



# Chifley College Senior Campus

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# 2026 Preliminary Assessment Policy & Schedules

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## Faculty Information

Faculty	Head Teacher
CAPA (Creative and Performing Arts)	Shannion Forrester (Rel)
English	Rose Tomic (Rel)
HSIE (Human Society and Its Environment)	Ian Parker (Rel)
Mathematics	Danielle Swindle
PDHPE (Personal Development, Health & Physical Education)	Danielle Hillier
Science	Danielle Swindle
Support	Steve Price
TAS (Technical and Applied Science)	Amy Appleton
VET (Vocational & Educational Training)	Ben Coburn
Year 11 Deputy Principals	Eliya Naqvi Mary Issac
Head Teacher Wellbeing	Robert Pecovnik
Year 11 Year Advisors	Terri Lennard Luke Hendon
Deputy Principal Inclusion & Support	Dianne Harper

## Introduction

This booklet outlines the work that students must complete and the conditions that apply to assessment at the HSC level (Year 12) at Chifley College Senior Campus.

**Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements.** Students enrolling to do the HSC course at the start of the HSC school year confirm their pattern of study at enrolment.

## Important Dates to Remember

### Year 11 Exit Examination:

Term 3, Weeks 9-10 2026

Monday 14th September - Friday 25th September, 2026

## A. Achieving the HSC

Performance in the Higher School Certificate Assessment is as important as your performance in the Higher School Certificate Examination. NSW Education Standards Authority (NESA) has set requirements for both schools and students

Syllabus and assessment information is available on the following website:

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

Students must ensure they are aware of these requirements. Further information on requirements for the award of the Higher School Certificate or any other information relating to senior assessment can be obtained from the relevant Head Teacher, Deputy Principal or Principal.

### Meeting the HSC eligibility requirements (ACE Rules, Section 1.2.2 as of 14.10.2024)

To be eligible for the award of the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

### Pattern of study

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

- a. 2 units of a Board Developed course in English
- b. at least 4 more units of Board Developed courses
- c. at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. at least 4 subjects.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

Students are required to confirm their pattern of study and sign their HSC Confirmation of Entry form.

Additional rules apply if you want an ATAR.

### **Satisfactory completion of an HSC course (ACE Rules, Section 4.1.2 as of 14.10.24)**

The ACE Rules also outline what is required to satisfactorily complete both **Preliminary and Higher School Certificate courses**. A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

To successfully complete a course, students need to participate in various activities that are important parts of the syllabus. This includes assignments, class participation, and practical work. It is necessary for students **to complete all assigned tasks, not only those for assessment**.

**Entry into HSC Courses:** To enter an HSC course, students must have satisfactorily completed the Preliminary course or an equivalent.

**Genuine Attempt in HSC Courses:** Students in an HSC course must make a genuine effort to finish the course requirements. Teachers will decide if a student has made a real attempt.

**Assessment Tasks:** Students must genuinely attempt assessment tasks that make up **more than 50% of the total marks**. Completing tasks worth exactly 50% is **not enough**; students must attempt tasks worth more than 50% and meet the course completion criteria.

**Examinations:** For HSC courses with required exams, students **must sit for and genuinely attempt the exam**.

**Non-Completion Determination:** If a student hasn't made a genuine attempt to complete the course requirements, the principal will note on the official documents that the course was not satisfactorily completed.

**VET Industry Curriculum Framework Courses:** Students in VET courses must complete the required work placement hours to be considered satisfactory.

**NESA Expectations:** NESA expects students to attempt all assessment tasks assigned.

**Attendance:** Attendance is also crucial for completing a course successfully, as there is a strong link between attendance and student performance.

### HSC Minimum Standard

To qualify for the Higher School Certificate, students must show they meet basic literacy and numeracy skills. This means they need to achieve the minimum standards in reading, writing, and numeracy.

Students in Years 10 to 12 can demonstrate that they meet these standards by scoring Level 3 or higher on the NESA online tests for reading, writing, and numeracy. They have up to five years after starting their first HSC course to reach the required literacy and numeracy levels in order to receive their HSC.

It is important to note that students will still be allowed to take their HSC exams even if they have not met these standards. However, if they do not meet the standards, their results will be noted on the Record of School Achievement (RoSA).

### Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

#### **A**

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

#### **B**

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

#### **C**

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

#### **D**

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

#### **E**

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## B. School Assessment

### HSC School-based Assessment Program

This Assessment Booklet provides you with an assessment schedule for each of your subjects as well as written advice about the school's policies and procedures for school-based assessment, including the school's malpractice policy and procedures.

### The Purpose of Assessment

Assessment refers to the process of collecting and evaluating evidence of a student's learning. It is an essential part of teaching and learning and fulfils the reporting of Year 12 assessment marks to NESA. Assessment can enhance student engagement and motivation, especially through interaction with teachers, peers, and various resources.

Assessment:

- Assists student learning by clarifying concepts and encouraging deeper understanding
- Allows teachers to gather evidence of student achievement based on syllabus outcomes.
- Gives students the chance to demonstrate their knowledge and abilities.
- Provides evidence that students' current knowledge and skills are a strong foundation for future learning.
- Provides evidence of satisfactory completion of a course for credentialling

Each assessment task should:

- Be aligned with syllabus outcomes.
- Be a valid tool for assessing the intended skills and knowledge.
- Include clear criteria for students to understand what is being assessed.
- Allow students to demonstrate their learning through different types of tasks.
- Be reliable, providing accurate information on student achievement.
- Be unbiased and accurately represent a student's knowledge and skills.
- Offer opportunities for feedback and reflection on learning.
- Be inclusive and accessible to all students.
- Be part of a continuous process that tracks progress over time.

### Teacher Responsibility

Schools must give students written information outlining the assessment requirements and expectations, including:

- formal assessment schedules at the commencement of each Year 11 and Year 12 course
- each School-based assessment task.

**At CCSC teachers are required to develop an assessment program for each of their courses.**

The School-based assessment program must follow the course-specific requirements, including assessment schedules. This involves the following **responsibilities**:

- Number of tasks:** the number and type of assessment tasks
- Syllabus outcomes:** syllabus outcomes assessed in each assessment task
- Weighting:** the components and weightings allocated to each assessment task

- iv. **Scheduling:** when each assessment task is to be attempted or submitted
- v. **Advice to students:** notification of at **least two weeks in advance** about the school's requirements for assessment in each course.

At CCSC the **assessment advice given to students** must include:

- the components and their weightings as specified in the assessment and examination materials on NESAs website
  - the general nature of each assessment task
  - a schedule of when assessment tasks are planned to take place, including adequate notice of the timing of each assessment task
  - the weight value of each task in relation to the total weighted mark for the course
  - details of administrative arrangements associated with each task (e.g. how the school manages absences, late submissions and/or illness/misadventure)
  - details of the school's policy on malpractice in assessment tasks
  - details of the procedures to be implemented if tasks produce invalid or unreliable results
  - details of the procedures for dealing with student appeals arising from assessment tasks
- vi. **Procedures:** appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
  - vii. **Warning letters:** issuing standard NESAs HSC Warning letters when performance in a course is in question
  - viii. **Marking & feedback:** in the marking of School-based assessment tasks teachers will:
    - assess the student's actual performance, not potential performance, and
    - provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes. Feedback should be returned to students **within two weeks** of the assessment submission.

## Marking and Feedback to Students

Feedback helps students recognise their strengths and areas for improvement, guiding them in planning their next learning steps with their teacher. At CCSC, teachers will provide formal feedback via the marking rubric upon completion of the assessment within two school weeks of submission. Effective feedback should:

- be timely, specific, and aligned with learning and assessment goals
- be constructive and provide meaningful insights in various forms
- focus on task outcomes and clarify misunderstandings
- highlight and reinforce student strengths
- offer guidance on how to improve
- encourage self-assessment and reflection throughout the learning process
- inform future teaching and learning opportunities

## Forms of Feedback

The type of assessment task and the learning environment affect the kind of feedback given to students. Feedback can come in many different forms, such as digital formats and other methods. It can be either formal or informal, and it should promote conversations between teachers and students about their learning.

## Assessment Checklist for Teachers

### School-based Assessment program

- Use the NESA syllabuses, assessment requirements and advice to construct teaching and learning programs that promote deep knowledge and understanding.
- School-based assessment tasks reflect the components and weightings specified in the course assessment and reporting materials.
- School-based assessment tasks are designed to focus on assessing outcomes relevant to the task.
- Measures of objectives and outcomes that address values and attitudes are not to be included in school-based assessment of student achievement.
- Measures that reflect student conduct should not be included.
- Students are provided with the opportunity to demonstrate their achievement of outcomes in a range of different task types.
- Students are provided with advance notice of the due date, and marking guidelines (where possible), for each assessment task.
- Marking guidelines for each assessment task relate to the standards, including a relationship to syllabus outcomes, relevant performance descriptions and reflect the intention of the task.
- Marks reflect the relative differences in student performances.
- School-based assessment marks are recorded by the teacher responsible for marking the task.
- Marks are transferred to a file or record containing the marks awarded for all tasks for all students in the course.
- Marks are maintained in a secure and safe location.

### Feedback

- Students receive timely and meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.
- Teachers maintain accurate records of evidence of student achievement.

### Reporting

- Report student achievement to parents, in line with school and sector requirements.
- Appropriate discrimination has been applied between students in terms of their overall achievement.
- The Common Grade Scale for Preliminary Courses has been used to determine Preliminary course grades submitted to NESA.
- Final HSC marks submitted to NESA for each course are on a scale sufficiently wide to adequately reflect the relative differences in student performances.

## Student Responsibility

Students are **responsible** for:

- Meeting all course requirements, including attendance in classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course. Students must make a genuine attempt to complete the course requirements
- Being aware of and following assessment requirements and procedures

- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations.
- Making a **serious attempt** at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- Where students are studying an HSC course that includes a requisite examination, students **must sit for and make a genuine attempt at the examination**.
- Their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)
- Understanding malpractice (refer to the section on malpractice)
- Students studying VET Industry Curriculum Framework courses **must complete the mandatory work placement hours** in order to be deemed satisfactory.

### Notification of Assessment Tasks

CCSC will provide students with at least **two weeks** written notice of an upcoming assessment task. The task notification will include:

- a. components and weightings, as per the assessment schedule, and
- b. syllabus outcomes assessed, and
- c. type of assessment task, and
- d. scheduled date and time for attempting or submitting the task, and
- e. marking criteria (where appropriate)

For a School-based assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together

**Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet** – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

### Absence When a Task is Notified

When students are absent, they must catch up on missed work, including assessment notifications. No automatic extensions are given for absences on the day of notification. However, for prolonged absences, students may submit an Illness/Misadventure Form with documentation to the Deputy Principal on their return.

### Prior Knowledge of Absence

If a student has a clash between an assessment task and a school-approved activity or leave, they must notify the Deputy Principal and complete an Illness/Misadventure form. If a student knows in advance they will be absent on the day of task submission, they must inform their teacher well before the due date and either submit the task early or arrange for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

## Failure to Submit/Complete a Task on the Due Date

*Note: Failure to complete more than 50% of all course and assessment requirements will result in an N-Determination in that course.*

### **Absence from a task:**

- Failure to submit or complete an assessment on the due date will result in a zero mark.
- A zero mark will be recorded as a non-attempt, and an official warning will be issued.
- Work must still be submitted to achieve outcomes, even if a zero is given.
- If no work is submitted, it will be recorded as a non-attempt.

### **Late submissions:**

- Any task submitted after the due date will receive a zero mark.
- The result will be recorded as a non-attempt, and an official warning will be issued.
- Work must still be submitted to meet outcomes, even if a zero is recorded.
- Students are advised that it's better to submit a partially completed task for some *marks rather than submit late and receive none.*

### **Non genuine attempts:**

- Any task deemed a non-serious attempt will receive a zero mark.
- The result will be recorded as a non-attempt, and an official warning will be issued.
- Work must be resubmitted to meet outcomes, but a zero will still be recorded.

## Serious attempts

For all assessment tasks and examinations at Chifley College Senior Campus, the following will be treated as a **non-serious attempt** and a zero mark awarded:

- Answering only the multiple-choice questions
- Responses containing objectionable material
- Abuse directed at a member of school staff, DOE or NESA, and/or
- obscene symbols, drawings, or comments
- Submitting responses that do not genuinely attempt to answer the questions, such as copying or rewording the questions or leaving multiple blanks
- Engaging in malpractice in assessments or examinations

## Appealing an Assessment Decision

Students have the right to appeal. If there are concerns about a decision related to an assessment task, these must be raised when the decision is first given. Follow this process:

1. **Step 1:** Discuss your concern with your class teacher to seek clarification about the decision.
2. **Step 2:** If you're not satisfied with the teacher's explanation, approach the faculty Head Teacher within 2 days of receiving the decision.
3. **Step 3:** If the issue is still unresolved, contact your Deputy Principal within 2 days of receiving the Head Teacher's response.

If you have concerns related to decisions made by the Deputy Principal (e.g. illness/misadventure applications or assessment appeals), these must be raised with the Principal within two school days of receiving the Deputy Principal's decision. The appeal must be submitted in writing, outlining the concerns.

The Principal may then request an Appeals Panel to be formed to review the decision and make a ruling.

If you wish to further appeal, submit a written appeal to the Principal within 2 days of receiving the Panel's decision. The Principal's decision will be final.

### **Appeal Limitations**

Appeals can only be made for the following reasons:

- incorrect calculation of marks
- incorrect weighting
- breach of school policy or NESAs rules and procedures

Appeals cannot be raised around the professional judgement of teachers.

### **'N' Award Warnings**

If a student is not meeting the requirements, they are issued with a 'N' Award Warning Letter. A copy is emailed to the parent/carer, which outlines:

1. any issues of concern or outstanding work, and
2. a date by which students should redeem the outcomes of the missed work.

These letters give the student a chance to correct the issue by completing outstanding tasks within a specified timeframe. Failure to respond may result in an 'N' Determination, making the student ineligible for the Higher School Certificate.

The purpose of this process is to help you, not to exclude you. If you do not complete the overdue task, the warning will remain "active" and could count toward an 'N determination' in the course.

### **Non-completion 'N' Determinations**

NESA has given principals the authority to determine whether students have satisfactorily completed each Board Developed and/or Board Endorsed Course required for the Higher School Certificate. Principals assess if students have shown diligence and sustained effort in completing the tasks and experiences provided by the school.

If a student does not meet the course requirements, the principal may issue a non-completion ('N') determination. This can result in the course not being included in the student's Preliminary or HSC record, and if the course is part of their required pattern of study, **their HSC may be withheld** until they meet the requirements.

Absences are taken seriously and may prevent students from meeting course completion criteria. If a student is at risk of an 'N' Determination teachers will send written notifications detailing the problem and consequences.

If an 'N' determination is issued, the principal must record it via Schools Online and notify the student of the decision, its consequences, and their right to appeal.

## C. Illness / Misadventure -School Based Assessments

### What is Illness/Misadventure?

This is help for students whose assessment performance is affected by things beyond their control, like being sick or unexpected events.

### What counts as Illness or Misadventure?

- **Illness/Injury:** When a student is sick or hurt (e.g., flu, asthma attack, injury) with a medical certificate to prove it.
- **Misadventure:** Other unexpected events affecting the student (e.g., death of a family member, car accident, flood isolation).

### How to Apply for Illness/Misadventure

If something stops you from doing your assessment properly, you must tell the school straight away.

#### Steps to follow:

1. **Contact the school on the day of the assessment** by 8:30am by phone (02 9625 9929) or email (chifcolsnr-h.school@det.nsw.edu.au).
2. **Get an Illness/Misadventure Application Form** from the Deputy Principal when you return to school.
3. **Provide proof (evidence)** showing why you couldn't do the task, like a medical certificate or other official documents. The evidence must cover the dates you missed.
4. **Fill out and submit the form with your evidence** to the Deputy Principal as soon as possible.
5. **Be ready to do the task or an alternative** when you come back, unless other arrangements are made.

### Specific Situations

- **If you miss an in-school task:** Contact the school by 8:30am on the day, get the form, provide evidence, and be ready to do the task when back.
- **If you miss handing in a task:** Contact by 8:30am, try to submit it electronically or through someone else. If not, bring it when you return. Get the form, provide evidence, and submit it ASAP.
- **If you get sick during an assessment:** Tell the supervisor immediately. You can continue if you want, but no extra time is given. If you stop, you'll go to Sick Bay and may need a doctor's note. Be ready for a substitute task later.
- **If you miss an exam:** Contact the school before the exam starts. On return, see the Deputy Principal to arrange a make-up. Provide evidence and submit the form.

### What Evidence is Needed?

- Provide a document from a doctor or other independent source showing your illness or event.
- It must be dated on or before the assessment day and cover the whole time you missed.
- Medical certificates must say you were unfit to attend or complete the task.
- Get this evidence as soon as possible; late certificates may not be accepted.

## What Won't Be Accepted?

- Absences for holidays, routine appointments, work, driving tests, or usual sports activities usually won't count.
- Late applications after results are out will not be considered.

## What Happens After You Apply?

- The teachers will review your form and evidence.
- The Deputy Principal will decide if your application is approved.
- If approved, you might get to:
  - Do the task or an alternative task later
  - Get extra time
  - Use a different way to complete the task

There is **no guarantee** your application will be approved.

If you have any questions or need help with the process, contact the Deputy Principal or your Head Teacher.

## D. Malpractice Policy

### What is Malpractice?

Malpractice means cheating or being dishonest in assessments, exams, or tests to get an unfair advantage. This harms the fairness and value of the HSC.

### School Rules

- Schools must tell students about rules for assessments and malpractice policies.
- Students must know and follow NESA's rules about cheating, including the "All My Own Work" program, which teaches about honesty and ethical study habits.

### What is Not Allowed?

- Copying someone else's work or ideas without saying where they came from (plagiarism).
- Using work done by others (friends, tutors, AI) as your own.
- Lying or giving false information to get extra time or avoid exams (misrepresentation).
- Working with others on tasks meant to be done alone or helping others cheat (collusion).
- Bringing phones or devices into exams or using unapproved help.

### Examples of Malpractice:

- Copying text or images without credit.
- Submitting an essay written by someone else or by AI.
- Making up data or results.
- Faking medical certificates.
- Sharing answers during exams or letting others copy your work.
- Using phones or smartwatches during tests.

## What Happens if You Are Suspected of Malpractice?

- You may need to prove the work is yours by showing your notes, drafts, or explaining your work to your teacher.
- You may be asked questions to show your understanding.
- If an allegation has been raised, either by staff or students the Head teacher of the course will investigate. This may include collecting relevant evidence, such as exam scripts, electronic communications and witness statements. The student will have an opportunity to respond. Throughout the process confidentiality is carefully maintained.

## Consequences of Malpractice:

- You may get ZERO marks for the task and requested to complete an alternate task to satisfy course requirements.
- You may receive a formal warning.
- In year 12 the malpractice must be reported to NESAs.

## Student appeal process:

If a student wishes to appeal they must submit a written appeal to the Deputy Principal within 2 days of receiving the malpractice decision. The Principal will convene a Review Panel composed of one Deputy Principal and one Head Teacher (from a different faculty area) whose determination will be final.

Being honest is important to keep the HSC fair and respected. If you have questions or need help, talk to your teachers or the Deputy Principal.

## E. Homework Policy

### Purpose

This policy outlines the approach to homework at the Senior Campus, ensuring that homework practices support student learning, are relevant to student needs, and are developed in consultation with the school community.

### Policy Statement

Homework is an important component of student learning, but setting homework is not compulsory. Homework is defined as revision and work completed outside of class time, including tuition, assessment preparation, and revision.

### Homework Guidelines

Relevance and Consultation:

- Homework guidelines are developed in consultation with key school community stakeholders, including staff, parents/carers, and students, to ensure they meet the needs of students.

Communication:

- Homework guidelines are communicated clearly to staff, parents/carers, and students, particularly at the time of student enrolment.

What the School Provides:

- tuition support on Thursday and Friday afternoons and during study periods
- revision programs and practice tasks
- staff support available in the library and from class teachers

Student Expectations:

- Completion of set tasks on time.
- Allocation of sufficient time to revise material outside of class.
- Recommended time allocation: a minimum of 6 hours per week outside class time, increasing up to 12 hours per week in Year 12.

Parents and carers can assist by:

- Providing a quiet study space.
- Ensuring access to the internet.
- Encouraging students to complete homework regularly.
- Liaise with the school when their child is experiencing difficulties

Additional Recommendations:

- Students, especially in Year 12, are encouraged to reduce external work commitments in Term 3 to focus on study and homework.

This policy is designed to promote effective study habits and support student success at the Senior Campus.

## F. Disability Provisions

At Chifley College Senior Campus, we follow the guidelines set by the NSW Education Standards Authority (NESA) concerning Disability Provisions for both internal and external exams and assessments. Our aim is to make sure that students with documented permanent or temporary disabilities can fully access and engage in these evaluations.

### Provision of Disability Adjustments

We will provide reasonable adjustments and Disability Provisions for students whose disabilities impact their performance in exams or assessments. These adjustments are designed to promote access, equity, and success for all students.

#### In School-based Assessments.

Students with disabilities or learning needs requiring adjustments or provisions are identified through the Academic Engagement Team (previously the Learning and Support Team). Students requiring adjustments are included in the school's NCCD process, and have been identified through transition, parental participation, or teacher identification. Students requiring adjustments or provisions, who have not been formally identified by the Academic Engagement Team, should inquire with their classroom teacher, Academic Engagement Team, Support Team and Deputy Principal.

*Note: Students wishing to access adjustments and provisions for the Trial HSC Examination must ensure that they have completed the "Application Process for the HSC Disability Provisions - HSC Exam". Only students approved by NESA to have provisions in the external HSC Examination will access provisions in the trial period. These provisions will match those identified by NESA.*

### Application Process for Disability Provisions - HSC Examinations

Students or parents interested in applying for Disability Provisions should speak with the Deputy Principal and/or the Academic Engagement Head Teacher to start the application process. Students must have completed the application process by the END OF TERM 2. Forms are available from the Academic Engagement Team.

## Identification and Documentation of Disabilities

- For diagnosed learning disabilities, students must present relevant documentation and professional assessments to justify the need for Disability Provisions.
- Medically diagnosed disabilities must be backed by proper documentation from a healthcare professional. This includes completion of documentation by a medical professional that has an ON-GOING relationship with the student, in supporting their disability. This process supports student applications for both physical health and well-being.
- Additionally, students may consider a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

## Approval Process

- For all School-based assessments, the Academic Engagement Team will review the submitted evidence and documentation to approve Disability Provisions in line with NESAs guidelines.
- For the Higher School Certificate, NESAs will grant approval based on the documentation submitted by the school on behalf of the student. It is essential for students and parents to gather all necessary documents well in advance of the due date set by NESAs. Forms are required to be returned to the school by the end of Term 2.

## Disability Provisions and Modifications/Adjustments

All HSC Examinations Disability Provisions will adhere to NESAs guidelines to guarantee consistency between school assessments and the HSC. These are examples of the types of provisions provided by NESAs for the HSC Examination:

Provision	Why	How it helps
Coloured paper	Vision Impairment, Dyslexia, Irlen Syndrome	Able to read writing on paper
Diabetic provisions	Diabetes	Toilet breaks, Check levels, eat, drink and recover if needed
Extra Time	Reading or Writing Disability, Slow Processing, Physical, hearing or vision impairment	Time to read, reread and comprehend questions and answers
Reader	Reading Disability, Slow Processing, Physical, hearing or vision impairment	Able to comprehend questions and answers when heard rather than read
Rest Breaks	Anxiety, ADHD, Pain	Time to regather and refocus, time to calm down and not stress
Small Groups	Anxiety, sensory issues	Space to be less distracted by others, not feel judged or pressured by what others are doing
Stand/Stretch	Pain (diagnosed reason)	Allow time to move so that pain is not caused and distracts from exam

Special Equipment (Chair, desk, etc.)	For medical reasons (back, hip, etc.)	Less likely for pain to be caused and distract from exam
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If a student feels that an approved provision has not been implemented at the start of an assessment task, it is their responsibility to inform the supervising teacher or invigilator immediately. Neglecting to do so may impact their ability to address the issue later.

## G. About completing HSC exams

A student must complete the required HSC exams in term 4 of the HSC year for a course and:

- make a serious attempt at the exam
- write in English (unless instructed otherwise)
- follow NESA exam rules outlined in the HSC Rules and Procedures Guide
- follow the directions of the Presiding Officer, and
- the rules of the school where they sit their exam.

A student who does not comply with exam rules may have their exam paper, oral exam, performance or submitted work for that course cancelled, potentially making them ineligible for their HSC.

### Assessment Task and Examination Student Conduct

In assessment tasks and the HSC examinations Students MUST:

- Follow the day-to-day rules of the school
- Always follow the supervisor's or presiding officer's instructions behaving in a polite and courteous manner
- Behave in a manner that does not disturb other students or disrupt the examination
- NESA Policy: NESA awards zero marks for scripts where only multiple-choice questions are answered, or where the student has merely copied or modified the questions. This is considered a non-attempt.
- Make a serious attempt at answering all questions in the assessment task/test
- Follow NESA exam rules outlined in the HSC Rules and Procedures guide

### Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Bring prohibited items into the examination room.

### Prohibited Items:

- Mobile phones and smart watches
- Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, or electronic dictionaries
- Stopwatches
- Paper or printed/written material (including your exam timetable)
- Dictionaries (except in language exams, if allowed)
- Correction fluid or correction tape

**Penalties:** Breaking any of these examination rules may result in a penalty, including receiving a zero mark.

## H. Assessment Schedules

### Creative and Performing Arts Faculty

#### Dance

This course provides students with the opportunity to undertake a study of Dance as an art form. Students study three interrelated components: Performance, Compositions and Appreciation and develop their understanding of dance practice in relation to a wider appreciation of dance artists and their work. Students undertake an in-depth study in a major study of dance in a major study of one of the three areas of study.

<b>Course: Dance</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Performance Dance & Safe Dance Discussion	Dance Composition & Process Journal	Dance Analysis and Australian Dance	
<b>Task Weighting</b>	40%	30%	30%	
<b>Timing</b>	Term 1, Wk. 10	Term 2, Wk. 9	Term 3, Wk. 9/10	
<b>Outcomes Assessed</b>	P2.1, P2.2 P2.3, P2.4 P2.5	P.1.3, P3.1 P3.2, P3.3 P3.4, P3.5 P3.6	P1.1, P1.2 P4.1, P4.2 P4.3, P4.4	
<b>Components</b>				<b>Weighting %</b>
Performance	40			<b>40</b>
Composition		30		<b>30</b>
Appreciation			30	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Drama

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance, and critical analysis. Students engage with the cultural traditions and social context of drama and theatre through critical study and experiences in practical workshop activities and performance.

Course: Drama				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	<b>Improvisation, Play building and Acting - Monologue – Individual Performance</b>	<b>Elements of Production in Performance - Group Performance &amp; logbook</b>	<b>Theatrical Traditions and Performance Styles - Short answer questions and Extended Written Essay</b>	
<b>Task Weighting</b>	30%	40%	30%	
<b>Timing</b>	Term 1, Wk. 10	Term 2, Wk. 9	Term 3, Wk. 9/10	
<b>Outcomes Assessed</b>	P1.1, P1.4 P2.1, P2.3 P2.4	P1.2, P1.3 P1.5, P1.6, P2.2	P3.1, P3.2 P3.3	
Components				Weighting %
Marking	10	20		<b>30</b>
Critically Studying			30	<b>30</b>
Performing	20	20		<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Music 1

The Music 1 course provides students with the opportunity to study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students nominate three electives made up of any combination of performance, composition and/or musicology which reflect the three topics studied in the HSC course.

Course: Music				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Performance and Musicological Analysis of a Rock Song	Film composition and Musicological Analysis	Aural Examination, Improvisation and Performance	
<b>Task Weighting</b>	35%	30%	35%	
<b>Timing</b>	Term 1 Weeks 9 - 10	Term 2 Week 10	Term 3 Week 8 (composition & performance)  Week 9 - 10 (Aural examination)	
<b>Outcomes Assessed</b>	P1, P4, P5, P6, P7	P2, P3, P6, P7, P8	P1, P3, P4, P6	
Components				Weighting %
Aural			25	<b>25</b>
Composition		20	5	<b>25</b>
Musicology	15	10		<b>25</b>
Performance	20		5	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

## Photography

The Photography course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

<b>Course: Photography</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Portfolio 1: Digital Imaging and Manipulation	Portfolio 2: Analogue and Digital Photography	History and Criticism Exam	
<b>Task Weighting</b>	30%	40%	30%	
<b>Timing</b>	Term 1, 2024, Week 10	Term 2, 2025, Week 9	Term 3, 2025, Week 4	
<b>Outcomes Assessed</b>	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5, CH6	
<b>Components</b>				<b>Weighting %</b>
Making	30	40		<b>70</b>
Critical and Historical Studies			30	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Visual Arts

The Visual Arts course provides students with the opportunity to develop their own artworks, culminating in a 'Body of Work' in the HSC course. Students engage in critical and historical study of the artworld to investigate artists, artworks, worlds, and audiences from a range of cultural, political, historical, and social perspectives and use these to inform their own artmaking practices.

Course: Visual Arts				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Exploring Representation – in class	Developing a Contemporary Practice – in class	Preliminary Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, Week 10	Term 3 Week 7	Term 3 Week 9/10	
<b>Outcomes Assessed</b>	P1, P2, P3, P4, P7, P10	P1, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Art History & Criticism	10		40	<b>50</b>
Artmaking Practice	20	30		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Visual Design

The Visual Design course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. Students learn to inform their own design work through critical and historical study of designed images and objects made by others.

Course: Visual Design				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Designing & Making Design Portfolio 1	Designing & Making Design Portfolio 2	Critical & Historical Study Yearly Examination	
<b>Task Weighting</b>	30%	40%	30%	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 6	Term 3, Week 8	
<b>Outcomes Assessed</b>	DM1, DM2, DM3, DM5, DM6	DM1, DM2, DM3, DM4, DM5	CH1, CH2, CH3, CH4	
Components				Weighting %
Designing and Making	30	40		<b>70</b>
Critical and Historical Studies			30	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Drama Life Skills

This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre. Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments

Course: Drama Life Skills			
Task Number	Task 1	Task 2	Task 3
<b>Nature of Task/s</b>	Workshop Performance and In-class Discussion  Studies in Drama and Theatre: In-class Discussion Communicates and describes how the elements of drama can be used to convey meaning	Performance of a 2 minute Monologue  Performance of a 2-minute work(s) in progress, logbook recording process, including clarification of evaluation of intentions	Making Drama  Presentation of Drama Making development skills
<b>Timing</b>	Term 4 2025, Week 10	Term 1 2026, Week 9/10	Term 2 2026, Week 9
<b>Outcomes Assessed</b>	DRLS6 DRLS7	DRLS3 DRLS4 DRLS5	DRLS1 DRLS2

## Music Life Skills

This course provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression. Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.

Course: Music Life Skills			
Task Number	Task 1	Task 2	Task 3
<b>Nature of Task/s</b>	Performance 1 and Musicology	Composition	Performance
<b>Timing</b>	Term 1, Weeks 9-10	Term 2, Week 10	Term 3, Week 8
<b>Outcomes Assessed</b>	MLS1, MLS2, MLS7	MLS3, MLS4, MLS8	MLS1, MLS2, MLS8

## English Advanced

The English Advanced course enables students to understand and use language effectively. Students have opportunities to appreciate, reflect on and enjoy literature, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse world.

Course: English Advanced				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Sustained Composition & Reflective Response	Extended Response	Yearly Exam - Reading Comprehension task & Critical Extended Response	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 9/10	Term 2, 2026 Week 9	Term 3, 2026 Week 9/10	
<b>Outcomes Assessed</b>	EAV-11-01 EAV-11-04 EAV-11-05 EAV-11-06	EAV-11- 01 EAV-11- 02 EAV-11- 03 EAV-11- 04 EAV-11- 05	EAV-11-01 EAV-11-02 EAV-11-03 EAV-11-04 EAV-11-05	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## English Standard

The English Standard course provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. Students engage with texts that include quality literature from the past, and contemporary texts from Australia and other cultures.

Course: English Standard				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Imaginative Composition & Reflective Response	Extended Response	Yearly Exam – Reading Comprehension task & Extended Response	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 9/10	Term 2, 2026 Week 9	Term 2, 2026 Week 9/10	
<b>Outcomes Assessed</b>	EST-11-01 EST-11-04 EST-11-05 EST-11-06	EST-11-01 EST-11-02 EST-11-03 EST-11-05	EST-11-01 EST-11-02 EST-11-03 EST-11-05	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## English Studies & English Studies Life Skills

The English Studies course supports students to refine their knowledge, understanding and skills in English and consolidate their literacy skills to enhance their personal, educational, social and vocational lives. The syllabus is focused on the development of students' language, literacy and literary skills. It centers on empowering students to comprehend and interpret the ideas, values, language forms, features and structures of texts.

Course: English Studies & English Studies Life Skills							
Task Number	Task 1		Task 2		Task 3		
<b>Nature of Task/s</b>	Reading Comprehension AND Imaginative Writing task		Visual Annotation & Extended Response		Yearly Exam – Reading Comprehension task AND Feature Article		
<b>Task Weighting</b>	30%		30%		40%		
<b>Timing</b>	Term 1, 2026 Week 9/10		Term 2, 2026 Week 9		Term 3, 2026 Week 9/10		
<b>Outcomes Assessed</b>	ESD-11-01 ESD-11-02 ESD-11-04 ESD-11-05	Life Skills EN-LS-04 EN-LS-06 EN-LS-09 EN-LS-10	ESD-11-02 ESD-11-04 ESD-11-05	Life Skills EN-LS-04 EN-LS-06 EN-LS-08 EN-LS-09 EN-LS-10	ESD-01 ESD-02 ESD-03 ESD-04 ESD-05	Life Skills EN-LS-04 EN-LS-05 EN-LS-06 EN-LS-07 EN-LS-08 EN-LS-10 EN-LS-11	
<b>Components</b>						<b>Weighting %</b>	
Knowledge and understanding of course content	15		15		20		<b>50</b>
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15		15		20		<b>50</b>
<b>Total %</b>	<b>30</b>		<b>30</b>		<b>40</b>		<b>100%</b>

## English - EAL/D

The English EAL/D course is designed to support students learning English as an additional language or dialect whose first language is a language or dialect other than Standard Australian English and students whose first language is an Aboriginal or Torres Strait Islander Language, and Aboriginal and/or Torres Strait Islander students whose first language is Aboriginal English. The course is designed to strengthen language knowledge and skills, provide an opportunity to develop students' intellectual, social and emotional development, and understand how meaning is shaped, conveyed, interpreted and reflected.

<b>Course: English - EAL/D</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Discursive/ Persuasive Response and Reflection	Vive Voce and Listening Task	Yearly Exam - Reading Comprehension And Extended Response on the Core Text	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 10	Term 2, 2026 Week 9/10	Term 3, 2026 Week 9/10	
<b>Outcomes Assessed</b>	EEA-11-01 EEA-11-04 EEA-11-05 EEA-11-06	EEA-11-01 EEA-11-02 EEA-11-03 EEA-11-05	EEA-11-01 EEA-11-02 EEA-11-04 EEA-11-05	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to purpose, audience and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Aboriginal Studies

Aboriginal Studies is designed to encourage students to think critically about the historical and contemporary experiences of Aboriginal People. Students develop an understanding of the concepts of social justice and shared histories. This course includes a Major Project, utilising a variety of research and inquiry methods.

<b>Course: Aboriginal Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Aboriginality and the Land Essay	Heritage and Identity Source Analysis Task	Comparative Study Investigation - Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1 Wk. 10	Term 2 Wk. 10	Term 3 Wk. 9-10	
<b>Outcomes Assessed</b>	P1.1, P2.1, P3.2, P3.3	P1.3, P3.1, P3.2, P3.3	P1.2, P1.3, P2.2, P3.1, P3.2, P4.1, P4.3	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5		10	<b>15</b>
Research and inquiry methods, including aspects of the Major Project	5	10	5	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10	5	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Ancient History

The Ancient History course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students' study of a range of features, people, places, events, and developments of the ancient world.

Course: Ancient History				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	<b>Teotihuacan and Thera.</b> Source Based Assessment Task	<b>Historical Investigation</b> Research Task	<b>All Topics</b> Exit Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	T1, Wk10	T2, Wk10	T3, Wk10	
<b>Outcomes Assessed</b>	AH11-1, AH11 -2, AH11-4	AH11-6, AH11-7, AH11 -8, AH11-10	AH11-3, AH11-5, AH11 -9,	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20		20	<b>40</b>
Historical Skills in the analysis and evaluation of sources and interpretation			20	<b>20</b>
Historical Inquiry and Research		20		<b>20</b>
Communication of Historical understanding in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Business Studies

The Business Studies course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

<b>Course: Business Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Topic Test Role of Business	Business Report	Exit Exam Business Management and Business Planning	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1 Wk. 8	Term 2 Wk. 9	Term 3 Wk. 9-10	
<b>Outcomes Assessed</b>	P1 P2 P6 P7 P8	P2 P5 P6 P8 P9	P5 P6 P7 P8 P9	
<b>Components</b>				<b>Weighting %</b>
Component: Knowledge and understanding of course content	10	5	10	<b>25</b>
Stimulus based skills	5	5	15	<b>25</b>
Inquiry and research	10	10		<b>20</b>
Communication of information and issue in appropriate forms	5	10	15	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Geography

The Year 11 Geography is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change.

<b>Course: Geography</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Topic Test Earth's Natural Systems	Research Task	Geographical Investigation	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1 Wk. 9-10	Term 2 Wk. 9	Term 3 Wk. 9-10	
<b>Outcomes Assessed</b>	GE11-1 GE11-2 GE11-4 GE11-5 GE11-9	GE11-5 GE11-6 GE11-7 GE11-8	GE11-3 GE11-4 GE11-6 GE11-8 GE11-9	
<b>Components</b>				<b>Weighting %</b>
Component: Knowledge and understanding of course content	10	20	10	<b>40</b>
Geographical skills tools	5	5	10	<b>20</b>
Geographical inquiry and research, including fieldwork		10	10	<b>20</b>
Communication of Geographical information, ideas and issue in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

## Modern History

The Modern History course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events, and developments that have shaped the modern world.

<b>Course: Modern History</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Research on the Nature of History	Historical Investigation	Exit Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	T1 Wk10	T3, Wk. 1	T3, Wk9-10	
<b>Outcomes Assessed</b>	MH11 6 MH11-7 MH11-8 MH11-9	MH11-2- MH11-3 MH11-8 MH11-9	MH11-1 MH11-3 MH11-5 MH11-6 MH 11-7 MH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding of course content	10	10	20	<b>40</b>
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	5	5	10	<b>20</b>
Historical inquiry and research including mandatory historical investigation	5	10	5	<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<b>Total%</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Legal Studies

The Legal Studies course provides students with the opportunities to develop their knowledge and understanding of the nature and functions of law and law-making, the development of Australian and International legal systems, the constitution and law reform.

<b>Course: Legal Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	<b>The Legal System</b>  Topic Test	<b>The Individual and the Law</b>  Research Report and Extended Response Essay	<b>All Topics</b>  Exit Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	T1, Wk10	T2, Wk. 9	T3, Wk. 9 - 10	
<b>Outcomes Assessed</b>	P1, P2, P3, P5, P8, P9	P4, P5, P6, P7, P9, P10	P1, P2, P3, P6, P7, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding of Course content	10	10	10	<b>30</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and Research	10	5	10	<b>25</b>
Communication of legal information, ideas and issues in appropriate forms	10	5	10	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Work Studies

Students learn about work in all its forms, and the central role it plays in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and the ways in which individuals engage with work. Students learn about work, and the pathways available to them.

<b>Course: Work Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	<b>Core Module: My Working Life Presentation</b>	<b>Module 3: Workplace Communication Portfolio Task</b>	<b>Workplace Communication &amp; Personal Finance Exit Examination</b>	
<b>Task Weighting</b>	35%	35%	30%	
<b>Timing</b>	T4, Wk8	T2, Wk5	T3, Wk6	
<b>Outcomes Assessed</b>	1,2,5	3,6,7,9	2,7,8,9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding			30	<b>30</b>
Skills	35	35		<b>70</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100%</b>

## Mathematics Advanced

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty, and generality.

The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection, and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Course: Mathematics Advanced				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	<b>Learning Portfolio</b> Algebraic Techniques, Working with Functions	<b>Open-Book Exam</b> Algebraic Techniques, Working with Functions, Graph Transformations, Trigonometry	<b>Exit Examination</b> All Topics	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes Assessed</b>	MAO-WM-01, MAV-11-01, MAV-11-02	MAO-WM-01, MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05	All Year 11 Outcomes	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in Working mathematically	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Mathematics - Standard

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently, and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent [HSC subjects](#).

Course: Mathematics Standard				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	<b>Learning Portfolio</b> Getting Healthy Show Me the Money	<b>Open-Book Exam</b> Getting Healthy, Show Me the Money, Making Things, Driving Safely	<b>Exit Examination</b> All Topics	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes Assessed</b>	MAO-WM-01, MST-11-01, MST-11-02, MST-11-03, MST-11-04, MST-11-08	MAO-WM-01, MST-11-01, MST-11-02, MST-11-03, MST-11-04, MST-11-05, MST-11-08	All Year 11 Outcomes	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in Working mathematically	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

Community and Family Studies

This course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

<b>Course: Community and Family Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Resource Management – In-class written task with prior research	Families and Communities – Questionnaire design and implementation with research questions.	Yearly Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 10	Term 2, 2026 Week 9	Term 3, 2026 Week 9/10	
<b>Outcomes Assessed</b>	P1.2, P4.2, P5.1, P6.1	P2.2, P2.4, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.6, P3.1, P4.1, P4.2, P5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Exploring Early Childhood

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development, and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

<b>Course:</b>			
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Nature of Task/s</b>	Pregnancy and Childbirth – Information Pack	Children's book design with research questions and reading	Yearly Examination
<b>Task Weighting</b>	30%	30%	40%
<b>Timing</b>	Term 1, 2026 Week 7	Term 2, 2026 Week 10	Term 3, 2026 Week 8
<b>Outcomes Assessed</b>	1.4, 2.1, 5.1, 6.1	1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2

## Health and Movement Science

Health and Movement Science builds on the foundational knowledge, understanding and skills developed in the PDHPE K–10 course. The course provides opportunities to explore areas of interest in greater depth and apply health and movement concepts to various contexts and groups. To equip students to navigate the dynamic nature of health and movement, emphasis is given to developing skills of collaboration, analysis, communication, creative thinking, problem-solving and research.

<b>Course: Health and Movement Science</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Health for individuals and communities - Depth Study in-class task	Health for individuals and communities - Collaborative Investigation	Health for individuals and communities and Body and mind in motion - Yearly Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 8	Term 2, 2026 Week 8	Term 3, 2026 Week 9/10	
<b>Outcomes Assessed</b>	HM-11-01, HM-11-06 HM-11-10	HM-11-02 HM-11-05 HM-11-06 HM-11-07 HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	5	25	<b>40%</b>
Skills in collaboration, analysis, creative thinking, problem-solving and research.	20	25	15	<b>60%</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Sports, Lifestyle and Recreation

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Course: Sport, Lifestyle and Recreation			
Task Number	Task 1	Task 2	Task 3
<b>Nature of Task/s</b>	Healthy Lifestyle research task	Yearly online in class test: Fitness, GASA I and II and Resistance Training	Games and Sports Application I and II  Ongoing practical
<b>Task Weighting</b>	25%	30%	45%
<b>Timing</b>	Term 1, 2026  Week 9	Term 3, 2026  Week 9/10	Term 1 2026 (15%)  Term 2 2026 (15%)  Term 3 2026 (15%)
<b>Outcomes Assessed</b>	2.5, 3.5, 4.3	1.1, 1.2, 2.2, 2.5	1.1, 1.3, 2.1, 3.1, 4.1, 4.4

## Sports, Lifestyle and Recreation - Rugby League

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Course: Sport, Lifestyle and Recreation - Rugby League			
Task Number	Task 1	Task 2	Task 3
Nature of Task/s	Fitness Assessment - practical and theory	Games and Sports App I & Individual Games and Sports: Practical	Yearly Examination
Task Weighting	20%	50%	30%
Timing	Term 1, 2026 Week 7	Term 1 (20%) Term 2 (20%) Term 3 (10%)	Term 3, Week 4
Outcomes Assessed	2.2, 3.3, 4.1	1.1, 1.3, 3.1, 4.1, 4.4	1.1, 1.2, 2.1, 2.5, 3.1

## Agriculture

Agriculture provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system.

Course: Agriculture				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Experimental Report	Poultry Research Task	Trial Exam	
<b>Timing</b>	Term: 1 Week: 10	Term: 3 Week:3	Term: 3 Week: 9	
<b>Outcomes Assessed</b>	P2.1, P3.1, P4.1	P2.2, P3.1, P5.1	All Outcomes	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	<b>40</b>
Skills in effective research, experimentation and communication	10	10	0	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

## Biology

This course provides students with the opportunity to learn about variations in the structures and functions of organisms and provides an understanding of the effects of the environment on living things. Students investigate reproduction, inheritance patterns and the causes of genetic variation. Applications of this knowledge in biotechnology and genetic technologies are explored.

Course: Biology				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Task 1: Practical Skills Test	Task 2: Depth Study Investigation and Report	Task 3: Final Examination	
<b>Task Weighting</b>	25%	35%	40%	
<b>Timing</b>	Term: 1 Week: 7/8	Term: 2 Week: 7	Term: 3 Week: 9/10	
<b>Outcomes Assessed</b>	BIO11 -1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-5, BIO11-6, BIO11-7, BIO11-11	All Year 11 Outcomes	
Components				Weighting %
Skills: Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	5	15	20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

## Chemistry

This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.

Course: Chemistry				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Task 1: Depth Study – Secondary Source Research Task: Bonding and Intermolecular Forces	Task 2: Skills Test – Stoichiometry Calculations and Data Analysis	Task 3: Final Examination	
<b>Task Weighting</b>	20%	20%	30%	
<b>Timing</b>	Term: 1 Week: 9/10	Term: 2 Week: 7	Term: 3 Week: 9/10	
<b>Outcomes Assessed</b>	CH11-1, CH11-3, CH11-4, CH11-7, CH11-8	CH11-4, CH11-5, CH11-7, CH11-9	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills: Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	5	5	30	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

## Investigating Science

This course provides students with the opportunity to develop an understanding of the ethical, social, economic, and political influences on science and scientific research in the modern world.

Course: Investigating Science				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Task 1: Practical Investigation and Report	Task 2: Depth Study	Task 3: Yearly Examination	
<b>Task Weighting</b>	25%	35%	40%	
<b>Timing</b>	Term: 1 Week: 7/8	Term: 2 Week: 11	Term: 3 Week: 9/10	
<b>Outcomes Assessed</b>	INS11-2, INS11-3, INS11-5, INS11-6  INS12-7, INS11-8	INS11-1, INS11-2, INS11-3, INS1104, INS11-6, INS11-7, INS11-8, INS11-9	All Year 11 Outcomes	
Components				Weighting %
Skills: Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	5	5	30	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

## Marine Studies

Marine Studies provides an educational context, linked to the needs of a population base very much on its coast and waterways and which fosters links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Course: Marine Studies			
Task Number	Task 1	Task 2	Task 3
<b>Nature of Task/s</b>	Task 1: Infographic	Task 2: Shark Information Brochure & Poster	Task 4: Preliminary Yearly Examination
<b>Task Weighting</b>	25%	35%	40%
<b>Timing</b>	Term: 1 Week: 9/10	Term: 2 Week: 8	Term: 3 Week: 9/10
<b>Outcomes Assessed</b>	1.1, 1.3, 2.1, 2.3, 3.1	1.1, 1.2, 2.2, 2.3	All Outcomes

## Physics

This course provides students with the opportunity to develop their knowledge, understanding and skills relevant to the study of motion. Students examine energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects.

Course: Physics				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Task 1: Practical Investigation and Report	Task 2: Depth Study	Task 3: Yearly Examination	
<b>Task Weighting</b>	25%	35%	40%	
<b>Timing</b>	Term: 1 Week: 9/10	Term: 2 Week: 11	Term: 3 Week: 9/10	
<b>Outcomes Assessed</b>	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8	PH11-1, PH11-5, PH11- 6, PH11-7, PH11-9	All Outcomes	
Components				Weighting %
Skills: Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	5	5	30	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Computing Applications

Computing Applications Preliminary course introduces students to computing hardware, software, and information technology. It explores how technology shapes work, entertainment, and everyday life. Students gain hands-on experience with a variety of software applications. The course builds practical skills and critical thinking for the digital world.

<b>Course: Computer Applications</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	<b>Hardware &amp; Software</b>	<b>Graphics</b>	<b>Final Examination</b>	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Weeks 10/11	Term 2, 2026 Week 9/10	Term 3, 2026 Week 9/10	
<b>Outcomes Assessed</b>	P1.1, P1.2, P1.3 P2.2, P4.1	P1.2, P1.3, P3.2, P4.2, P5.1	P1.1, P1.2, P1.3 P2.1, P2.2, P3.2, P4.1, P4.2, P4.3, P5.1	
<b>Components</b>				<b>Weighting %</b>
Skills in, and understanding of, a range of computer software and related terminology	10	10	20	<b>40</b>
Skills in demonstrating the methods, processes and application of project management techniques to solve problems in a range of contexts	10	10	10	<b>30</b>
Skills in critical evaluation of the appropriateness of computer software in a variety of contexts.	10	10	10	<b>30</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

## Design and Technology

The Design and Technology Preliminary course introduces students to the full design process. They develop practical skills and critical thinking while exploring innovation and sustainability. Students move through the design cycle from brainstorming to prototyping. The course builds curiosity, confidence and thoughtful, user-centred design.

<b>Course: Design &amp; Technology</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	<b>Preliminary Task 1:</b> Innovation Case Study	<b>Preliminary Task 2:</b> Design Project	<b>Preliminary Task 3:</b> Yearly Examination	
<b>Task Weighting</b>	20%	40%	40%	
<b>Timing</b>	Term 1 2026, Week 10	Term 2 2026, Week 10	Term 3 2026, Week 9/10 Assessment Period	
<b>Outcomes Assessed</b>	P1.1, P2.1, P2.2	P3.2, P4.1, P4.2, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of design theory and the interrelationship of design	5	5	<b>30</b>	<b>40</b>
Creative application of skills to design, produce and evaluate quality design products	10	15		<b>25</b>
Skills in research, communication and management in design and production	5	20	<b>10</b>	<b>35</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100</b>

## Engineering Studies

The Engineering Studies Preliminary course gives students a foundation in how engineering shapes the world. It covers communication, mechanics, materials, electricity, and the social impact of engineering. Students explore real-world applications across different engineering fields. The course develops problem-solving skills and an understanding of engineers' role in society..

<b>Course: Engineering Studies</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Engineering Product Analysis	Engineering Report	Final Examination	
<b>Task Weighting</b>	30%	30%	40%	
<b>Timing</b>	Term 1, 2026 Week 11	Term 2, 2026 Week 9	Term 3, 2026 Weeks 9 and 10	
<b>Outcomes Assessed</b>	P1.1, P1.2, P2.2, P3.2, P5.1, P5.2, P6.1	P3.1, P3.2, P3.3, P5.1, P5.2, P6.1, P6.2	P1.2, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3	
<b>Components</b>				<b>Weighting %</b>
Knowledge & understanding of course content	10%	10%	40%	<b>60%</b>
Knowledge & skills in the research, problem solving and communication related engineering practice	20%	20%		<b>40%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## Food Technology

This Food Technology Preliminary course introduces students to nutrition, diet, and health in Australia. It explores why we choose certain foods, looks at the basics of human nutrition, and explores various aspects of food quality. Students develop practical skills by planning, preparing, and presenting food products. The course links hands-on learning with real-world food knowledge.

Course: Food Technology				
Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task/s</b>	Survey task	Research task and practical	Yearly written examination	
<b>Task Weighting</b>	30%	40%	30%	
<b>Timing</b>	Term 1, 2026 Week 10	Term 2, 2026 Week 8	Term 3, 2026 Weeks 9/10	
<b>Outcomes Assessed</b>	P1.2, P3.2	P2.1, P3.1, P3.2, P4.3, P5.1	All outcomes may be assessed	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	20	5	5	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	5	25		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Industrial Technology - Multimedia

The Industrial Technology - Multimedia Preliminary course explores the multimedia industry and its technologies. Students analyse industry practices and gain hands-on experience in multimedia production. The course emphasises design, project management, and production processes. It prepares students for creating practical projects and their HSC Major Project.

<b>Course: Industrial Technology - Multimedia</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task/s</b>	Industry Study	Project and Folio	Final Examination	
<b>Task Weighting</b>	20%	40%	40%	
<b>Due</b>	<b>Term 1, 2026</b> Week 11	<b>Term 2, 2026</b> Week 9	<b>Term 3, 2026</b> Weeks 9 and 10	
<b>Outcomes Assessed</b>	P1.1, P3.2, P5.1  Life skills outcomes: ITLS8, ITLS3	P2.1, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P6.1  Life skills outcomes: ITLS10, ITLS4, ITLS1	P1.1, P1.2, P2.1, P4.2, P4.3, P7.2  Life skills outcomes: ITLS8, ITLS7, ITLS10, ITLS6	
<b>Components</b>				<b>Weighting %</b>
<b>Knowledge &amp; understanding of course content</b>	20%		20%	<b>40%</b>
<b>Knowledge &amp; skills in the management, communication and production of projects</b>		40%	20%	<b>60%</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

## Industrial Technology - Timber

The Industrial Technology - Timber Preliminary course explores the timber industry and its technologies. Students develop skills through hands-on projects and real industry practices. The course emphasises design, project management, and quality production. It prepares students to complete their HSC Major Project and supporting documentation.

<b>Course: Industrial Technology - Timber</b>				
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Tasks</b>	Industry study	Project and Folio	Final Examination	
<b>Task Weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	
<b>Timing</b>	Term 1, 2026 Week 11	Term 2, 2026 Week 9	Term 3, 2026 Weeks 9 and 10	
<b>Outcomes Assessed</b>	P1.1, P3.2, P5.1  Life skills outcomes: ITLS8, ITLS3	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P6.1  Life skills outcomes: ITLS10, ITLS4, ITLS1	P1.1, P1.2, P2.1, P4.2, P4.3, P7.2  Life skills outcomes: ITLS8, ITLS7, ITLS10, ITLS6	
<b>Components</b>				<b>Weighting %</b>
Knowledge & understanding of course content	10	10	20%	<b>40%</b>
Knowledge & skills in the management, communication and production of projects	10	30	20%	<b>60%</b>
<b>Total %</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

# Developing integrated teaching, learning and assessment activities

After selecting the appropriate Life Skills outcomes, teachers should:

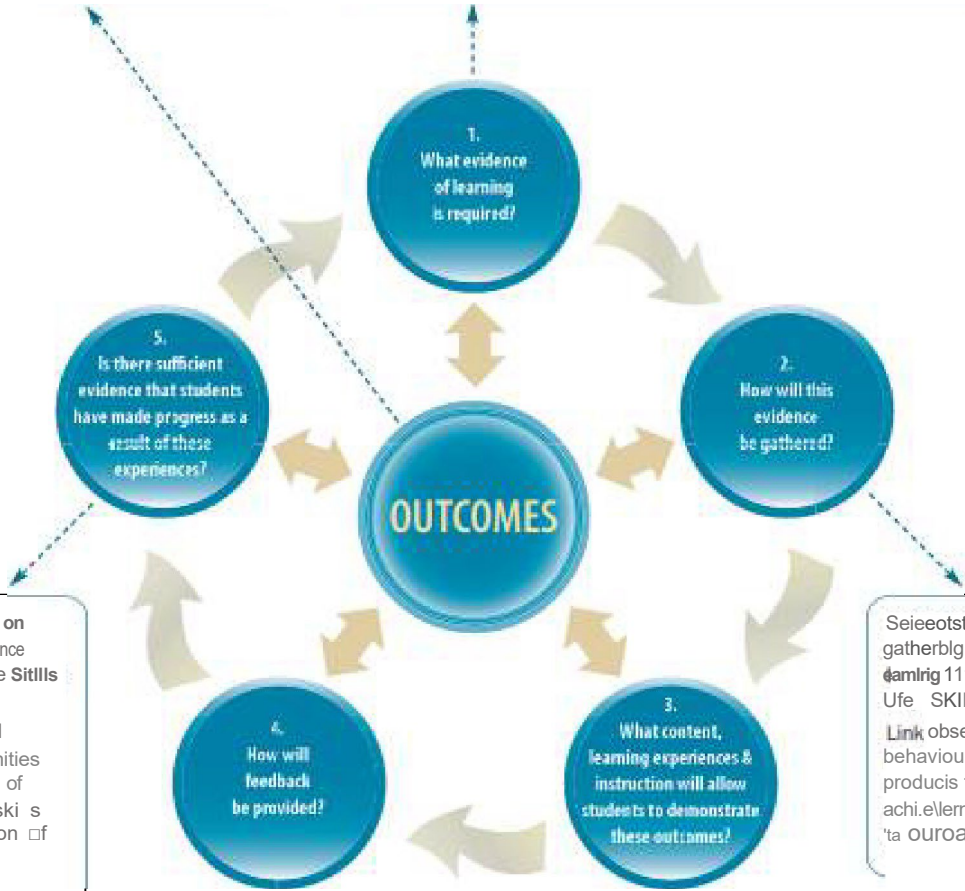
- determine the evidence of learning that needs to be collected in relation to the outcomes for individual students
- determine how the evidence of learning in relation to outcomes will be gathered
- plan teaching, learning and assessment activities that address the learning needs of all students in the class
- provide appropriate feedback to students in relation to their learning
- reflect on the student's performance in relation to the selected Life Skills outcomes
- adjust teaching strategies accordingly.

The diagram overleaf demonstrates a model for developing programs based on Life Skills outcomes and content that incorporates ongoing assessment.

# Developing integrated teaching, learning and assessment activities

The **assessment of Learning** outcomes for the **Learning and Assessment** activities. Identify the Learning outcomes that will be addressed in the activities. Students do not need to address the Learning outcomes in the syllabus. The student's learning needs should determine the Learning outcomes. The content of the activities is addressed.

Students will be able to demonstrate the Learning outcomes in the syllabus. The assessment of Learning outcomes must be specific to the individual student. The activities need to be designed to address the Learning outcomes. The assessment of Learning outcomes must be designed to address the Learning outcomes. The assessment of Learning outcomes must be designed to address the Learning outcomes.



Teachers should identify opportunities for the Learning and Assessment activities. The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes.

The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes.

**Feedback** is an important part of the Learning and Assessment activities. The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes. The Learning and Assessment activities should be designed to address the Learning outcomes.

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School Name: Chifley College Senior Campus

Assessment Schedule Year 11 – 2026

Assessment Tasks for BSB30120 Certificate III in Business			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	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	Week 11	Week 10	Week 9/10
			Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency	HSC Examinable	Date TBA	Date TBA	Date TBA	Date TBA
BSBTEC201	Use business software applications	Yes	X			X
BSBTEC202	Use digital technologies to communicate in the work environment	No	X			
BSBWHS311	Assist with maintaining workplace safety	Yes		X		X
BSBINS302	Organise workplace information	No		X		
BSBXCM301	Engage in workplace communication	Yes			X	X
BSBOPS201	Work effectively in business environments	No			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

**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 of 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".



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6.0) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 4.0)

Cohort 2026 - 2027

Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education 90333

School Name: Chifley College Senior Campus

Joinery Assessment Schedule Year 11 – 2026

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6.0) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 4.0) 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	HSC Examinable	Week 10 Term 1 Date TBA	Week 10 Term 3 Date TBA	Week 10 Term 1 Date TBA	Week 11 Term 2 Date TBA	Week 9/10 Term 3 Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCA2002	Use carpentry tools and equipment			X			
CPCCCM2005	Use construction tools and equipment	✓		X			X
CPCCA2011	Handle carpentry materials			X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X		X
CPCCCM1011	Undertake basic estimation and costing					X	
CPCCOM1015	Carry out measurements and calculations	✓				X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6.0) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 4.0).

**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 of 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".



Education

Entertainment Industry

Qualification: Statement of Attainment towards CUA30425 Certificate III in Live Production and Technical Services

Cohort 2026 - 2027

Training Package CUA Creative Arts and Culture Training Package

RTO - NSW Department of Education 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 11 – 2026

Assessment Tasks for Statement of Attainment towards CUA30425 Certificate III in Live Production and Technical Services			Task 1 White card	Task 2 Plan a career	Task 3 Safe and sound	Task 4 Bump in the light	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	Week TBA	Week 5	Week 10	Week 9/10
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable</b>	Term 2	Term TBA	Term 2	Term 3	Term 3
			Date TBA	Date TBA	Date TBA	Date TBA	Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		Prior to WPL				
CUAIND314	Plan a career in the creative arts industry			Post WPL			
CUAWHS312	Apply work health and safety practice	X			X		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	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward Statement of Attainment towards CUA30425 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 of 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".



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2026 - 2027  
 Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education 90333

**School Name: Chifley College Senior Campus**

**Assessment Schedule Year 11 – 2026**

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	Yearly Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11	Week 5	Week 9/10
Code	Unit of Competency	HSC Examinable	Term 2 Date TBA	Term 3 Date TBA	Term 3 Date TBA
SITXWHS005	Participate in safe work practices	X	X		X
SITXFSA005	Use hygienic practices for food safety	X	X		X
SITXFSA006	Participate in safe food handling practices	X	X		X
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		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 of 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: Chifley College Senior Campus

Assessment Year 11 - 2026

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 of Competency	Week 6 Term 2 Date TBA	Week 10 Term 3 Date TBA	Week 10 Term 3 Date TBA
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”.



Education

Manufacturing and Engineering Introduction

Qualification: MEM10119 Certificate I in Engineering (2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (1)

Engineering Pathways (1)

Cohort 2026 - 2027

Training Package MEM Manufacturing and Engineering

RTO - NSW Department of Education 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 11 - 2026

Assessment Tasks for		Task 1	*Task 2	Task 3
MEM10119 Certificate I in Engineering (2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (1)		Welcome to the industry	Tools and Equipment	Engineering in practice
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 10	Week 10
*Task 2 completion may be carried over to HSC year		Term 2	Term 3	Term 3
Code	Unit of Competency	Date TBA	Date TBA	Date TBA
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering (2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (1).

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: Chifley College Senior Campus

Assessment Schedule Year 11 - 2026

Assessment Tasks for CUA30920 Certificate III in Music		Task 1 – Plan a career	Task 2 – Work in music	Task 3 – Play music
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10	Week 10	Week 10
		Term 3	Term 1	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date TBA	Date TBA	Date TBA
CUAIND314	Plan a career in the creative arts industry	X		
CUACMP311	Implement copyright arrangements		X	
CUAIND313	Work effectively in the Music industry		X	
CUAMPF313	Contribute to backup accompaniment as part of a group			X
CUAMPF312	Prepare for musical performances			X
CUASOU331	Undertake live audio operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30920 Certificate III in Music.

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”.



Education

Retail Services  
 Qualification: SIR30216 Certificate III in Retail  
 Cohort 2026 - 2027  
 Training Package SIR Retail Services

RTO - NSW Department of Education 90333

School Name: Chifley College Senior Campus

Assessment Schedule Year 11 - 2026

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Retail Ready	Task 2 Operation Safety	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	Week 11	Week 9/10
			Term 1	Term 2	Term 3
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable</b>	Date TBA	Date TBA	Date TBA
SIRXIND001	Work Effectively in a Service Environment	✓	X		X
SIRXCOM002	Work Effectively in a Team	✓	X		X
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X	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”.

# I. Vocational Education

## Course Assessment

- An assessment policy that reflects the nature of these courses is issued to all students as part of the school assessment policy.
- Teachers explain to students the dual accredited nature of these courses referring to the fact that they are competency based and students must also meet the requirements for the NSW Education Standards Authority, regarding the 'diligence and sustained effort'.
- Students must be aware that the competencies will be assessed to industry standard.
- Students are made aware of the mandatory nature of the work placement.
- In this school we require that students complete part of their work placement during their HSC years.
- Schools must follow NESAs and ASQA requirements regarding students' non completion of assessment tasks, competencies, and work placement. 'N-Award' Warning letters must be sent out.

Schools agree that students wishing to participate in the external exam are fully prepared.

## Dual Accreditation

Dual accreditation means that students receive two qualifications and therefore need to satisfy the rules of both authorities to be awarded both qualifications.

### 1. ASQA

- Completing the units of competencies to meet AQF qualifications and recognition.
- All elements of competency must be achieved to complete the unit of competency.
- The elements must meet INDUSTRY standards to enable them to be signed off.
- Teachers are accredited assessors to Certificate IV in training and assessment.
- The units completed are reported to the NSW Education Standards Authority, who issue the qualification on behalf of the Registered Training organisation (RTO).
- Our school is part of Public Schools NSW, Macquarie Park RTO.

### 2. NSW Education Standards Authority, (NESA)

Students need to meet the rules of NESA to enable the subject to be counted as units towards their HSC. The rules are outlined in NESA ACE manual. To be issued with a HSC, students must satisfactorily complete 12 preliminary units of study and 10 HSC units of study.

- To meet the requirements students must complete the course with diligence and sustained effort.
- Students must meet some of the outcomes of the course.
- In addition, for all VET Courses students must also complete mandatory work placement. Procedures to be followed are found in the Workplace Learning Handbook.

The school is responsible for setting up an assessment schedule and recording system to ensure that they can report students' achievements to NESA.

In addition, students may also decide to count the course in the calculation of the ATAR. To do this, students must sit an HSC exam in the course and have the subject scaled and used by the universities to calculate their ATAR. Schools have the responsibility of preparing students for this exam. Schools must advise NESAs with an estimated exam mark to be used in cases of illness and misadventure applications by the candidate.

## VET Assessment Guide Preliminary & HSC Course

VET Courses taught at Chifley College Senior Campus:

- Business Services
- Entertainment Industry
- Construction
- Hospitality – Food and Beverage
- Information and Digital Technology
- Manufacturing and Engineering
- Retail Services

All VET courses are **dual accredited** and provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

These are **competency-based** courses. This means students are continually assessed on the achievement of competencies at school by a variety of methods to **industry standard**. To be deemed competent, a student must demonstrate that they are capable of performing the task and have the underpinning knowledge and skills in both familiar and new situations.

Achieving all competencies may result in the award of an AQF Certificate, which is recognised nationally. Students who do not achieve all competencies will be issued with a nationally recognised statement of attainment.

The **HSC examination** in Board Developed curriculum framework courses is **optional**. All students must also complete a Trial HSC Examination. The mark achieved in the HSC exam will be used in the calculation of the ATAR.

**To be satisfactory for NESAs** in the courses students **must**:

- Show diligence and sustained effort by attempting all competency-based assessments and participating actively in all class activities.
- Successfully complete work placement of 70 hours for a 240-hour Board Developed Curriculum Framework course.
- Successfully complete work placement of 35 hours for a 240-hour Board Endorsed VET course.

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# Senior Campus

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Dear Students and Parents/Carets,

As our students commence Year 12, 2026, we would like to take this opportunity to remind you of important requirements regarding attendance, course completion, and participation in the Higher School Certificate (HSC, Examinations).

- Attend school and classes punctually.
- Complete all coursework and submit assessments on time.
- Follow our school's Behaviour Support and Management Plan
- Participate successfully in **HSC Examinations** during Term 4, 2026
- Wear the school uniform every day.

Students must meet these requirements to be eligible to attend the Year 12 Formal

To qualify for the HSC, students must complete board-developed courses. If a student is at risk, the school reserves the right to adjust students' course selections to best support HSC success. Common changes include moving from English Standard to English Studies, or from Mathematics Standard 2 to Mathematics Standard 1.

We are committed to working closely with students and families to support educational pathways that lead to successful outcomes. If you have any concerns or if your child requires additional assistance, please do not hesitate to contact their Year Adviser or the school's Academic Engagement Team.

This criterion is explained to students when they take receipt of the Year 12 assessment schedules, students will sign for both the Assessment Schedule Booklet and the expectations outlined above.

Thank you for your attention and cooperation.

Year 12 Leadership Team



