXTENSION 1

ATAR

Course Outcomes

A student:

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solutions of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Extension is a 1-unit course and final marks will be given out of 50.

Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem-solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ME11-1, ME11-2 ME11-6, ME11-7	Functions Assignment	Term 1 Week 8 2025	15	15	30
2	ME11-1, ME11-2 ME11-3, ME11-7	Open Book Task	Term 2 Week 9 2025	15	15	30
3	ME11-1, ME11-2, ME11-3 ME11-4, ME11-5	Yearly Examination	Term 3 Weeks 7-8 2025	20	20	40
Total				50	50	100

MODERN HISTORY

ATAR

Course Outcomes

A student:

Knowledge and Understanding:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

Skills:

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

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry	20
D	Communication of historical understanding in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	MH11-3, MH11-4 MH11-6, MH11-7	Source Analysis	Term 1 Week 8 2025	10	5	10	5	30
2	MH11-2, MH11-5, MH11-6 MH11-8, MH11-9	Historical Investigation	Term 2 Week 4 2025	10	5	10	5	30
3	MH11-1, MH11-3, MH11-4 MH11-7, MH11-10	Yearly Examination	Term 3 Weeks 7-8 2025	20	10		10	40
Total				40	20	20	20	100

Course Outcomes

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

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Assessment Schedule

Component		Weighting %
A	Performance	25
B	Composition	25
C	Musicology	25
D	Aural	25
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	P2, P3, P5 P7, P8, P10, P11	Composition and Viva	Term 1 Week 10 2025		25	15		40
2	P1, P4, P6 P9, P10, P11	Music for Small Ensembles Performance and Analysis	Term 2 Week 9 2025	15		10		25
3	P1, P4, P5 P9, P10, P11	Examination Performance & Aural	Term 3 Weeks 7-8 2025	10			25	35
Total				25	25	25	25	100

NUMERACY

Non-
ATAR

Course Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	N6-1.2, N6-1.3 N6-2.2, N6-3.1	Assignment: Cars around the moon	Term 1 Week 9 2025	15	20	35
2	N6-1.1, N6-2.2 N6-2.3, N6-3.2	Assignment: Creating a travel guide	Term 2 Week 10 2025	15	15	30
3	N6-1.1, N6-1.2, N6-2.1 N6-2.2, N6-3.1	Assignment: Renovating and redecorating	Term 3 Week 9 2025	20	15	35
Total				50	50	100

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Non-
ATAR

Course Outcomes

A student:

Designing and making:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/ or moving works
- M3 investigates different points of view in the making of photographs and/or videos/ or digital images
- M4 generates images and ideas as representations/ simulations in the making of photographs and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital works
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or video and/or digital imaging

Critical and Historical Studies:

- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and accounts can be built to explain practices and interests in the field of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M2, M6	Submission of Photographic Work and VAD*	Term 2 Week 2 2025	30		30
2	CH1, CH2, CH3 CH4, CH5	Photographic Case Study: Critical and Historical Studies in Photography	Term 2 Week 8 2025		30	30
3	M3, M4, M5	Submission of Photographic Work and VAD	Term 3 Week 10 2025	40		40
Total				70	30	100

*VAD = visual arts diary

Course Outcomes

A student:

Skills:

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding:

- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Assessment Schedule

Component		Weighting %
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	PH11-3, PH11-4, PH11-5 PH11-6, PH11-7, PH11-8	Research Task	Term 1 Week 10 2025	20	5	25
2	PH11-1, PH11-2, PH11-3, PH11-5 PH11-7, PH11-8, PH11-9	Depth Study	Term 2 Week 8 2025	30	10	40
3	All outcomes	Yearly Examination	Term 3 Weeks 7-8 2025	10	25	35
Total				60	40	100

SOCIETY AND CULTURE

ATAR

Course Outcomes

A student:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 Identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	P1, P3, P6, P9, P10	Content Analysis	Term 1 Week 8 2025	15	10	5	30
2	P1, P2, P5, P8, P10	Mini Personal Interest Project	Term 2 Week 8 2025	10	10	10	30
3	P2, P4, P5, P7, P9	Yearly Examination	Term 3 Weeks 7-8 2025	25	10	5	40
Total				50	30	20	100

SPORT, LIFESTYLE AND RECREATION

Non-
ATAR

Course Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 1.7 explains the principles of skill development and training
- 2.1 analyses the fitness requirements of specific activities
- 2.2 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.3 describes how societal influences impact on the nature of sport in Australia
- 2.4 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 4.1 accepts responsibility for personal and community health
- 4.2 willingly participates in regular physical activity
- 4.3 values the importance of an active lifestyle
- 4.4 values the features of a quality performance
- 4.5 strives to achieve quality in personal performance

Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	40
B	Skills	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.2, 2.2, 3.2, 3.3	Fitness Components	Term 1 Week 10 2025	15	15	30
2	1.1, 1.3, 2.1, 3.2, 4.2	Coaching and Practical Application	Term 3 Week 9 2025	20	20	40
3	1.2, 1.3, 2.1, 2.2, 2.5 3.1, 3.2, 3.3, 3.6 4.1, 4.2, 4.4, 4.5	Yearly Examination	Term 3 Weeks 7-8 2025	15	15	30
Total				50	50	100

Course Outcomes

A student:

Artmaking:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in art making
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions

Art Criticism and Art History:

- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Assessment Schedule

Component		Weighting %
A	Art making	50
B	Art criticism and art history	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	P1, P3, P4, P5, P6	Portfolio of Experimental Works Submission of Exploratory Artworks and VAPD*	Term 2 Week 2 2025	20		20
2	P1, P2, P3, P4 P7, P10	Exploring Representation Submitted Artworks, VAPD and Annotated Account	Term 3 Week 6 2025	30	10	40
3	P8, P9, P10	Yearly Examination Art Criticism and Art History	Term 3 Weeks 7-8 2025		40	40
Total				50	50	100

*VAPD = visual arts project diary

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination. VET courses may be included in the calculation for the ATAR, excluding Sport Coaching, a Board Endorsed course which counts towards the HSC but does not contribute towards an ATAR.

Course	Category	ATAR eligibility
Construction	Board Developed Course	Yes
Entertainment Industry	Board Developed Course	Yes
Hospitality (Food & Beverage)	Board Developed Course	Yes
Information & Digital Technology	Board Developed Course	Yes
Sport Coaching	Board Endorsed Course	No

Demonstration of Competency

The assessment components in VET courses are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

Examinations

Year 11 Yearly Examinations will occur in **Weeks 7 and 8** of **Term 3, 2025**. These do not form part of the RTO assessment requirements.

The HSC Examination is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR). The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Preliminary or HSC year will render the student ineligible for the award of a Year 11 and HSC credential. If a student exits the course at the end of the Year 11 year, they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Year 11 - Preliminary 2025

VET courses can contribute to an ATAR (depending on the pattern of study). If you require help in understanding your ATAR status, speak to the Head Teacher Pathways, Ms Vujcic.

**Must do the
exam to
contribute to
the ATAR**



Construction



Entertainment Industry



Hospitality (Food & Beverage)



Information & Digital Technology

Sport Coaching

Construction RTO – RTO - NSW Department of Education, RTO 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Campbelltown Performing Arts High School

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	Yearly Examination
Code	Unit of Competency	Date:	Week: 6 Term: 1 Date: 2025	Week: 9 Term: 2 Date: 2026	Week: 9 Term: 1 Date: 2025	Week: 9 Term: 2 Date: 2025	Weeks 7-8: Term: 3 Date: 2025
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	P		X			
CPCCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	P			X		
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	P				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”.

Entertainment Industry
RTO - NSW Department of Education, RTO 90333
Qualification: CUA30420 Certificate III in Live Production and Technical Services
Cohort 2025 - 2026
Training Package CUA Creative Arts and Culture

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light	Yearly Examination
Code	Unit of Competency	HSC Examinable	Week 10 Term 1	Week 10 Term 3	Week 10 Term 2	Week 10 Term 3	Week 7-8 Term 3
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL				X
CUAIND314	Plan a career in the creative arts industry			Post WPL			X
CUAWHS312	Apply work health and safety practice	X			X		X
CUASOU331	Undertake live audio operations	X			X		X
CUALGT311	Operate basic lighting	X				X	X
CUASTA212	Assist with bump in and bump out of shows					X	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”.

HOSPITALITY (FOOD & BEVERAGE)

Must do the exam to contribute to the ATAR

Hospitality
 RTO - NSW Department of Education, RTO 90333
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025 - 2026
 Training Package SIT Tourism, Travel and Hospitality

School Name: Campbelltown Performing Arts 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	Task 3 Yearly Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10 Term 2 Date: 4/7/2025	Week 5 Term 3 Date: 22/8/2025	Weeks 7-8 Term 3, 2025
Code	Unit of Competency	HSC Examinable			
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”.



Must do the exam to contribute to the ATAR

Information and Digital Technology
RTO - NSW Department of Education, RTO 90333
Qualification: ICT30120 Certificate III in Information Technology
Cohort 2025 - 2026
Training Package Information and Communications Technology

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology			Task 1 Safe digital work	Task 2 Team web
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10 Term 1 Date 4/4/25	Week 10 Term 2 Date 4/7/25
Code	Unit Name	HSC Examinable		
BSBWHS311	Assist with maintaining workplace safety	✓	X	
ICTWEB305	Produce digital images for the web		X	
BSBXTW301	Work in a team	✓		X
ICTWEB304	Build simple web pages			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

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”.

Sport Coaching
 Qualification: SIS30521 Certificate III in Sport Coaching
 Cohort 2025 - 2026
 Training Package SIS Sport, Fitness and Recreation

RTO - NSW Department of Education, RTO 90333

School Name: Campbelltown Performing Arts High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Tournament time	Task 2 Coaching the individual
		Week 3 Term 2	Week 10 Term 3
Code	Unit of Competency		
HLTWS001	Participate in workplace health and safety	16.05.25	
SISXIND006	Conduct sport, fitness and recreation events	16.05.25	
SISSSCO003	Meet participant coaching needs		25.09.25
BSBPOS403	Apply business risk management processes		25.09.25

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30521 Certificate III in Sport Coaching.

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”.

Cohort 2025 - 2026 Stage 6 Sport Coaching Qualification SIS30521 Certificate III in Sport Coaching Training Package SIS Sport, Fitness and Recreation Version 0.3

Appendices

Appendix A: Year 11 Assessment Calendar 2025

Appendix B: Request for Consideration

Appendix C: Assessment Task Appeal Form

Appendix D: Template for Completing Assessments

Appendix E: Glossary of Key Words

Appendix F: HSC Student Checklist

APPENDIX A: YEAR 11 ASSESSMENT CALENDAR 2025

	TERM 1 – 2025	TERM 2 – 2025	TERM 3 – 2025
1	27/01 – 31/01	28/04 – 02/05	21/07 – 25/07
2	03/02 – 07/02	05/05 – 09/05 HMSc, Photo, Ceramics, VArts	28/07 – 01/08
3	10/02 – 14/02	12/05 – 16/05	04/08 – 08/08 HMSc
4	17/02 – 21/02	19/05 – 23/05 MH	11/08 – 15/08
5	24/02 – 28/02	26/05 – 30/05	18/08 – 22/08
6	03/03 – 07/03	02/06 – 06/06 MathSt, VArts, Ceramics	25/08 – 29/08 VArts, Photo, Ceramics
7	10/03 – 14/03 MathAdv, Chemistry	09/06 – 13/06 BusSt, Dance, EngStudies, Chemistry	01/09 – 05/09 YEARLY EXAMINATIONS
8	17/03 – 21/03 AH, SOC, EngStudies, MathExt, MH	16/06 – 20/06 SOC, CAFS, EEC, Photo, Physics	08/09 – 12/09 YEARLY EXAMINATIONS
9	24/03 – 28/03 MathSt, BusSt, EEC, Dance, EngStandard Numeracy	23/06 – 27/06 MathExt, SLR, Drama, EngAdv, EngStandard MathAdv, Music	15/09 – 19/09 Numeracy
10	31/03 – 04/04 EngExt, Music, Physics, Legal, CAFS, SLR, Entertainment	30/06 – 04/07 AH, EngExt, Biology, Numeracy, IDT, Construction, Entertainment, Legal	22/09 – 26/09 Construction, Entertainment
11	07/04 – 11/04 Drama, EngAdv, Biology, Construction		

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APPENDIX B: REQUEST FOR CONSIDERATION

This form is available from the Senior Study.



Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

Section A (to be completed by the student)

Full Name: _____ Year: _____

Reason for absence/late submission/request for extension:

Medical certificate from (name of doctor): _____

OR nature of other independent evidence: _____

Student signature: _____ Parent/carer signature: _____ Date: ___ / ___ / ___

You must attach the Medical Certificate to this form.

Section B: See your Class Teacher or the Head Teacher

*The teacher must consult with the faculty HT.
Years 10-12: Dates are suggested only and must go to the HT Pathways for consideration.*

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature			
Date			

Section C: Take this form to the Head Teacher Pathways (10-12) or Faculty Head Teacher (7-9).

Date school advised of misadventure: _____ Person advised: _____

Request for Consideration decision: Accepted / Rejected

Extension of time granted until: _____

Student required to complete alternate task.

Yes No

Zero mark to be awarded for late submission with task to be completed.

Yes No

Task is a non-serious effort

Yes No

Head Teacher Signature: _____ Date: _____

Decision communicated to: Student/Parent, Class Teacher, Head Teacher and Sentral

APPENDIX D: TEMPLATE FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

Content	
Skills (verbs)	

Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

My Assessment Task Planner:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

APPENDIX E: GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as ‘how’, or ‘why’ or ‘to what extent’. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

APPENDIX F: HSC STUDENT CHECKLIST

Term 4, 2025 -Term 1, 2025

- Read my Assessment Handbook to become familiar with course and assessment requirements
- Check I am eligible for the HSC, ensure my personal details and courses are correct including any optional examinations in English Studies, Mathematics Standard and VET courses by reviewing and signing the Student Declaration on the NESA Confirmation of Entry
- Check I have received my syllabus outline including core and elective topics for all courses
- Check I have been provided with the scope and sequence for all courses
- Go to NESA Students Online to update my PIN and check my postal address, personal email address and mobile number

Term 2, 2025

- Download my personal HSC examination timetable from NESA Students Online
- Check all my exams appear, including performance and optional examinations
- Check I have been shown where past HSC papers and marking criteria are on the NESA website

Term 3, 2025

- Confirm dates for any project submissions, performance and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

Term 4, 2025

- Check my exam timetable and the equipment I need
- Attend and make a serious attempt at every examination
- Check my assessment ranks in NESA Students Online after the last examination
- Check my NESA Students Online account uses my personal email address
- Note my NESA student number and PIN so I can get my results online



Campbelltown Performing Arts High School

PATHWAYS TO SHINE

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