



Preliminary HSC Assessment Booklet 2025

Together we succeed

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Welcome to Year 11 2025

Preliminary Higher School Certificate Course

This assessment handbook for the Year 11 Course is provided to:

- assist students in understanding the place of assessment in their HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

Ms Amanda Cook

Deputy Principal

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NSW Education Standards Authority (NESA) Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre.

For you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
2. attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
3. complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
4. satisfactorily complete courses in the patterns of study detailed below
5. sit for and make a serious attempt at the required HSC exams
6. meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course.

Pattern of Study

The Preliminary course must be successfully completed before a student can commence the HSC course and requires the completion of 12 units of study.

The HSC course runs throughout Years 11 & 12 and must include 10 units of study, composed of:

- At least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- At least 2 units of a NESA developed course in English, or English Studies
- At least 3 courses of a 2-unit value or greater (either NESA developed, or NESA endorsed courses)
- At least 4 subjects (including English).

School-Based Assessment: NESA's Policy and Procedures

What is the assessment for?

The award of the HSC involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement (RoSA) from NESA will state that you have satisfactorily completed the Preliminary HSC Course.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning.

School-based assessment tasks follow NESA's policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, and projects.

VET and Life Skills courses have different requirements. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification. VET courses will now contribute to your HSC mark. ATAR if the optional exam is completed.

The assessment requirements for each NESA developed course are set out in each syllabus and can be found on the NESA website.

Students on Life Skills will not be required to complete formalized assessment, however will be assessed on the level of attainment based on demonstration of agreed outcomes in class tasks.

Purpose of Assessment

Assessment is the process of identifying, gathering, and interpreting information about student achievement. In Stage 6, assessment can be used for several purposes, including to:

- Assist student learning
- Provide information on student learning and progress in a course in relation to the syllabus outcomes
- Provide evidence of satisfactory completion of a course
- Report on the achievement of each student at the end of a course.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations alone
- Multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12, and each has a weighting determined by the school within requirements provided by NESA.

Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple tasks generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork, or practical skills).

Calculating school assessment marks

When the assessment program ends, the school will add up the marks you received for each task and apply any weightings. This school assessment mark is sent to NESA, where we store it until the exams are marked.

Students will not receive their submitted school assessment marks because we must still [moderate](#) these marks and [align them to achievement standards](#). You will instead receive a report showing your 'rank' (position in your school group) in each course, based on your school assessment mark.

Final assessment rank

At the end of the Preliminary HSC course, you can obtain your rank in each course you have studied based on the school assessment program.

Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. You can appeal to NESA if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals. For example, you can't appeal your marks for individual tasks.

The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

Read more about the appeals process in the [HSC Rules and Procedures Guide](#)

Satisfactory completion of a course

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

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

For the satisfactory completion of a course, NESAs does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the Principal may determine that, because of absence, the above course completion criteria may not be met. Clearly, the Principal will regard absences seriously. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.

If at any time it appears that a student is at risk of receiving an 'N- Determination' (a non-successful completion of a course), the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be issued in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their class teacher, subject Head Teachers and the Deputy Principal. Students who are in danger of receiving an N-Determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course.

The Principal will then issue the N- Determination.

N Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfill his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student's parents will be contacted, and the student will receive a formal N-Determination warning from the class teacher
- If a student fails to fulfill his/her responsibilities several times, the student will receive further N-Determination warnings and will be interviewed by the Deputy Principal or the Head Teacher
- There will be a second interview to assess if the student has not successfully met the requirements of the N-Determination warning, at this point, parents may be contacted. This will be the final opportunity for the student to correct the situation.

If the situation is not corrected following an interview with the Deputy Principal, the student will be issued with a N-Determination by the Principal. This means that the course will not count towards the completion of their Higher School Certificate.

It is important to note that Year 11 students must meet the requirements of 6 subjects.

Once they fulfil these requirements, students and families can negotiate a study load that equates to 10 units, 5 subjects for the Preliminary HSC.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all someone else's work and presenting it as your own
- using material directly from books, journals, CDs, or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing, or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor, or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in a HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- using AI generated responses.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed; and
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

Malpractice in any form, including plagiarism, is unacceptable. Schools register with NESA via [Schools Online](#), all instances where a student was found to have engaged in malpractice in a Year 12 school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

James Fallon High School Malpractice Policy

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy
- your name will be recorded on a malpractice register in Sydney
- you may even be referred to the Independent Commission Against Corruption.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam, or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

- The James Fallon High School Senior Executive team will review cases of suspected malpractice and determine an appropriate action
- The Senior Executive team will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. If malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task
- Whatever approach is taken, the penalty will reflect the seriousness of the offence and will be registered on the NESA Register of Malpractice in HSC Assessment Tasks.

N Award Warning Flow Chart

Student Causing Concern

In relation to:

- Attendance (3 or more periods missed consecutively)
- No evidence of missed work being caught up
- Homework not being completed
- Classwork incomplete regularly
- Truancy from class based on attendance data
- Not participating in practical based activities that demonstrate the outcome skills and competencies
- No evidence of progress towards the completion of assessment task
- Failing to submit an assessment task

Prior to the issue of an 'N-Warning' letter

- Teacher will interview the student with attendance and engagement issues
- Teacher will call or email the parents/carers of the student
- Teacher and student will identify:
 - the issue
 - what they are required to do to address the issue
 - the supports that will be offered
 - the time frame that the student is required to resolve the issue
 - the actions required to be taken by the teacher should the issue continue or not be resolved

Should the issue continue or not be resolved?

An official NESA warning letter will be sent to your parents/guardian as notification of the award of zero marks, for non-submission of an assessment task or because of low engagement shown by high absenteeism or lack of diligence and sustained effort to set tasks and experiences

- The letter will set out the alternative date for the completion of the task
- You must abide by the new deadline and all assessment requirements continue to apply in respect of the task
- Failure to complete task by the new due date will result in a second letter and risk of an N-determination

Students Requiring Additional Support

Disability Provisions

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education (2005) can apply for disability provision. Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room.

Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

Life Skills

Life Skills courses have been developed by NESA to extend the Stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises 2-Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

Students studying a Life Skills pattern of study are also subject to N-Award warnings and determinations.

Note: To be eligible for an ATAR in NSW, student's must satisfactorily complete at least 10 units of ATAR courses. (this excludes life skills subjects) These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- 3 Board Developed courses of 2 units or greater
- 4 subjects.

Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual student

How will evidence be gathered?

Strategies for gathering evidence of learning in relation to Life Skills outcomes may include Observations, of physical responses, engagement In teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, e.g. collage, sketching/graphic communication

How will Outcome be demonstrated?

- Content and learning experiences.
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students.

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students.
- Examples include oral, visual, or tangible forms.

Is there sufficient evidence of progression?

- Teachers reflect on student performance in relation to Life Skills outcomes.
- Individual student outcomes need to be reviewed often to ensure maintaining and generalisation of knowledge understanding and skills across a range of environments.

Assessment Tasks

Notification of Assessment Tasks

Students will receive a written notification of an assessment task no less than 2 weeks in advance of the date that a particular task is scheduled.

You will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification will include:

- notification
- providing you with a hard copy of the notification
- the task will also be posted in your online classroom, OR
- all the above.

Students will sign and date a register to acknowledge receipt of this assessment notification.

If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers will upload a copy of the task notification onto class resources to ensure all students can access copies throughout the assessment period.

Task Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission. Teacher absence is not an acceptable reason for non-submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be submitted to the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. Academic and Riverina representative excursions may provide students with the opportunity to access an alternative submission date. All other excursions are not deemed genuine reasons for special consideration to assessment submission.

Tasks submitted after the due date without a successful Illness and Misadventure Application will receive an automatic zero mark.

Late or Non-Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, **at least two weeks before it is due.**

If your assessment task is not submitted on the due date, **you will receive a ZERO mark.**

- If you receive a ZERO, you may lodge an Illness and Misadventure Application to the Head Teacher or Deputy Principal. Documentary evidence must accompany your application. In the case of illness, a medical certificate.
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the Deputy Principal has reviewed the student's Illness and Misadventure Application.

If you fail to submit assessment tasks amounting to a 50% percentage of your total assessment mark for the course, your case will be reviewed by the Principal, and you may be deemed to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a HSC (this will depend on the number of units studied).

If a student fails to complete a task specified in the assessment program without a valid reason (e.g., illness) the student will be issued with a **zero-mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless an Illness and Misadventure Application is submitted. Late submission will result in a **zero-mark** being awarded for the task.

Students are still expected to make a serious attempt at assessment tasks when submitting late. Students will receive feedback about their response; however, the student would still have a zero-mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission. It is recommended that your work always has backup copies.

Where there is no valid reason for not completing an assessment task, a N-warning letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete the task and resolve the warning letter to develop the skills required of the course. To meet the requirements of the Preliminary HSC course, student must make a genuine attempt at assessment tasks.

Students who are absent on the day of an assessment task or who fail to complete a task by the due date are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Principal or Deputy Principal. This will only occur after following the Illness and Misadventure Application process.

Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED.

The process to follow is:

- discuss first with the teacher - request a time to talk to them for an explanation of how the mark was determined.
- if not satisfied, discuss with the Head Teacher
- if still not satisfied, students must email their concerns to the Deputy Principal
- if still not satisfied, an appointment with the Principal must be made.

Examination Procedures

Year 11 at James Fallon High School has one separate examination period during term 2, known as the HSC Course Examinations. The examination timetable will be distributed two weeks before the examination period.

These exams may contribute to your Year 11 Assessment mark.

Some practical exams will be scheduled outside the exam schedule. An assessment notification will be issued for this.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room
- During the examination time all students must remain silent
- Eating in the examination room is banned. Water in a clear container is allowed
- Any pencil case must be clear
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand
- If you have a question about the paper, raise your hand and wait for a supervisor to see you
- No student will be allowed to leave the examination room in the first hour or last 30 minutes during the examination time
- Read all instructions carefully
- Mobile phones and smart watches are not allowed during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area
- All calculators to be used during examinations must be NESAs approved. If unsure check with the Mathematics Faculty
- Make sure that you sign on and off for every examination
- If you are absent for an examination, you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the Deputy Principal with a completed Illness and Misadventure Application and provide supporting documentation (usually a medical certificate).

Illness and Misadventure Application

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or Head Teacher, no matter what the circumstances.

You may lodge an **Illness and Misadventure Application** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

Students should complete the exam or hand in the task as soon as possible and follow it up with an Illness and Misadventure Application to avoid a zero mark.

All Illness and Misadventure Applications relating to assessment tasks are to be lodged to the relevant Head Teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the Head Teacher of the faculty concerned. You must provide documentary evidence, i.e., medical certificate.

Illness and Misadventure Applications may be in respect of:

- Illness or accident - i.e., illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g., influenza, an asthma attack)
- Misadventure - i.e., any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).

Illness and Misadventure Application process does not cover:

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure
- Matters that could have been avoided by the student (e.g. misreading of timetable)
- Long-term illness such as glandular fever, chronic fatigue, asthma, and epilepsy
- Technology issues.

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.

James Fallon High School application must include:

- A statement explaining how you were affected during the assessment task
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected
- In cases of misadventure, evidence from other sources (e.g., police statements, statutory declaration, legal or medical document and/or other statements explaining how your performance in the assessment task may have been affected.

The Head Teacher will first consider Illness and Misadventure Applications by making a recommendation and submitting the form to the Deputy Principal. The final decision on an appeal will be made by the Deputy Principal in consultation with the Senior Executive team and communicated to you by the Head Teacher.

If the appeal is upheld, you will receive either the mark you gained on the task, or an estimated mark, on the judgement of the teacher and Head Teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task, if possible, rather than rely on predictions or estimates.** An examination style assessment will be altered to avoid any questions regarding malpractice. However, the structure, expectations and outcomes being assessed will remain the same.

If an **exam** is missed the student must follow the same procedure as outlined above.

Student Support at James Fallon High School

After Hours Senior Study

The Senior Study is designed to provide guidance and support as you embark on your HSC journey in your last two years of school. This time provides Year 11 and 12 with a space and the opportunities to study both independently and in groups whilst being able to access a wide range of resources including a computer room and laptops to develop your learning and understanding of your chosen senior subjects. Students are encouraged to negotiate support with teachers and Head Teachers available in senior study.

The library will be open for study on Monday and Tuesday afternoons from 3.15pm until 5pm.

You will have access to teachers on a regular basis to assist with navigating all the elements that make up Stage 6 learning - assessment tasks, exams, homework, studying and class work.

Our goal is to create a busy and energetic space where students are helping each other to be the best that they can be.

The Library

The library is a great place for research and study. Use your time wisely when you have a study period. It is important that you follow the protocol for study periods or periods where you are assigned to the senior study. Students must always report to the senior study supervising teacher to have their roll marked.

If you do come to the library, ask for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. You are encouraged to use a range of quality resources and the library staff can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask.

Year Adviser and Year Group Deputy Principal

In Year 11, Ms Renee Antill and Ms Amanda Cook will offer a range of support. As you know, your wellbeing is a major concern of theirs.

Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study.

Essentially, they will listen, support you where they can and refer you to more specialised help where necessary.

Classroom Teachers and Head Teachers

Our teaching staff understand the pressures of the HSC course. If you are worried about classwork or assessment tasks, please speak with your teacher promptly rather than worry. They can clarify expectations and tasks. Head Teachers are also available if you need further clarification, support, or an Illness and Misadventure Application.

Principal and Deputy Principals

Mrs Parrett and our Deputy Principals are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when you call in.

School Counsellors

The Counselling team at James Fallon are available to discuss any concerns that require more specialised support. You can self-refer by having a conversation with the Principal, Deputy Principal, Year Advisor or Wellbeing Head Teacher who will complete a referral. Our Counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family, and others.

Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

It is important to note that the School Counsellor can only provide short term intervention. For ongoing support, the Counsellor or your Deputy Principal can discuss various external services.

Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at James Fallon High School.

The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- records of your performance in each assessment task.

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all timetabled classes, year meetings and work placements
- being on time for all classes and maintaining a high level of attendance
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth more than 50% of the available marks you may receive an N-Determination in a course
- attending all exams punctually with the appropriate equipment or communicate with school if there is an issue
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date (unless an Illness and Misadventure Application), including those due during work placement
- in the case of VET students, ensure you are properly equipped and dressed
- ensuring appointments are made at times when there are no scheduled assessment tasks
- explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note
- contacting your teacher if there is an issue with work placement or other offsite requirements
- follow the Illness and Misadventure Application process where appropriate
- always attending school unless unwell, which will result in an explained absence from a parent/carer.

Ancient History

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	20%	-	20%
Historical skills and the analysis and evaluation of sources and interpretations	20%	10%	-	10%
Historical inquiry and research	20%	-	20%	-
Communication of historical understanding in appropriate forms	20%	-	10%	10%
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		AH11-4 AH11-6 AH11-7	AH11-4 AH11-6 AH11-7	AH11-1 AH11-5 AH11-9 AH11-10
TYPE OF TASK		Source Analysis	Historical Investigation	Course Examination
DATE ISSUED		Week 7 Term 1	Week 6 Term 2	Week 7 Term 3
DATE DUE		Week 9 Term 1	Week 8 Term 2	Week 9/10 Term 3

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

Biology

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
TOTAL	100 %	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO11-8 BIO11-9	ALL
TYPE OF TASK		Depth Study	Practical Task	Preliminary Examination
DATE ISSUED		Week 7 Term 1	Week 7 Term 2	-
DATE DUE		Week 11 Term 1	Week 10 Term 2	Week 9 & 10 Term 3

Outcomes

A student:

BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	Analyses and evaluates primary and secondary data and information
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cellular structure 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

Business Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	10%	15%	15%
Stimulus based skills	20%	-	10%	10%
Inquiry and research	20%	10%	10%	-
Communication of business information, issues and ideas in appropriate form	20%	5%	5%	10%
TOTAL	100%	25%	40%	35%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P2 P3, P7 P8, P9	P1, P2, P3 P4, P7, P8, P9	P1, P2, P3 P4, P5, P6 P8, P9, P10
TYPE OF TASK		In-class task	Research task	End of course examination
DATE ISSUED		Week 7 Term 1	Week 3 Term 2	Week 7 Term 3
DATE DUE		Week 9 Term 1	Week 8 Term 2	Week 9 / 10 Term 3

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

Chemistry

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Work Scientifically	60%	20%	30%	10%
Knowledge & Understanding	40%	10%	10%	20%
TOTAL	100%	30%	40%	30%
PROPOSED OUTCOMES TO BE ASSESSED		CH11-3 CH11-4 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-7 CH11-10	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8 CH11-9, CH11-10 CH11-11
TYPE OF TASK		Research Task	Depth Study	Preliminary Examination
DATE ISSUED		Week 6 Term 1	Week 2 Term 2	-
DATE DUE		Week 9 Term 1	Week 8 Term 2	Weeks 9 & 10 Term 3

Outcomes

A student:

CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
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

Community and Family Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Resource Management	Individuals and Groups	Resource Management, Individuals and Groups, Families and Communities
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	25%	15%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		P1.1, P1.2, P4.1, P4.2, P5.1	P2.1, P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1
TYPE OF TASK		In-class assessment	Research task	Preliminary examination
DATE ISSUED		Week 8 Term 1	Week 5 Term 2	Week 7 Term 3
DATE DUE		Week 10 Term 1	Week 9 Term 2	Week 9 / 10 Term 3

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 interrelationships 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

Earth and Environmental Science

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Skills in working scientifically	60%	20%	30%	10%
Knowledge and understanding of course content	40%	10%	10%	20%
TOTAL	100%	30%	40%	30%
PROPOSED OUTCOMES TO BE ASSESSED		EES11-3 EES11-4 EES11-5 EES11-6 EES11-7 EES11-8	EES11-1, EES11-2 EES11-3, EES11-4 EES11-5, EES11-7 EES11-9, EES11-10	EES11-1, EES11-4 EES11-5, EES11-6 EES11-7, EES11-8 EES11-9, EES11-10 EES11-11
TYPE OF TASK		In-class assessment	Research task	Preliminary examination
DATE ISSUED		Week 9 Term 1	Week 6 Term 2	-
DATE DUE		Week 2 Term 2	Week 2 Term 3	Weeks 9 & 10 Term 3

Outcomes

A student:

EES11-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11-5	Analyses and evaluates primary and secondary data and information
EES11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	Describes key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere, and biosphere and how they are interrelated
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	Describes human impact of the Earth in relation to hydrological processes and biological changes

Economics

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%	-	10%
Inquiry and research	20%	-	20%	-
Communication of economic information, ideas, and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%
PROPOSED OUTCOMES TO BE		P1, P2, P7, P10, P11	P8, P9, P10, P12	P3, P4, P5, P6, P7, P11
TYPE OF TASK		In-class test	Research Task	Examination
DATE ISSUED		Week 9 Term 1	Week 6 Term 2	Week 7 Term 3
DATE DUE		Week 11 Term 1	Week 10 Term 2	Week 9/10 Term 3

Outcomes

A student:

P1	Demonstrates understanding of economic terms, concepts and relationships
P2	Explains the economic role of individuals, firms and government in an economy
P3	Describes, explains and evaluates the role and operation of markets
P4	Compares and contrasts aspects of different economies
P5	Analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	Explains the role of government in the Australian economy
P7	Identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	Applies appropriate terminology, concepts and theories in economic contexts
P9	Selects and organizes information from a variety of sources for relevance and reliability
P10	Communicates economic information, ideas and issues in appropriate forms
P11	Applies mathematical concepts in economic contexts
P12	Works independently and in groups to achieve appropriate goals in set timelines

English Advanced

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
COURSE COMPONENTS		Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and contexts across all modes	50%	15%	15%	20%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		EA11-2, EA11-4, EA11-9	EA11-1, EA11-6, EA11-7	EA11-3, EA11-5, EA11-8
TYPE OF TASK		Imaginative Composition and Reflection	Multimodal Presentation	Course Examination
DATE ISSUED		Week 4 Term 1	Week 4 Term 2	Week 5 Term 3
DATE DUE		Week 8 Term 1	Week 7 Term 2	Week 9 / 10 Term 3

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

English Standard

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
COURSE COMPONENTS		Reading to Write	Module A: Contemporary Possibilities	Module B: Course Examination
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in · comprehending texts · communicating ideas · using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		EN11-3, EN11-4, EN11-9	EN11-1, EN11-2, EN11-7	EN11-5, EN11-6, EN11-8
TYPE OF TASK		Imaginative Composition and Reflection	In-Class Essay	Course Examination
DATE ISSUED		Week 4 Term 1	Week 4 Term 2	Week 2 Term 3
DATE DUE		Week 8 Term 1	Week 7 Term 2	Week 9 / 10 Term 3

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
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

English Studies

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Course Components		Achieving Through English	Portfolio of Work	Course Examination
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in: · comprehending texts · communicating ideas · using language accurately, appropriately and effectively	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		ES11-2, ES11-6, ES11-8	ES11-3, ES11-7, ES11-9, ES11-10	ES11-1, ES11-4, ES11-5
TYPE OF TASK		Multimode Presentation	Collection of Class Work Portfolio	Examination
DATE ISSUED		Week 4 Term 1	Week 4 Term 1	Week 2 Term 3
DATE DUE		Week 8 Term 1	Week 7 Term 3	Week 9 / 10 Term 3

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, media, 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

Geography

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
COURSE COMPONENTS				
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical skills and tools	20%	5%	10%	5%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%
TYPE OF TASK		In-class test	Geographical Investigation	Examination
DATE ISSUED		Week 8 Term 1	Week 1 Term 2	Week 7 Term 3
DATE DUE		Week 10 Term 1	Week 9 Term 2	Week 9 / 10 Term 3

Outcomes

A student:

GE-11-01	Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	applies mathematical ideas and techniques to analyse geographical data
GE-11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Health and Movement Science

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and understanding of course content	40%	15%	10%	N/A	15%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60%	15%	30%	N/A	15%
TOTAL	100%	30%	40%	Informal assessment	30%
PROPOSED OUTCOMES TO BE ASSESSED		HM 11-01 HM 11-06 HM 11-10	HM 11-05 HM 11-08	HM 11-01 HM 11-02 HM 11-04 HM 11-06 HM 11-07 HM 11-08 HM 11-09 HM 11-10	HM 11-01 HM 11-02 HM 11-03 HM 11-09
TYPE OF TASK		Depth Study	Collaborative Investigation	Depth Study	End of Prelim Exam
DATE ISSUED		Week 1 Term 1	Week 10 Term 1	Week 10 Term 2	-
DATE DUE		Week 7 Term 1	Week 7 Term 2	Week 6 Term 3	Weeks 9-10 Term 3

Outcomes

A Student:

HM 11-01	Interprets meanings, measures and patterns of health experienced by Australians
HM 11-02	Analyses methods and resources to improve and advocate for the health of young Australians
HM 11-03	Analyses the systems of the body in relation to movement
HM 11-05	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 11-08	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.

Legal Studies

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	10%	15%	15%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	-
Communication of legal information and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P4, P7, P8, P9, P10	P1, P3, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
TYPE OF TASK		Case Study Analysis	Law Reform Research Task	End of Course Examination
DATE ISSUED		Term 1 Week 3	Term 2 Week 3	-
DATE DUE		Term 1 Week 10	Term 2 Week 9	Weeks 9 and 10

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 response
P10.	Accounts for differing perspectives and interpretations of legal information and issues

Mathematics Advanced

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	10%	20%	20%
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		MA-F1	MA-T1 MA-T2	All
TYPE OF TASK		In-Class Assessment	In-Class Assessment	Yearly Examination
DATE ISSUED		Week 7 Term 1	Week 6 Term 2	-
DATE DUE		Week 9 Term 1	Week 8 Term 2	Week 9 / 10 Term 3

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

Mathematics Extension 1

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	50%	50%	50%
Problem Solving, Reasoning and Justification	50%	50%	50%	50%
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	All
TYPE OF TASK		In-Class Assessment	In-Class Assessment	Yearly Examination
DATE ISSUED		Week 6 Term 1	Week 5 Term 2	-
DATE DUE		Week 8 Term 1	Week 7 Term 2	Week 9 / 10 Term 3

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 solution of problems
ME11-4	Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	Uses concepts of permutations and combinations to solve problems involving counting or ordering
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 Standard

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	20%	10%	20%
Problem Solving, Reasoning and Justification	50%	10%	20%	20%
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-6 MS11-8 MS11-9 MS11-10	All
TYPE OF TASK		In-Class Assessment	In-Class Assessment	Yearly Examination
DATE ISSUED		Week 7 Term 1	Week 6 Term 2	-
DATE DUE		Week 9 Term 1	Week 8 Term 2	Week 9 / 10 Term 3

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 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

Modern History

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	40%	15%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	-	10%
Historical inquiry and research	20%	5%	15%	-
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
TOTAL	100%	35%	30%	35%
PROPOSED OUTCOMES TO BE ASSESSED		MH11-4, MH11-6 MH11-7, MH11-10	MH11-2 MH11-8, MH11-9	MH11-1 MH11-3, MH11-5
TYPE OF TASK		Source Analysis	Research Essay	Course Examination
DATE ISSUED		Week 8 Term 1	Week 5 Term 2	Week 5 Term 3
DATE DUE		Week 10 Term 1	Week 9 Term 2	Week 9 / 10 Term 3

Outcomes

A student:

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
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

Music 1

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of course content	25%	-	25%	-
Historical skills in the analysis and evaluation of sources and interpretations	25%	5%	-	20%
Historical inquiry and research	25%	15%	10%	-
Communication of historical understanding in appropriate forms	25%	10%	-	15%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P5, P6, P7, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	P1, P4, P9, P11
TYPE OF TASK		Performance & Performance Notes <i>(Viva Voce)</i>	Composition & Process Journal	Performance & Aural Analysis
DATE ISSUED		Week 8 Term 1	Week 8 Term 2	Week 4 Term 3
DATE DUE		Week 10 Term 1	Week 1 Term 3	Week 6 Term 3

Outcomes

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

Numeracy CEC

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Understanding, Fluency and Communicating	50%	50%	50%	50%
Problem Solving, Reasoning and Justification	50%	50%	50%	50%
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		All	All	All
TYPE OF TASK		In-Class Assessment	Assignment/Investigation	Yearly Examination
DATE ISSUED		Week 7 Term 1	Week 6 Term 2	-
DATE DUE		Week 9 Term 1	Week 8 Term 2	Week 9 / 10 Term 3

Outcomes

N6-1	Develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language
N6-2	Develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
N6-3	Develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

Society and Culture

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
COURSE COMPONENTS		The Social and Cultural World	Personal and Social Identity	The Social & Cultural World, Personal and Social World, Intercultural Communication
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P3, P6, P7, P8, P9, P10	P1, P2, P4, P5, P8, P10	P1, P3, P4, P7, P8, P9
TYPE OF TASK		Research Task	In-class Task	Preliminary Exam
DATE ISSUED		Week 8 Term 1	Week 7 Term 2	Week 7 Term 3
DATE DUE		Week 10 Term 1	Week 9 Term 2	Week 9 / 10 Term 3

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

Sport, Life & Recreation (SLR)

Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
COURSE COMPONENTS		Module 8.9: Healthy Lifestyles	Module 8.14: Sports Administration	Module 8.11: Outdoor Recreation
Knowledge and Understanding of the course content	50%	20%	15%	15%
Skills	50%	15%	15%	20%
TOTAL	100%	35%	30%	35%
PROPOSED OUTCOMES TO BE ASSESSED		1.5 3.5 4.3	1.6 4.1 4.5	1.1 4.2 4.4
TYPE OF TASK		Theory Research Task	Practical Assessment & Theory Task	Practical Assessment & Theory Task
DATE ISSUED		Week 6	Week 5	Week 3
DATE DUE		Week 9	Week 8	Week 6

Outcomes

A student:

1.1	Applies the rules and conventions that relate to participation in a range of physical activities
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
3.5	Analyses personal health practices
4.1	Plans strategies to achieve performance goal
4.2	Demonstrated leadership skills and a capacity to work cooperatively in movement contexts
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Practical	50%	Subjective Frame Submitted Artworks created during the Drawing unit using a subjective approach.	Exploring Media and Frames Submitted artwork(s) exploring Painting and Photography (Term 2)	Yearly Examination Art Criticism and Art History Written Examination
Art Criticism and Art History	50%	Section One Response Subjective Frame	Essay which analyses artworks using the cultural frame	
TOTAL	100%	20% / 10%	30% / 10%	30%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P2, P3, P4, P6, P7, P9	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10
TYPE OF TASK		Practical and Theory	Practical and Theory	Theory
DATE ISSUED		Week 3 Term 1	Week 3 Term 2	Term 3
DATE DUE		Week 2 Term 2	Week 3 Term 3	Week 9 / 10 Term 3

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
IT1	Investigates subject matter and forms as representations in artmaking
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 & 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

Work Studies

Assessment Schedule

COURSE COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Research Task: Career Plan	Job Design/Interview	Project
Knowledge and Understanding	30%	10%	10%	10%
Skills	70%	20%	20%	30%
TOTAL	100 %	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		P1, P2, P3	P1, P2, P3, P4, P5	P1, P3, P4, P5, P7, P9
TYPE OF TASK		Research	In-class	Project
DATE ISSUED		Week 9 Term 1	Week 8 Term 2	Week 2 Term 3
DATE DUE		Week 11 Term 2	Week 10 Term 2	Week 6 Term 3

Outcomes

A student:

1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
9	Evaluates personal and social influences on individuals and groups



School Name: James Fallon High

Brick and Block Laying 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
Code	Unit of Competency	HSC Examinable	Week 3 Term 1	Week 10 Term 1	Week 8 Term 2	Week 8 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

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

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

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



School Name: James Fallon High

Assessment Schedule Year 11 - 2025

Assessment Tasks for MSF20522 Certificate II in Furniture Making Pathways 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 Safety and measurement	Task 2 Tools	Task 3 Joining and the environment
Code	Unit Name	Week 5 Term 2	Week 10 Term 3	Week 10 Term 3
MSFGN2001	Make measurements and calculations	X		
MSMPCI103	Demonstrate care and apply safe practices at work	X		
MSFFM2013	Use furniture making sector hand and power tools		X	
MSMENV272	Participate in environmentally sustainable work practices		X	
MSFFP2012	Join furnishing materials			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MSF20522 Certificate II in Furniture Making Pathways.

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



School Name: James Fallon High

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11 Term 2	Week 4 Term 3
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 procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

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

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

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



School Name: James Fallon High

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11	Week 10
			Term 1	Term 2
Code	Unit of Competency	HSC Examinable		
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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”.

~ Request for Extension and/or Consideration Due to Illness or Misadventure ~

Students are to fill in the form and take to the classroom teacher		
Student Name:	Assessment Year:	
Teacher Name:	Course:	
Task Number and Name:	Date of Assessment Task:	
Nature of Task (please tick):		
<input type="checkbox"/> Examination	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Written Task
<input type="checkbox"/> Performance	<input type="checkbox"/> Research Activity	<input type="checkbox"/> Speaking Task
<input type="checkbox"/> Assignment	<input type="checkbox"/> Practical Task	<input type="checkbox"/> Field Work
<input type="checkbox"/> Listening Task		
Reason for requested variation:		
Impact on task:		
Supporting documentation for medical/other reason has been provided to Deputy Principal:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signature of Student:	Date:	

Classroom Teacher Comment	
Signature of Classroom Teacher:	Date:

To be either: a) Completed by Head Teacher, OR b) Initiated by Head Teacher in the event of student absence on due date of task.		
Date received:	Time received:	
Decision/Reason:		
Class Teacher:	Class Teacher Notified	Yes <input type="checkbox"/>
Head Teacher Name:	Signature:	
Faculty Head Teacher Recommendation (please tick):		
<input type="checkbox"/> Sit or submit the task without penalty		
<input type="checkbox"/> Complete an alternative task		
<input type="checkbox"/> Approve an extension without penalty		
<input type="checkbox"/> No extension granted		
<input type="checkbox"/> No marks to be awarded		
<input type="checkbox"/> Other		

To be completed by Deputy Principal			
Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Decision:			
Exam organiser notified where applicable)		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Deputy Principal Name:	Signature:		

Assessment Timeline

Term 1 2025 Assessment Timeline		
Week / Date Due		
Week 1	27th January	-
Week 2	3 rd February	Earth & Environmental Science,
Week 3	10 th February	Construction
Week 4	17 th February	-
Week 5	24 th February	-
Week 6	3 rd March	-
Week 7	10 th March	Health & Movement Science (HMS)
Week 8	17 th March	Music, English Standard, English Advanced, English Studies, Maths Extension 1, Agriculture
Week 9	24 th March	Ancient History, Maths Standard, Numeracy CEC, Business Studies, Chemistry, Drama, Maths Advanced
Week 10	31 st March	Modern History, Music 1, Geography, C&FS, Legal Studies, Society & Culture Sport, Lifestyle & Recreation (SLR) Construction
Week 11	7 th April	Biology, Economics, Work Studies Retail Services

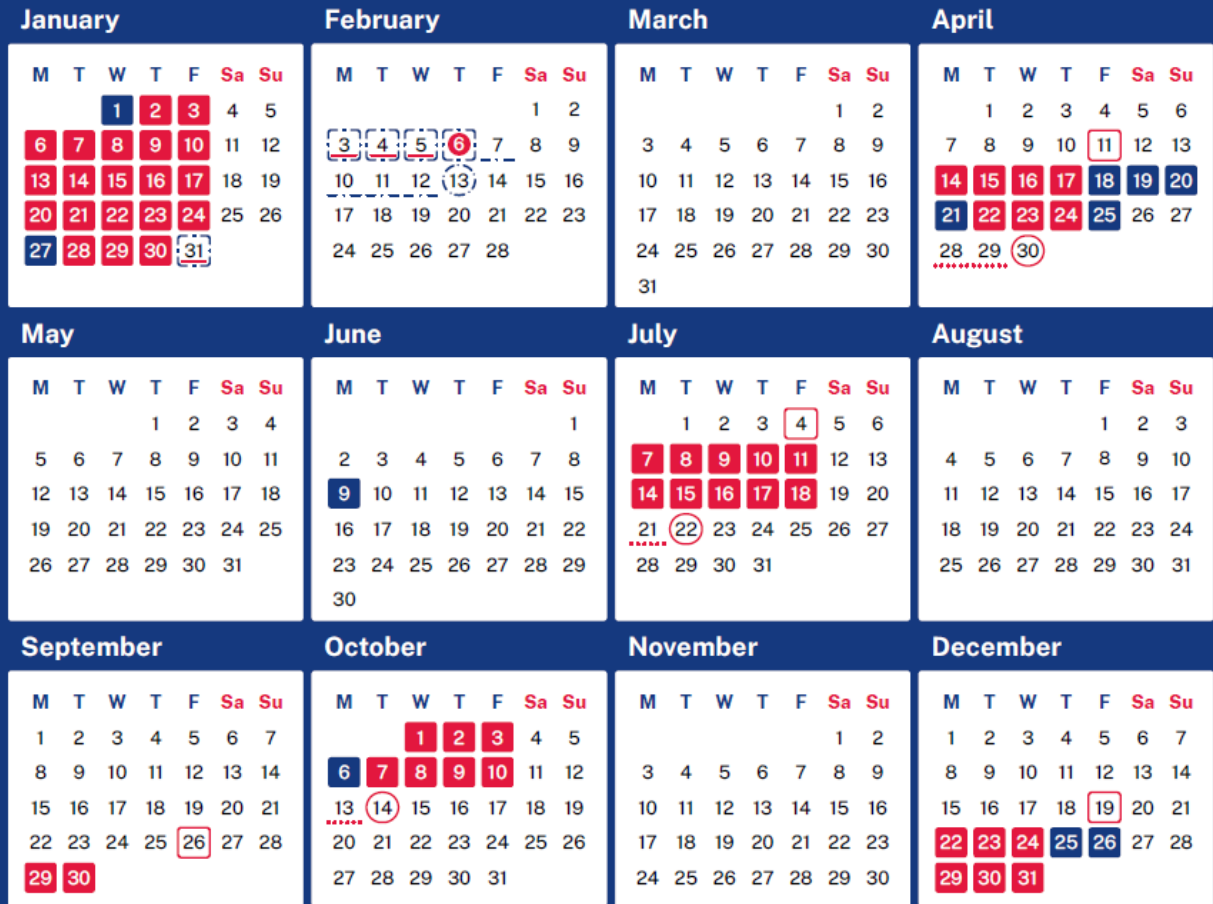
Term 2 2025 Assessment Timeline

Week / Date Due		
Week 1	28 th April	-
Week 2	5 th May	Visual Arts, Earth & Environmental Science (ESS)
Week 3	12 th May	-
Week 4	19 th may	-
Week 5	26 th May	Furniture Making Pathways
Week 6	2 nd June	-
Week 7	9 th June	English Standard, Drama English Advanced, Maths Extension 1 Health & Movement Science
Week 8	16 th June	Music 1, Ancient History, Maths Standard, Numeracy CEC Business Studies, Chemistry Sport, Lifestyle & Recreation (SLR) Maths Advanced, Construction
Week 9	23 rd June	Modern History, Geography, C&FS, Legal Studies, Society & Culture Agriculture
Week 10	30 th June	Economics, Biology, Work Studies Agriculture, Hospitality (Cookery) Retail Services

Term 3 2025 Assessment Timeline

Week / Date Due		
Week 1	21 st July	Music 1
Week 2	28 th July	Earth & Environmental Science (ESS)
Week 3	4 th August	Visual Arts
Week 4	11 th August	Hospitality (Cookery)
Week 5	18 th August	-
Week 6	25 th August	Music 1, Work Studies Health & Movement Science (HMS) Sport, Lifestyle & Recreation (SLR) Agriculture
Week 7	1 st September	Drama, English Studies
Week 8	8 th September	Construction
Week 9	15 th September	Visual Arts, Economics, Ancient History, Modern History, Maths Standard, Numeracy CEC, Business Studies, English Standard, Chemistry, Earth & Environmental Science (ESS), English Advanced, Biology, English Studies, Maths Extension 1, C&FS, Legal Studies, Society & Culture Health & Movement Science (HMS) Maths Advanced, Geography
Week 10	22 nd September	Visual Arts, Economics, Ancient History, Modern History, Maths Standard, Numeracy CEC, Business Studies, English Standard, Chemistry, Earth & Environmental Science (ESS), English Advanced, Biology, English Studies, Maths Extension 1, Geography, C&FS, Legal Studies, Society & Culture Health & Movement Science (HMS) Maths Advanced, Geography Furniture Making Pathways

Calendar 2025



Key dates

* Check with your school as starting and finishing dates may change.

<p>Term 1</p> <ul style="list-style-type: none"> ● First day for students in Eastern division schools: 6 February ○ First day for students in Western division schools: 13 February □ Last day for all schools: 11 April <p>Term 2, 3 and 4</p> <ul style="list-style-type: none"> ○→□ First to last days for all students Term 2: 30 April to 4 July Term 3: 22 July to 26 September Term 4: 14 October to 19 December 	<p>School development days (students do not attend)</p> <ul style="list-style-type: none"> — Eastern division schools: 31 January to 5 February - - - Western division schools: 7 February to 12 February All schools: 28 April, 29 April, 21 July, 13 Oct <p>School holidays</p> <ul style="list-style-type: none"> ■ All Schools Summer 2024 -25: 22 December 2024 to 30 January 2025 	<p>Autumn: 14 April to 26 April</p> <p>Winter: 7 July to 19 July</p> <p>Spring: 29 September to 11 October</p> <p>Summer 2025 -26: 22 December 2025 to 26 January 2026</p> <p>□ Additional summer holidays for Western division schools 31 January to 6 February 2025</p> <p>■ Public holidays</p>
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School development days

The dates are determined by the department. Always check with your local school as dates may change. Parents and carers should not send their children to school on school development days.

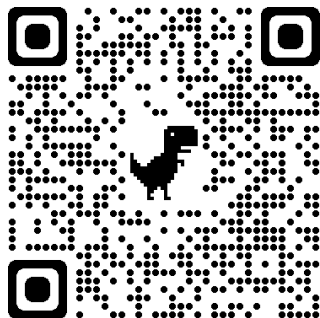
education.nsw.gov.au/school-development-days

Scan me for key dates

education.nsw.gov.au/calendars

NSW Students Online

The [Students Online](#) website is an important channel of communication between you and NESA. This website provides information and advice to help you throughout your HSC study, and has a personal account area for each student. Please note your account will close on 30 June the year after you complete your HSC.



Activating your Students Online account

If you have not already used [Students Online](#) to see your Years 10 and 11 grades, follow the instructions after clicking the '[activate your account now](#)' link. If there is an error in activating your account, please ask your school to enter your email address in Schools Online to ensure your account is created.

You can then see your personal study details such as your exam timetable, assessment ranks, Years 10 and 11 grades, and HSC results.

