



# ASSESSMENT GUIDE: YEAR 11

## 2026



JERRABOMBERRA  
HIGH SCHOOL



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## PRINCIPAL'S MESSAGE

Dear Year 11 Students and Parents/Carers,

Welcome to the beginning of your Stage 6 journey.

Year 11 marks an important transition – not just academically, but personally. It is the start of a pathway that requires increased independence, responsibility and application. At Jerrabomberra High School, we see assessment not simply as a measure of marks, but as a powerful tool for growth.

This assessment booklet is designed to provide clarity around how learning will be assessed in 2026. It outlines the structures, expectations and processes that guide our approach to monitoring progress and achievement. More importantly, it reflects our belief that assessment should strengthen learning, not interrupt it.

At Jerra, we value effort, persistence and improvement. We design varied assessment opportunities that allow students to demonstrate knowledge, skills and understanding in different ways. Through formative feedback, ongoing evidence of learning, and meaningful reflection, students are supported to refine their thinking, deepen their understanding and build confidence.

Stage 6 is about more than grades. It is about developing the habits that lead to success beyond school – time management, resilience, communication, critical thinking and self-direction. When students apply themselves fully, seek feedback and respond to challenge, they position themselves not just for strong academic results, but for life beyond the classroom.

We look forward to walking this journey with you.

Scott O'Hara  
Principal



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## INFORMATION ABOUT ASSESSMENT FOR YEAR 11

The purpose of this booklet is to inform senior students and their parents of:

- details of how senior students satisfy the requirements for successfully passing Preliminary courses in 2026
- how this affects courses in Years 11 and 12, and
- Students' rights and responsibilities under this system.

### What is the difference between preliminary and HSC courses?

Preliminary courses are studied in Year 11 (and later years). You must satisfactorily complete the course and the assessment requirements in a Preliminary course before being considered for entry into an HSC course. You either satisfy the requirements of the Preliminary Course or you will not be eligible for a Higher School Certificate.

Year 11 Grades are awarded for every subject at the end of term 3 and entered by the school into the student's "Record of School Achievement" with the NESAs. The final grade is determined by combining the student's assessment performance over the three Preliminary terms in each course. The Grade awarded at the end of the Preliminary may be different from the Grade awarded on each school report during Year 11.

### When do HSC courses start?

HSC courses will start at Jerrabomberra High School at the beginning of Term 4 each year. This means that you will start your HSC courses in Term 4 2026.

### The Higher School Certificate

The Higher School Certificate is substantially different to courses in the junior years. It uses a standards-referenced approach to the assessing and reporting of student's achievement.

This means that the achievements of students are assessed and reported against specified standards that are established for each course. In a standards-referenced approach, students are recognised for what they know, understand and can do. The mark they receive will reflect the standard which the student has achieved in the course.

In terms of the HSC students will receive:

- The HSC testamur (if all requirements are met);
- A Record of Achievement which summarises results awarded in each course;
- A course report for each board-developed course. This will show the moderated internal assessment mark, the external examination mark and the averaged HSC mark on a performance scale. This report also includes statements of a typical performance which a student would demonstrate in each band;
- Record of School Achievement based on completed subjects from Stage 5 and Stage 6 Preliminary
- VET credentials

When making Assessments for the HSC, the school will rank its students in order of merit in each course and each student will be awarded a mark which will be forwarded to the NSW Education Standards Authority (NESA). The Moderation process will change the marks of the students but will not alter the order of merit which the school has determined.

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## **How will each subject be assessed?**

Each course syllabus provided by NESAs has specific outcomes which students are expected to achieve in Years 11 and 12. In each course these outcomes will be assessed according to the components of the course. The various components will be given a numerical weighting. Various tasks such as tests, assignments, projects, practical work, research tasks and oral/aural work will be used to gather the marks which will eventually form the assessment. In Preliminary Stage 6, a grade of A to E will be awarded for completion of subjects and is provided to NESAs and recorded on the Record of School Achievement (RoSA). Except for TVET and VET courses, each subject has a specific assessment schedule displayed in this booklet. TVET and VET courses will be assessed based on competencies.

## **Non-Assessment tasks**

All non-assessment tasks are important. Students must fulfill ALL requirements of the syllabus. Non-assessment tasks cover other aspects of courses such as classwork and participation. Non-completion of these tasks means a student has failed to satisfy NESAs requirements in these courses and may not be eligible to sit for this subject in subsequent years.

## **When will the assessment take place for preliminary courses?**

It is intended that assessment be ongoing and that work done throughout the Preliminary course will count towards the final position and grade for that course. Assessment for most subjects will start towards the end of Term One.

## **What happens to the marks?**

Preliminary marks are only used for the preliminary course and do not count towards the Higher School Certificate. The exception is in Mathematics, the year 11 course is assumed knowledge for the HSC Mathematics course and may be assessed in the HSC.

## **Calendar**

Year 11 Course Exams are Term 3 Week 9/10 (14th September 2026 until 25th September 2026).

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## GENERAL PROVISIONS

### 1. Eligibility Requirements for the Preliminary Higher School Certificate

To be eligible for the Preliminary HSC you must have:

- completed the mandatory modules from HSC: All My Own Work
- completed 12 units of Preliminary courses
- satisfactorily complete courses which comprise the pattern of study required by NESA

### 2. Completion of Course Requirements

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

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- achieved a satisfactory record of attendance and
- completed the requirements of all Assessment Tasks

### VET requirements including the mandatory work placement

Students commencing a VET course in 2026 will be required to undertake the NESA-mandated work placement as described in the syllabus or course description. Students and schools should check individual qualification packaging rules for information regarding any work placement required by the Training Package, for achievement of the qualification.

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If a student fails to undertake the mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with a N determination).



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## WHAT WE ASSESS AT JHS

### Outcomes Based Assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses. More detailed information concerning each course and syllabus outcomes is available on the [NESA website](#).

School-based assessment tasks are linked to performance descriptors (grades) because the task focuses on outcomes. They are valid instruments for what they are designed to assess, and the marking guidelines relate to the outcomes and the NESA performance descriptors.

The assessment program at Jerrabomberra High School incorporates the principles of assessment for learning, assessment as learning and assessment of learning.

**Assessment for learning** involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

**Assessment as learning** occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

**Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points.

## UNIVERSITY OF MELBOURNE NEW METRICS COMPLEX COMPETENCIES

A key feature of our design of teaching and learning at Jerrabomberra High School is teaching and assessing Complex Competencies. Complex competencies are progressions linked to the skills, attributes and dispositions employers are looking for in a modern workforce. The competencies are embedded into each project and include Agency in Learning, Acting Ethically, Collaboration, Active Citizenship, Communication, Personal Development and Quality Thinking.

<b>Agency in Learning</b>	The capacity to produce learning of value to self or community
<b>Acting Ethically</b>	Acting in a way that is guided by moral principles (what we ought to do) in any situation.
<b>Collaboration</b>	Working with others to achieve a common goal.
<b>Active Citizenship</b>	Contributing to the wellbeing of a community.
<b>Communication</b>	The ability to transmit, receive and interpret information, ideas, arguments, feelings and beliefs to support the purposes of the individual or group.
<b>Personal Development</b>	The ability to live by the attitudes and behaviours that your communities value.
<b>Quality Thinking</b>	Thinking things through to achieve better outcomes for yourself or your group.



# We are a New Metrics school

## What is New Metrics?

New Metrics is a research-practice partnership between innovative schools in Australia/NZ and The University of Melbourne. The partnership is at the forefront of global work looking to find solutions for improved ways to teach, assess and report on the complex competencies that learners need to thrive throughout and beyond their schooling life.

## What are complex competencies?

Complex competencies are multiple knowledge, skills, attitudes, and values that combine to form an attribute. Examples of complex competencies include: agency in learning; acting ethically; active citizenship; communication; collaboration; and quality thinking. Such competencies are increasingly important in a modern world.

## THE MELBOURNE METRICS SUITE OF COMPLEX COMPETENCIES

**Agency in Learning** is essential to the new grammar of schooling. This competency is considered fundamental to the development of all competencies.

**AGENCY IN LEARNING**

The capacity to produce learning of value to self or community





### What does this mean for your child?

With practice, everyone can learn to get better at complex competencies along with other subject-based knowledge and skill. Our school values complex competencies as important because young people need them to navigate the modern world with sophistication. These competencies are also increasingly important for future employability, as well as training and study beyond secondary schooling.

As partners of The University of Melbourne, our school has access to next-generation assessment and reporting tools to measure the development of complex competencies, and resources to guide our teachers to design learning programs that support the development of competence in our students.

### What is this work hoping to achieve?

The work of the New Metrics partnership aims to guide our practice and report on what learners can do beyond traditional domain-based knowledge and skills. Our teachers are developing learning programs that enable students to learn, exercise and demonstrate competence. Our school is committed to supporting our students to develop agency in learning, fostering students to know what to learn, how to learn it and who to learn it from. The more our learners develop agency, the more we hope they understand how to be motivated and act for a purpose that is meaningful to them or relevant to their community.

In Australia, there is an increasing number of schools, universities and employers interested in the deliberate teaching and assessment of complex competencies. The growing number of schools, including ours, that are participating in new assessment practices has opened the door for a national conversation on teaching and learning in Australia and we are looking forward to continuing to contribute to this important work.

## COLLABORATION

### ELEMENTS OF COLLABORATION

Working with others to achieve a common goal

<p><b>DEFINITION:</b> <b>BEING RESPECTFUL</b></p> <p>The ability to give due regard to others (their preferences, roles, rights, expectations, abilities, relationships)</p>	<p><b>DEFINITION:</b> <b>BEING RESPONSIBLE</b></p> <p>The ability to deliver reliably on commitments</p>	<p><b>DEFINITION:</b> <b>BUILDING SOCIAL ALLIANCES</b></p> <p>The ability to build social networks or groups to learn, grow or achieve a purpose</p>	<p><b>DEFINITION:</b> <b>CONDUCTING PERSONAL RELATIONSHIPS</b></p> <p>The ability to establish and sustain personal relationships</p>
<p><b>DEFINITION:</b> <b>DEMONSTRATING DRIVE</b></p> <p>The ability to propel the pursuit of social, personal or community ambitions</p>	<p><b>DEFINITION:</b> <b>ENGAGING IN DIALOGUE</b></p> <p>The ability to engage in dialogue to connect to others, explore, negotiate meaning, or develop new perspectives</p>	<p><b>DEFINITION:</b> <b>NAVIGATING DIVERSE INTERESTS</b></p> <p>The ability to manage diverse or conflicting interests, needs, customs, or values</p>	<p><b>DEFINITION:</b> <b>TAKING RESPONSIBILITY FOR OTHERS</b></p> <p>The ability to support others to achieve their own or shared objectives</p>

## QUALITY THINKING

### ELEMENTS OF QUALITY THINKING

Thinking things through to achieve better outcomes for the individual or group

<p><b>DEFINITION:</b> <b>ACTING CREATIVELY</b></p> <p>The ability to generate innovative or novel ways of thinking about or doing things</p>	<p><b>DEFINITION:</b> <b>ACTING WITH JUDGEMENT</b></p> <p>The ability to act on the basis of sound assessments, evaluations or decisions</p>	<p><b>DEFINITION:</b> <b>BEING OPEN TO THE NEW</b></p> <p>The ability to embrace or harness new ideas, experiences and ways of doing things</p>	<p><b>DEFINITION:</b> <b>BEING PERSISTENT</b></p> <p>The ability to be tenacious in pursuit of a goal</p>
<p><b>DEFINITION:</b> <b>BEING REFLECTIVE</b></p> <p>The ability to evaluate and learn from experience</p>	<p><b>DEFINITION:</b> <b>BEING SYSTEMATIC</b></p> <p>The ability to act in accordance with a plan, method or system</p>	<p><b>DEFINITION:</b> <b>DEVELOPING SKILL OR CRAFT</b></p> <p>The ability to hone, sharpen, polish or improve skill or craft</p>	<p><b>DEFINITION:</b> <b>ENGAGING IN DIALOGUE</b></p> <p>The ability to engage in dialogue to connect to others, explore, negotiate meaning, or develop new perspectives</p>
<p><b>DEFINITION:</b> <b>MANAGING AMBIGUITY OR UNCERTAINTY</b></p> <p>The ability to operate in the face of things that are unknown, uncertain, or unpredictable</p>	<p><b>DEFINITION:</b> <b>STRIVING FOR MASTERY</b></p> <p>The ability to develop deep expertise in a field or domain</p>	<p><b>DEFINITION:</b> <b>USING REASON</b></p> <p>The ability to use thinking skills to explain, argue, analyse or evaluate</p>	



## TYPES OF ASSESSMENT

<b>Assessment purpose</b>	Demonstrate knowledge and understanding and/or skill	Think critically and make judgments	Manage & develop themselves as learners	Access and manage information
<b>Student skills</b>	identify, recall, describe, report, recount, recognise, relate, interrelate	reflect, develop arguments, assess, evaluate, compare	work cooperatively, learn autonomously, time management, task organisation, plan	interpret, research, investigate, catalogue, curate
<b>Assessment types</b>	Written exams, oral exams, short answer quiz, essays, reports, portfolios, KWL chart, performances, experiments, skills demonstration	Case study, role play, essay, report, journal, reflection, newspaper article, letter of advice, portfolio submission, practical demonstration	Progress diary, group work, project plan, journal, reflective diary, portfolio of work, learning contract	Bibliography, summarising text to images, lists, tables

<b>Less Formal</b>		<b>More Formal</b>	
<ul style="list-style-type: none"> <li>Assessed Frequently</li> <li>Fewer Outcomes Assessed (targeted)</li> </ul>		<ul style="list-style-type: none"> <li>Assessed Infrequently</li> <li>More Outcomes Assessed (broad)</li> </ul>	
<b>Unstructured</b> General classroom observation	<b>Slightly structured</b> Pre-planned observation opportunities	<b>More structured</b> Pre-programmed class assessment	<b>Most structured</b> Large-scale standardised assessment
Unplanned observations which measure skills, dispositions and content understanding	Quizzes Hinge questions Planned observations Peer assessments Revision Self-assessment	Final submission of tasks In school assessments, On demand assessments Practical assessments	NAPLAN HSC VALID Check-in assessment

## ASSESSMENT PROCESSES IN STAGE 6

Assessment Schedules are to be provided at the beginning of the course. This should clearly identify the type of assessment, outcomes assessed and weighting of the assessment. Assessment schedules for all Year 11 courses are found later in this guide.

All assessment tasks for Preliminary and HSC assessment purposes will have a marking rubric issued at least two weeks prior to the task being due. For hand-in assessment tasks, students must submit the task by the due date indicated on the assessment notification.

Each student is required to keep either a copy of the original or first draft and notes in case of loss or damage to their submitted work for all assessment tasks for Preliminary and HSC assessment purposes.

Speech and computer-based assessment tasks must have a digital backup that has not been modified after the due date. This backup may be required in cases of misadventure. It is the students' responsibility to ensure digital submissions have been successful. Technology failure is not an excuse for late submission.

Variations of due dates from the original course assessment schedule will be provided to students at least two weeks in advance of the task being undertaken. This variation will be in writing and approved, in advance, by the Deputy Principal.

## SUBMISSION OF ASSESSMENT TASKS

All assessment tasks must be submitted on or before the due date specified in the assessment notification.

Students who are unable to submit an assessment task by the due date must follow the school's Illness/Misadventure process. This requires providing appropriate evidence (e.g., medical certificate, statutory declaration, or other relevant documentation) to the Deputy Principal within two school days of the original assessment due date.

If a student does not meet the requirements of the Illness/Misadventure process:

- Year 11: A penalty of 20% of the total possible mark will be applied for each calendar day the task is late, unless the Illness/Misadventure process has been followed and approved.
- Year 12: A mark of zero (0) will be awarded for any task not submitted on or before the due date unless the Illness/Misadventure process has been followed and approved.

Tasks are considered submitted when they have been handed directly to the supervising teacher, uploaded to the designated digital platform, or submitted according to the instructions provided on the task notification. Technical issues or absences are not valid grounds for late submission without an approved Illness/Misadventure application.



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## ILLNESS/MISADVENTURE PROCEDURES

The Illness/Misadventure process is designed to ensure that students who experience genuine and unforeseen circumstances are not unfairly disadvantaged in their assessment program.

A student may apply for Illness/Misadventure consideration if they are unable to complete or submit an assessment task by the due date, or if their performance in an assessment task is significantly affected, due to:

- Illness
- Misadventure (an unforeseen and unavoidable incident or event)

Requirements for Application:

- The student must complete the Illness/Misadventure Application Form, available on the school website.
- Supporting evidence must be provided. This may include:
  - Medical certificate from a registered health practitioner
  - Statutory declaration
  - Police report or other relevant official documentation
- Applications must be submitted within two (2) school days of the original due date unless otherwise approved by the Deputy Principal.

Approval of Applications:

- The decision to approve or decline an Illness/Misadventure application will be made by a Deputy Principal.
- Approval may result in an extension of time, an alternative assessment task or a moderated assessment mark based on previous/future assessment task performance.
- If an application is declined, the school's late submission penalties will apply as outlined in the Submission of Assessment Tasks section.

Students are reminded that:

- Family holidays, part-time work, and technical issues (e.g., device failure, internet outage) are not considered valid grounds for Illness/Misadventure.
- Failure to follow the Illness/Misadventure process will result in penalties or a mark of zero (0), as per the school's assessment policy.

Click here to access [Illness and Misadventure Application](#) (please note you must login via your school email).

## UNSATISFACTORY PARTICIPATION IN LEARNING

Students who do not satisfactorily attempt assessment tasks to the value of more than 50% of the total assessment mark in any course may be deemed to be unsatisfactory in that course and will not receive a Grade. This puts at risk the attainment of the “Record of School Achievement” in Year 11 and may lead to non-completion of a course resulting in the inability to move into either their HSC (Year 12) pattern of study. If over the age of 17, this can result in expulsion from school.

It is the student’s responsibility to complete all required work if they receive an ‘N’ Determination’ warning letter. Warning letters are issued when Assessment Tasks are not completed on time or at all, when students fail to apply themselves with diligence and sustained effort, when exams, classwork or assessment tasks are not attempted seriously, when malpractice occurs or when sufficient outcomes in the course are not being met.

Students who do not submit their assessment work on time may receive a grade/mark of zero, but are still required to submit the required task. All students are expected to complete the required task, as the purpose of the assessment is to grasp an individual student’s learning and progress.



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## MALPRACTICE

All work presented by a student must be their own, or must be acknowledged appropriately. Malpractice, including plagiarism, shows limited understanding and therefore no achievement of outcomes.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing, or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material.
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.
- the use of Artificial Intelligence (AI) technology to complete an assessment task (unless allowed)

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of an explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

## APPEALS AND DISPUTES

Appeals must be made in writing to the Deputy Principal within five school days of the decision. The Deputy Principal will make a determination based on the evidence provided and will communicate this decision to all key stake holders.

## AI POLICIES AND PROCEDURES

Each year 11 and 12 assessment task will have information and recommendations about AI technologies that can be utilised in the completion of that task. This is to guide students through appropriate use of AI tools. Please note all submissions should be students own work and any inappropriate AI usage will be deemed as malpractice.

Below are the AI guidance levels of JHS.

0



**No AI**

Rely on your own knowledge, understanding and skills. No AI assistance at all, no digital tools.

Examples:

- Hand written assessment
- Practical work
- Discussion or dialogue

1




**Clarifying**

Get help understanding content

Use to explore and understand (comprehension not completion)

- Location of resources and sources (enhanced search)
- Validate or challenge a research approach
- Idea generation
- Explanations of content, concept maps, simulations
- Use of chatbots for guidance

1




**Inquiring**

Find information and generate ideas

Use to explore and understand (comprehension not completion)

- Location of resources and sources (enhanced search)
- Validate or challenge a research approach
- Idea generation
- Explanations of content, concept maps, simulations
- Use of chatbots for guidance

2



**Refining**

Improve the semantics of what you have written

Use for guidance and structure (guidance not completion)

- Corrections to spelling, punctuation or grammar. Wordings or phrases. Limited rephrasing or sentence suggestions.
- Suggesting headings and structure
- Planning revision activities, including developing summaries or quizzes

2




**Planning**

Plan what you will do, develop scaffolds and outcomes.

Use for guidance and structure (guidance not completion)

- Corrections to spelling, punctuation or grammar. Wordings or phrases. Limited rephrasing or sentence suggestions.
- Suggesting headings and structure
- Planning revision activities, including developing summaries or quizzes

3



**Re-drafting**

Improve what you have created

Use to improve and develop (correction not completion)

- Suggesting alternate paragraph wording
- Ways to make more concise. Identifying what is unclear.
- Interactive quizzing and tutoring
- Providing feedback on student work including corrections, improvements, areas to work on

3




**Advising**

Get guidance on your content so that you know and can do

Use to improve and develop (correction not completion)

- Suggesting alternate paragraph wording
- Ways to make more concise. Identifying what is unclear.
- Interactive quizzing and tutoring
- Providing feedback on student work including corrections, improvements, areas to work on

4




**Unlimited**

You decide how to best use AI to complete the task

Use to create (completion)

- Creating text, multimedia, code
- Complete responses to questions or stimulus material
- Collaboration with the AI to jointly solve problems and create content

4



**Creating**

Create specific content

Use to create (completion)

- Creating text, multimedia, code
- Complete responses to questions or stimulus material
- Collaboration with the AI to jointly solve problems and create content



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## REPORTING - YEAR 11

Year 11 students will receive two (2) formal school reports across Year 11. These reports will be distributed:

- Semester 1 - End of Term 2
- Semester 2 - Beginning of Term 4

Using a standards-referenced framework, teachers make professional judgements about student achievement at the end of each semester to report on the levels of knowledge, understanding and skill demonstrated and collected for a student up to that point in time. This is a key professional skill.

An on-balance judgement does not just focus on a single piece of work. This information will come from both informal and formal assessment activities and observations, and will be built up over time and in different situations.

In Years 11 numerical values are not reported. In each course outcomes will be assessed according to the components of the course. Various tasks such as quizzes, assignments, projects, practical work, research tasks and oral/aural work will be used to gather the grades which will eventually form the assessment. Students are then ranked among their course cohort.

The grades that students receive are only one aspect of the Semester Report. Grades are also supported by:

- teacher comments
- student approaches to learning
- other student achievements and participation in co-curricular activities.

At the completion of Preliminary Stage 6 (Year 11), students will receive a grade of A-E which is also provided to NESAs and recorded on the Record of School Achievement (RoSA). This grade is determined based on the students overall achievement against the Stage 6 Syllabus Outcomes and NESAs Grade descriptors for each course.

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## ADJUSTMENTS AND SUPPORT

Some students may, after testing and recommendations by teachers, be working on adjusted programs and may have adjusted assessment task provisions for learning and assessment. See Inclusive Education Policy P-12 for further details.

Students in Years 11 and 12 may have assessment provisions as appropriate based on the Learning and Support Teams assessment of student needs, commensurate with the HSC Exam Provisions recommended for the HSC.

HSC Exam provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks. Any application for Disability Provisions for the HSC must be accompanied by current, detailed evidence of examination difficulties. This includes the results of recent medical evidence, tests, writing tasks and teachers' comments.

Students in Year 12 who have been granted NESA HSC Exam Provisions for the HSC are granted these considerations for in-school assessment. For in-class tasks, teachers liaise with the Deputy Principal to accommodate extra rooms and/or additional supervisors if required.

## REFERENCES

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/effective-feedback>

<https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment>



Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Albert Einstein

## ASSESSMENT CALENDAR

WEEK	TERM 1	TERM 2	TERM 3
1	Staff Development Week		
2		<ul style="list-style-type: none"> <li>Geography - Assessment 1 (30%)</li> <li>Health &amp; Movement Science - Assessment 1 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Assessment 2 (30%)</li> <li>Health &amp; Movement Science - Assessment 2 (30%)</li> </ul>
3		<ul style="list-style-type: none"> <li>Design &amp; Technology - Assessment 1 (30%)</li> </ul>	
4			<ul style="list-style-type: none"> <li>Design &amp; Technology - Assessment 2 (30%)</li> </ul>
5			
6		<ul style="list-style-type: none"> <li>Biology - Assessment 2 (30%)</li> <li>Chemistry - Assessment 2 (30%)</li> </ul>	
7	<ul style="list-style-type: none"> <li>Ancient History - Assessment 1 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics Advanced - Assessment 2 (30%)</li> <li>Mathematics Standard - Assessment 2 (30%)</li> <li>Modern History - Assessment 2 (30%)</li> </ul>	
8	<ul style="list-style-type: none"> <li>Biology - Assessment 1 (30%)</li> <li>Chemistry - Assessment 1 (30%)</li> <li>Business Studies - Assessment 1 (30%)</li> <li>Communicat &amp; Family Studies - Assessment 1 (30%)</li> <li>Sport, Lifestyle, Recreation - Assessment 1 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies - Assessment 2 (30%)</li> <li>Communicat &amp; Family Studies - Assessment 2 (30%)</li> </ul>	
9	<ul style="list-style-type: none"> <li>English Advanced - Assessment 1 (30%)</li> <li>Mathematics Advanced - Assessment 1 (30%)</li> <li>English Standard - Assessment 1 (30%)</li> <li>Modern History - Assessment 1 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>English Advanced - Assessment 2 (30%)</li> <li>English Standard - Assessment 2 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>English Advanced Examination (40%)</li> <li>English Standard Examination (40%)</li> <li>Mathematics Advanced Examination (40%)</li> <li>Mathematics Standard Examination (40%)</li> <li>Ancient History Examination (40%)</li> <li>Biology Examination (40%)</li> <li>Business Studies Examination (40%)</li> <li>Chemistry Examination (40%)</li> <li>Community &amp; Family Studies Examination (40%)</li> <li>Design &amp; Technology Examination (40%)</li> <li>Geography Examination (40%)</li> <li>Health &amp; Movement Science Examination (40%)</li> <li>Modern History Examination (40%)</li> <li>Sport, Lifestyle, Recreation Examination (40%)</li> </ul>
10	<ul style="list-style-type: none"> <li>Mathematics Standard - Assessment 1 (30%)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient History - Assessment Task 2 (30%)</li> <li>Sport, Lifestyle Recreation - Assessment 2 (30%)</li> </ul>	
11			



## ENGLISH ADVANCED

		Task 1	Task 2	Task 3
Task Description		Hand-in Task - Extended Imaginative/ Discursive response and Reflective Response – Reading to Write	Multimodal presentation – Narratives that Shape our World	Examination
Week Due		Term1 Week 9	Term 2 Week 9	Term 3 Week 9/10
Outcomes Assessed		EAV-11-04, EAV- 11-05, EAV-11-06	EAV-11-02, EAV- 11-03, EAV-11-05	EAV-11-01, EAV- 11-02, EAV-11- 03, EAV-11-05
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

EAV-11-01 - analyses the ways an author's choice of language, form and structure shapes meaning in texts of different modes and mediums

EAV-11-02 - analyses the relationships between texts through context, form and language

EAV-11-03 - analyses the ways context and values influence composition and audience response

EAV-11-04 - composes texts using language forms and features in new and different contexts

EAV-11-05 - composes critical and creative texts for a range of audiences and purposes

EAV-11-06 - evaluates own compositional processes and the ways choice of language, form and structure can shape meaning



## ENGLISH STANDARD

		Task 1	Task 2	Task 3
Task Description		Hand-in Task: Extended Imaginative/ Discursive response and Reflective Response – Reading to Write	Multimodal presentation – Contemporary Possibilities	Examination
Week Due		Term1 Week 9	Term 2 Week 9	Term 3 Week 9/10
Outcomes Assessed		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- 03, EST-11-05
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

EST-11-01 - analyses the ways an author's choice of language, form and structure shape meaning in texts of different modes and mediums

EST-11-02 - explains the relationships between texts through context, form and language

EST-11-03 - explains the ways context and values influence composition and audience response

EST-11-04 - composes texts, using language forms and features in new and different contexts

EST-11-05 - composes critical and creative texts for a range of audiences and purposes

EST-11-06 - explains own compositional processes and the ways choices of language, form and structure can shape meaning



## MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3
Task Description		Stimulus Response with Prepared Notes - Functions	Application and Modelling Task - Calculus and Differentials	Examination
Week Due		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Outcomes Assessed		MAV-11-01, MAV-11-02, MAO-WM-01	MAV-11-06, MAO-WM-01	MAV-11-01, MAV-11-02, MAV-11-03, MAV-11-04, MAV-11-05, MAV-11-06, MAV-11-07, MAV-11-08, MAO-WM-01
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in Working mathematically	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**Outcomes**

MAO-WM-01 - Working mathematically - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MAV-11-01 - applies algebraic techniques and the laws of indices and surds to manipulate expressions and solve problems

MAV-11-02 - uses functions and relations to model, analyse and solve problems

MAV-11-03 - analyses and solves algebraic and graphical problems involving transformations of functions and relations

MAV-11-04 - applies trigonometry to solve problems involving geometric shapes

MAV-11-05 - uses periodic functions to solve trigonometric equations and prove trigonometric identities

MAV-11-06 - interprets the meaning of the derivative and determines the derivative of functions to solve problems

MAV-11-07 - applies exponential and logarithmic laws to simplify expressions, solve equations and prove results

MAV-11-08 - analyses graphs of exponential and logarithmic functions

MAV-11-09 - solves problems involving probability in a variety of contexts

MAV-11-10 - displays and analyses datasets using summary statistics and graphical representations



## MATHEMATICS STANDARD

		Task 1	Task 2	Task 3
Task Description		Application Task – Linear Relationship and Networks	Stimulus Response with Prepared Notes – Equation and Measurement	Examination
Week Due		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9/10
Outcomes Assessed		MST-11-02, MST-11-07, MAO-WM-01	MST-11-01, MST-11-05, MAO-WM-01	MST-11-01, MST-11-02, MST-11-03, MST-11-05, MST-11-06, MST-11-07, MST-11-08, MAO-WM-01
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in Working mathematically	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

MAO-WM-01 - Working mathematically - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MST-11-01 - selects and applies algebraic techniques to solve problems involving equations and formulas

MST-11-02 - models and interprets linear relationships to solve problems and make predictions in practical contexts

MST-11-03 - solves financial problems involving earning money and taxation

MST-11-04 - solves financial problems involving budgeting and purchasing

MST-11-05 - solves problems involving measurement in practical contexts

MST-11-06 - solves problems involving time and location in practical contexts

MST-11-07 - applies network techniques to solve network problems

MST-11-08 - displays and analyses datasets using summary statistics and graphical representations



## ANCIENT HISTORY

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description</b>		Historical Source Analysis - Extended In class written response - Investigating Ancient History	Historical Investigation and Model Presentation - Features of Ancient Societies	Examination
<b>Week Due</b>		Term 1, Week 7	Term 2, Week 10	Term 3 Week 9/10
<b>Outcomes Assessed</b>		AH11-6, AH11-7, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40%	10%		30%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%		10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%		20%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

AH11-1 - describes the nature of continuity and change in the ancient world

AH11-2 - proposes ideas about the varying causes and effects of events and developments

AH11-3 - analyses the role of historical features, individuals and groups in shaping the past

AH11-4 - accounts for the different perspectives of individuals and groups

AH11-5 - examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 - analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 - discusses and evaluates differing interpretations and representations of the past

AH11-8 - plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 - communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 - discusses contemporary methods and issues involved in the investigation of ancient history



## BIOLOGY

		Task 1	Task 2	Task 3
Task Description		Depth Study – Ecosystem Dynamics	Stimulus response – Biological Diversity	Examination
Week Due		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9/10
Outcomes Assessed		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-11	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-10	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Assessment Component	Weighting			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
<b>TOTAL</b>	<b>100</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

BIO11/12-1 - Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 - Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 - Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 - Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 - Analysing data and information - analyses and evaluates primary and secondary data and information

BIO11/12-6 - Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 – Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 - describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 - explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 - describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 - analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



## BUSINESS STUDIES

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Task Description		Case Analysis – Nature of Business	Business Report – Business Management	Examination
Week Due		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10
Outcomes Assessed		P1, P2, P6, P7, P8	P2, P4, P5, P6, P7, P8, P9, P10	P1, P3, P4, P6, P7, P8, P9, P10
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas an d issues in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

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



## CHEMISTRY

		Task 1	Task 2	Task 3
Task Description		Research and Quiz – Properties and Structure of Matter	Depth Study – Introduction to Quantitative Chemistry	Examination
Week Due		Term 1: Week 8	Term 2: Week 6	Term 3 Week 9/10
Outcomes Assessed		CH11-8, CH11-4, CH11-6	CH11-9, CH11-1, CH11-3, CH11-2, CH11-7	CH11/12-2, CH11/12-5, CH11/12-6, CH11-8, CH11-9, CH11-10, CH11-11
Assessment Component	Weighting			
Skills in working scientifically	60%	10%	25%	25%
Knowledge and understanding of course content	40%	20%	5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**Outcomes**

CH11/12-1 - Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 - Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 - Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 - Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 - Analysing data and information - analyses and evaluates primary and secondary data and information

CH11/12-6 - Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 – Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 - explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 - describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 - explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 - analyses the energy considerations in the driving force for chemical reactions



## COMMUNITY AND FAMILY STUDIES (CAFS)

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Description</b>		In-Class Extended Response - Resource Management	Individual Investigation - Individuals and Groups	Examination
<b>Week Due</b>		Term 1: Week 8	Term 2: Week 8	Term 3 Week 9/10
<b>Outcomes Assessed</b>		P1.2, P4.1, P4.2, P6.1	P2.1, P2.3, P4.1, P4.2,	P2.1, P2.4, P3.1, P3.2, P4.1, P5.1, P6.1, P6.2
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**Outcomes**

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

7.4 values the place of management in coping with a variety of role expectations



## DESIGN AND TECHNOLOGY

		Task 1	Task 2	Task 3
Task Description		Design Project 1 – Inquiry and Ideation	Design Project 2 – Designing for Possibility	Examination
Week Due		Term 2 Week 3	Term 3 Week 4	Term 3 Week 9/10
Outcomes Assessed		P2.1, P3.1, P4.1,	P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P6.1
Assessment Component	Weighting			
Knowledge and understanding of course content	40%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	10%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Outcomes

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects

P2.1 identifies design and production processes in domestic, community, industrial and commercial settings

P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects

P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing

P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities

P4.2 uses resources effectively and safely in the development and production of design solutions

P4.3 evaluates the processes and outcomes of designing and producing

P5.1 uses a variety of management techniques and tools to develop design projects

P5.2 communicates ideas and solutions using a range of techniques

P5.3 uses a variety of research methods to inform the development and modification of design ideas

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects

P6.2 evaluates and uses computer-based technologies in designing and producing



## GEOGRAPHY

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Task Description		Extended Response - Earth's Natural Systems	Investigation Report - Geographical Investigation	Examination
Week Due		Term 2 Week 2	Term 3 Week 2	Term 3 Week 9/10
Outcomes Assessed		GE-11-01, GE-11-02, GE-11-09	GE-11-05, GE-11-06, GE-11-07, GE-11-09	GE-11-03, GE-11-04, GE-11-08, GE-11-09
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40	25		15
Geographical skills and tools	20		5	15
Geographical inquiry and research, including fieldwork	20		20	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Outcomes

GE-11-01 - examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time

GE-11-02 - explains geographical processes and influences, at a range of scales, that form and transform places and environments

GE-11-03 - explains geographical opportunities and challenges, and varying perspectives and responses

GE-11-04 - assesses responses and management strategies, at a range of scales, for sustainability

GE-11-05 - analyses and synthesises relevant geographical information from a variety of sources

GE-11-06 - identifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-11-07 - applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-11-08 - applies mathematical ideas and techniques to analyse geographical data

GE-11-09 - communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms



## HEALTH AND MOVEMENT SCIENCE

		Task 1	Task 2	Task 3
Task Description		Extended Response - Health for Individuals and Communities	Collaborative Investigation - The Body and Mind in Motion	Examination
Week Due		Term 2 Week 2	Term 3 Week 2	Term 3 Week 9/10
Outcomes Assessed		HM-11-01, HM-11-02, HM-11-07, HM-11-10	HM-11-03, HM-11-04, HM-11-05, HM-11-08	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-07, HM-11-08, HM-11-09
Assessment Component	Weighting			
Knowledge and understanding of course content	40	10	10	20
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60	20	20	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Outcomes

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



## MODERN HISTORY

Modern History		Task 1	Task 2	Task 3
Task Description		Historical Investigation - The Construction of History; Contestability of the Past: Genocide Study	In-Class Extended Response - Investigating Modern History Case Study: Origins of Arab Israeli Conflict	Examination - The Shaping of the Modern World: World War I
Week Due		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
Outcomes Assessed		MH11-5, MH11-6, MH11-8, MH11-10	MH11-1, MH11-2, MH11-3, MH11-9	MH11-4, MH11-6, MH11-7, MH11-9
Assessment Component	Weighting			
Knowledge and understanding of course content	40		20	20
Historical skills in the analysis & evaluation of sources and interpretations	20	10	5	5
Historical inquiry & research	20	10		10
Communication of historical understanding in appropriate forms	20	10	5	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Outcomes

MH11-1 - describes the nature of continuity and change in the modern world

MH11-2 - proposes ideas about the varying causes and effects of events and developments

MH11-3 - analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 - accounts for the different perspectives of individuals and groups

MH11-5 - examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 - analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 - discusses and evaluates differing interpretations and representations of the past

MH11-8 - plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 - communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 - discusses contemporary methods and issues involved in the investigation of modern history



## SPORT, LIFESTYLE AND RECREATION (SLR)

Sport, Lifestyle & Recreation (SLR)		Task 1	Task 2	Task 3
Task Description		First Aid Scenario practical testing – First Aid and Sports Injuries	Fitness Plan creation and rationale - Fitness	Coaching and management of a sport practical – Games and Sports Applications I
Week Due		Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10
Outcomes Assessed		1.3, 3.6, 4.2, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
Assessment Component	Weighting			
Knowledge and understanding	50	15	15	20
Skills	50	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Outcomes

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



# SCREEN AND MEDIA (VET)


**Education**      **Screen and Media**      **RTO - NSW Department of Education 90333**  
 Qualification: CUA31020 Certificate III in Screen and Media  
 Cohort 2026 - 2027  
 Training Package CUA Creative Arts and Culture

**School Name: Jerrabomberra High School**      **Assessment Schedule Year 11 - 2026**

Code	Unit of Competency	Assessment Tasks for CUA31020 Certificate III in Screen and Media		
		Task 1 – Safety	Task 2 – Story writing	Task 3 – Let's shoot!
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week
		Term	Term	Term
		Date	Date	Date
CUAWHS312	Apply work health and safety practices	X		
CUAWRT302	Write simple stories		X	
BSBCRT311	Apply critical thinking skills in a team environment		X	
CUACAM311	Shoot material for screen productions			X
CUAPOS211	Perform basic vision and sound editing			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA31020 Certificate III in Screen and Media.

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”.



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## GLOSSARY OF KEY WORDS

### **Account**

- Account for – state reasons for, report on.
- Give an account of –narrate a series of events or transactions.

### **Analyse**

- Identify components and the relationship between them.
- Draw out and relate implications.

### **Apply**

- Use in a different, new or unfamiliar situation

### **Appreciate**

- Make a judgement about the value of.

### **Assess**

- Make a judgement of value, quality, outcomes, results or size.

### **Calculate**

- Ascertain/determine from given facts, figures or information.

### **Clarify**

- Make clear or plain.

### **Classify**

- Arrange or include in classes/categories.

### **Compare**

- Show how things are similar or different.

### **Construct**

- Make
- Build
- Put together items or arguments.

### **Contrast**

- Show how things are different or opposite.

### **Critically analyse/evaluate**

- Critically analyse: use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis.
- Critically evaluate: add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate.

**Deduce**

- Draw conclusions.

**Define**

- State meaning and identify essential qualities.

**Demonstrate**

- Show by example.

**Describe**

- Provide characteristics and features.

**Discuss**

- Identify issues and provide points for and/or against.

**Distinguish**

- Recognise or note/indicate as being distinct or different from.
- To note differences between.

**Evaluate**

- Make a judgement based on criteria.
- Determine the value of.

**Examine**

- Inquire into.

**Explain**

- Relate cause and effect.
- Make the relationships between things evident.
- Provide why and/or how.

**Extract**

- Choose relevant and/or appropriate details.

**Extrapolate**

- Infer from what is known.

**Identify**

- Recognise and name.

**Interpret**

- Draw meaning from.

**Investigate**

- Plan, inquire into and draw conclusions about.



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### **Justify**

- Support an argument or conclusion.

### **Outline**

- Sketch in general terms; indicate the main features of.

### **Predict**

- Suggest what may happen based on available information.

### **Propose**

- Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.

### **Recall**

- Present remembered ideas, facts or experiences.

### **Recommend**

- Provide reasons in favour.

### **Recount**

- Retell a series of events.

### **Summarise**

- Express, concisely, the relevant details.

### **Synthesise**

- Putting together various elements to make a whole.

## STUDY TIMETABLE PLANNER

### Step 1: Know Your Commitments

My Subjects:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Fixed Weekly Commitments  
(List everything that cannot move)

Commitment	Day(s)	Time
School		
Sport		
Work		
Family Commitments		
Other		



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## Step 2: Study Goals

What Assessments/exams are coming up?

Subject	Task	Due Date

**Step 3: Weekly Study Allocation**

Recommended guideline for Year 11:

- 1-2 hours per subject per week (minimum)
- extra time for assessment-heavy subjects

Be specific, don't just write 'study'. It helps with accountability.

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
4-5pm							
5-6pm							
6-7pm							
7-8pm							



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# STUDY TECHNIQUES

## 1. Retrieval Practice

What it is: Testing yourself without looking at notes

Why it works: Forces your brain to pull information from memory, strengthening recall.

How to do it:

- Close your book and write everything you remember about a topic.
- Use flashcards.
- Do practice questions without notes.
- Brain dump at the start of a study session.

Best for: All subjects (especially Sciences, Maths, PDHPE, content-heavy courses).

## 2. Practice Questions / Exam Questions

What it is: Applying knowledge to real questions.

Why it works: Studying content  $\neq$  being able to answer exam questions.

How to do it:

- Use textbook questions.
- Complete past HSC-style questions.
- Mark your own responses with a marking guide.
- Redo incorrect questions.

Best for: Maths, Science, HSIE, Business, Legal, etc.

## 3. Spaced Practice

What it is: Studying content multiple times over several weeks instead of cramming.

Why it works: Spacing strengthens long-term memory.

How to do it:

- Review class content 2–3 days later.
- Revisit topics weekly.
- Use flashcards across weeks, not just once.

Example:

Week 1: Learn topic  
Week 2: 20-minute review  
Week 4: Practice questions

## 4. Interleaving

What it is: Mixing topics rather than studying one for hours straight.

Why it works: Improves problem-solving and memory discrimination.

Example: Instead of: 20 algebra questions

Try:

- 5 algebra
- 5 trigonometry
- 5 statistics
- Repeat

## 5. Blurting

What it is: Write everything you know about a topic from memory, then check notes.

Example:

1. Title page with topic name.
2. Write everything you remember.
3. Compare to notes.
4. Fill gaps in a different colour.
5. Repeat next week.

Best for: Biology, Business Studies, Legal Studies, Geography.

## 6. Cornell Note Revision

What it is: Using structured notes to summarise and question content.

Page layout: Questions: Key Terms  
Notes: Detailed notes  
At the bottom: Summary paragraph.

Why it works: Encourages active engagement rather than passive copying.

## 7. Teaching Someone Else

What it is: Explaining a concept out loud.

Why it works: If you can teach it simply, you understand it.

Try

- Explain it to a sibling.
- Record yourself explaining it.
- Study group mini-teaching.

## 8. Mind Mapping (Done Properly)

Not: Copying textbook diagrams.

Instead:

- Create from memory first.
- Add links between ideas.
- Use arrows to show cause and effect.

Best for:

- English themes
- Biology systems
- History causes and effects

## 9. Pomodoro Technique

What it is: 25 minutes study + 5-minute break (repeat 4 times).

Why it works: Improves focus and prevents burnout.

For Year 11: • Try 40 minutes study + 10-minute break.

## 10. Dual Coding

What it is: Combining words + visuals.

Example:

- Labelled diagrams
- Flowcharts
- Timelines
- Process diagrams

Excellent for:

- Chemistry processes
- Physics concepts
- History timelines

# COMMUNITY

# GROWTH

# INNOVATION



6217 4600



[jerra-h.schools.nsw.edu.au](http://jerra-h.schools.nsw.edu.au)



[jerra-h.school@det.nsw.edu.au](mailto:jerra-h.school@det.nsw.edu.au)



101 Environa Dr, Jerrabomberra NSW 2619



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HIGH SCHOOL