

# WYNDHAM COLLEGE Year 11 Assessment Handbook

2025

A School as unique as you are!

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### **VET SUBJECTS**

Separate VET schedules are issued in class.

# **Year 11 Course Guide and Assessment Policy**

NESA – The NSW Education Standards Authority is the statutory authority overseeing NSW schools, curriculum and assessment and is referred to as NESA.

### A. Eligibility for the award of an HSC

To be eligible for the HSC, you must comply with <u>NESA Rules and procedures</u> which are updated every year:

- Meet the requirements for a RoSA or equivalent recognised by NESA
- Attend a NSW government school, an accredited non-government school, TAFE or a NESArecognised school outside NSW
- Complete <u>HSC</u>: All <u>My Own Work</u> (or its equivalent), unless entered in a pattern of study comprising only Life Skills courses for Years 11 and 12
- Satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- Demonstrate a <u>minimum standard of literacy and numeracy</u> of at least Level 3, by sitting for the online tests in reading, writing and numeracy
- Sit for and make a serious attempt at the required HSC exams.

### 1. Study of an Appropriate Pattern of Study

You must satisfactorily complete:

- A preliminary pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites, for example:

- You can enrol in an extension course, only if you are enrolled in the corresponding 2-unit course
- Where courses have an optional exam, you can enrol in the optional exam, only if you have enrolled in the corresponding course (or in the case of VET, the 240-hour or 360-hour course where applicable)
- You cannot do more than one non-extension course from a subject (eg you cannot do Mathematics Standard and Mathematics Advanced).

There are <u>specific eligibility rules</u> for some Languages courses.

Additional rules apply if you want an ATAR. The ATAR eligibility rules are determined by UAC.

NESA advises students of their ATAR eligibility on behalf of <u>UAC</u>. For example, the HSC pattern of study must include 10 units of examinable courses including English.

### 2. Complete Courses Satisfactorily

For most Board Developed Courses with HSC exams, school-based assessment makes up 50% of your HSC mark and is shown on your RoSA (see <u>Developing formal school-based assessment programs in Stage 6</u> and <u>Formal assessment programs and tasks</u>).

Schools prepare and run an assessment program for each course, in line with NESA requirements. NESA determines which course components are assessed, and how they are weighted in the assessment and reporting documents for each syllabus.

Schools set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects. When you start your HSC courses, your school must give you details of your assessment schedule, including weightings and due dates.

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

- (a) Followed the course developed or endorsed by the NESA
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) Achieved some or all of the course outcomes.

It should be noted that, as a result of absence from a course, the principal may determine that course completion criteria may not be met.

Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

### **B.** Assessment Guidelines

### 1. General

Assessment tasks indicate achievement over a wide range of syllabus outcomes. Students will receive the following advice about assessment in each course before assessment begins.

A formal assessment task:

- a. has one due date, and
- b. assesses student achievement at a single point in time, and
- c. may contain more than one part

### 2. Notification of Tasks

In addition to the schedule of assessment tasks, the College will provide students with sufficient written notice, typically 14 calendar days, of an upcoming assessment task. The task notification must include the:

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

NB If a student is absent from school or a lesson it is the student's responsibility to check if any information relating to Assessment Task/s has been communicated.

### 3. VET Mandatory Work Placement

As with all other Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any 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 an "N" determination.

### 4. Completion of Tasks

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and, therefore, more accurate) range of student attainments. A sound performance in assessment tasks over the Preliminary course also helps to prepare students for the actual HSC which will modify their school assessment. It should be realised that the assessment program places a responsibility upon students to complete the assessment tasks

At Wyndham College the following policies towards missed tasks have been determined.

i. Students who **complete** all aspects of the assessment task and **submit it** on or **before** the due date are eligible for the full mark allocated for the task.

- ii. Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated for the task.
- iii. Students who **fail to submit** an assessment task by the due date **must be given zero** if they have no valid reason.
- iv. Students who **fail to attend** on the specified date an assessment task which is to be completed at school **must be given zero** if they have no valid reason.
- v. Students who fail to submit an assessment task by the due date, but who have a valid reason (such as sickness or approved leave validated by appropriate documentation and dated the due date of the task) are eligible for the full mark allocated to the task if they have completed the task. A medical certificate may not be accepted as excusing late submission of tasks where the task was issued well in advance of the illness and the medical certificate shows that the student was not incapacitated for a large part of that time. You should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and may be awarded marks.

### PLEASE NOTE: YOU MUST SUBMIT THE TASK ON THE DAY YOU RETURN TO SCHOOL.

- vi. Students who fail to attend an assessment task which is to be completed at school, but who have a valid and approved reason (e.g. sickness with medical certificate and submitted Illness/Misadventure Appeal dated the due date of the task) must be given an opportunity to do the task or an equivalent task at a later date determined by the Head Teacher. These students are eligible for the full mark allocated to the task. Only in exceptional circumstances it may be considered to provide an estimate mark based on the student's other assessment tasks.
- vii. Students who submit an incomplete task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. The task does not automatically receive a zero mark. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the mark allocated to the task.
- viii. If a student believes factors beyond their control, e.g. sickness or family misfortune, have affected their ability to do their best on a task they may apply for an extension by seeing the appropriate Head Teacher at least 24 hours before the due date.

### NO EXTENSION WILL BE GRANTED TO APPLICATIONS RECEIVED ON THE DAY A TASK IS DUE.

- ix. If a student submits a task which is deemed to be a non-serious attempt by the teacher, then a zero mark will be awarded.
- x. During examination sessions, any portable electronic devices, including iPods, are not permitted and only NESA approved equipment, such as calculators, may be used.
- xi. Hard copies (not computer files) of written task responses are to be submitted unless the task stipulates otherwise. It is the student's responsibility to have work printed in time for submission.
- xii. Printing of major works can be organised through the school provided it is submitted one week before the due date.
- xiii. Computer/printer failure cannot be used as a reason to submit work late.

Where a student is going to be absent, the student or parent/guardian should contact the Head Teacher or class teacher if possible, before the task takes place. If unexpectedly absent on the day of the task, the student should phone the school and inform the Deputy Principal, or the Head Teacher of the subject. Work Placement is not a valid reason to submit work late. All students on Work Placement must make arrangements to submit the work by the due date.

### 5. Appeals and Reviews

Where students are dissatisfied with any aspect of the assessment procedure, they should in the first instance approach the Head Teacher of the subject concerned. If the problem cannot be resolved at the faculty level, it may be referred to the Assessment Review Committee (Principal, a Deputy Principal and the Head Teacher Teaching & Learning), who will convene to consider the particular case.

Queries about the marks awarded for a task CAN ONLY be considered if made when the task is handed back to the class.

### 6. Malpractice

The work submitted by a student in an assessment task will be verified for accuracy following the principles of <u>All My Own Work</u>. Students may be required to provide further evidence that their submitted work complies with AI permitted in the task and the principles of **All My Own Work**. All work that you present in any school-based assessment task or exam must be your own. Malpractice, including plagiarism, could mean that you receive zero marks for that task or exam ( <u>Understanding malpractice and Before you start your HSC - Maintaining honesty and integrity</u>).

Students who do not provide evidence required by the task for their work to be verified as **All My Own Work** at the time/date a task is submitted and as stated in the assessment notification, will face a penalty.

In the first instance, students will be required to provide requested evidence to the faculty Head Teacher. If suitable evidence is not provided to meet the task and **All My Own Work, zero marks for all or part of the task**, will be awarded depending on the nature of the task.

A student can appeal this mark to the Assessment Review Panel which will be convened if the matter can't be resolved at the Head Teacher level.

The composition of this panel will include members of the school executive, not from the faculty in which the case has arisen. The panel will review each malpractice case on its merits, considering all the issues, to arrive at a fair conclusion and make recommendations to the principal.

Evidence required by the task must be provided for clear and accurate verification that the work presented complies with the task, **All My Own Work** and is the original work of the student.

Students who cheat in any way, including plagiarism, make a non-serious attempt, or truant for an assessment task will score zero for the task. In addition, the task will be recorded as a non-attempt in terms of the requirement that students complete tasks which must total more than 50% of available marks. Note: **Cheating occurs when a student attempts to gain an unfair advantage**. Plagiarism is the submitting of work that is not wholly your own, e.g. submitting slabs of text from the internet or a textbook.

The Principal will make all such judgements in consultation with the Review Committee.

### 7. Non-Serious Attempt

Students studying a Preliminary course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

NESA expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests.

HSC students who do not make a serious attempt at the <u>exam</u> may not receive a result in the course concerned. This may render some students <u>ineligible</u> for the award of the HSC.

Students who make <u>a non-serious attempt</u> in school-based assessments **must be given zero** and will be required to complete a substitute task.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying a Preliminary course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

### 8. "N" Determinations

NESA has delegated to principals the authority to determine whether candidates for the award of the Record of School Achievement have satisfactorily completed the <u>meeting mandatory curriculum</u> requirements for the HSC for the award of the <u>Record of School Achievement</u>

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

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Principals may determine that, as a result of absence, the course completion criteria may not be met.** Clearly, absences will be regarded seriously by principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

### 9. Warnings

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

If at any time it appears that a student is at risk of being given an "N" (Non-completion of course requirements) determination in any course, including VET courses, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an "N" determination in a course on Higher School Certificate eligibility.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

### 10. Record of School Achievement - ROSA

Students leaving school prior to the conclusion of the HSC are eligible to apply for a Record of School Achievement. Applications for the ROSA credential are made directly to NESA.

### 11. Extended Leave

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An **Application for Extended Leave** will need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

All students must also inform their teachers by having them complete and sign a form which will advise the students of course and assessment work due over the period of leave/absence from school. The information will advise due dates/submission if variations from those communicated in the Assessment Task notification.

### C. School Assessments under Examination Conditions

In school assessments are often carried out under examination conditions. Wyndham College uses examination procedures modelled on those used for NESA external examinations. The majority of students meet expectations. Students need to be aware of the examination **Procedures and Code of Conduct** (see below). They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

### **Examination Protocols, Procedures and Code of Conduct**

- Wear school uniform. This assists the supervisor to identify you as a student of this campus. Bring all necessary equipment in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in mms and cms are allowed in ALL examinations.
- For examinations requiring a calculator use only a NESA approved calculator. Make sure it is fully charged.
- You may bring a clear bottle of water into the examination; you cannot leave to refill it.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Arrive at the exam room 20 minutes before examination start time. It can take some time to find your seat. A seating map will be placed on the outside of the HALL to help you.
- Organise your transport to be on time for examinations.
- If you arrive late, entry into the examination will be at the supervisors' discretion.
- Sit at your allocated desk. Do not swap name place cards.
- Remove your watch and place it in clear view on the desk in front of you. It cannot be a programmable watch.
- When instructed, thoroughly check your examination paper it is possible that pages are missing or there has been an error in the printing.
- Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT able to interpret questions.
- Write your name or NESA number, as instructed by the supervisor, on every page of your answer booklet.
- Write in black or blue pen, preferably black.
- Stop writing immediately you are instructed to do so.
- Arrange completed answers according to supervisor's instructions.
- Do not remove examination papers from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.

• If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

### **Students must NOT:**

- Borrow equipment from other students.
- Take mobile phones or programmable watches or other electronic devices into the examination room. They must be switched off and in your bag.
- Speak or communicate to anyone other than a supervisor during the examination. Behave in a manner that is likely to disturb or disrupt other students.
- Bring any food or drink into the exam hall.
- Participate in any form of malpractice. Cheating or malpractice may result in zero marks being awarded, an 'N' determination issued and/or being placed on the NESA Academic Malpractice Register.

### What you must do if you are unwell on the morning of the Assessment task or examination

You or your parent/guardian **MUST** contact the school **BOTH** by phone at 92087100 and email the Head Teacher and Course Coordinator. They need to know on the day of the examination that you will not be attending **the morning of the exam**. Creating your misadventure application starts here. You are required to get a Medical Certificate for and dated the day(s) you are absent. You need to keep your teachers informed and notify them about your return to school and organise sitting the trial examination for that course on your return to school. *PLEASE NOTE: YOU MUST COMPLETE THE EXAMINATION ON THE DAY YOU RETURN TO SCHOOL.* 

A medical certificate is an essential component of a successful Medical Misadventure Applications. You need to complete an illness /misadventure form which is available on the school website, in this book or hardcopies are also available from the school.

### If you are ill or have a major problem on the morning of the examination:

Notify your Year Deputy or the front office (9208 7100)) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

**Note: Illness/misadventure appeals require a Medical Certificate**, and must be dated the day of absence form school. A certificate that states 'unfit for school' will generally not be deemed sufficient.

### **Sample Warning Letter**



# WYNDHAM COLLEGE

Nirimba Education Precinct

Eastern Road, NIRIMBA FIELDS NSW 2763

PO Box 117 Quakers Hill 2763

Phone: 9208 7100

Email: wyndhamcol-h.school@det.nsw.edu.au

Date:
Dear
OFFICIAL WARNING – Non-completion of a Year 11 Course
I am writing to advise that your son/daughter,, is in danger of not meeting the requirements for satisfactory completion of the Year 11 course in
The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.
This is no. X official warning letter we have issued notifying you that is at risk of not completing the above course.

### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the 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 of the outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of School Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Year 12 HSC course if they have not completed the Year 11 course.

Task name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to b Completed
Action by parent/guardian				
o support in meeting the nim/her, and encourage and suppor his matter further, please do not he	t him/her to ca esitate to conta	arry out the requ	uired actions. Should yo	u wish to discus
	ent below and	return it to the	school. Please feel free	to add addition
omments if you wish.	ent below and	return it to the	school. Please feel free	to add addition
comments if you wish.		return it to the	school. Please feel free  Deputy P	
comments if you wish.  Yours sincerely  Class Teacher	Н		Deputy P	
	He detach this sec	ead Teacher	Deputy P	
comments if you wish.  Yours sincerely  Class Teacher  Please  Acknowledgement of Official Warn  have received the letter dated	Heddetach this second the second	ead Teacher stion and return	Deputy Position the school  is in danger of not meet	rincipal
Class Teacher  Class Teacher  Acknowledgement of Official Warn have received the letter dated equirements for, and am am aware that any course not satis achievement and may affect the stu	detach this second advising mean advising mean aware that the sfactorily computer is a ligibility.	ead Teacher  etion and return is thatis is official warn letted will not be ty for the Higher	Deputy Postor to the school  is in danger of not meet hing no. X.  e listed on the student's school Certificate. I am	rincipal ing course Record of Scho
comments if you wish.  /ours sincerely  Class Teacher  Please	detach this secting advising mean aware that the stactorily compared the stactoric control of th	ead Teacher  etion and return is is official warn letted will not be ty for the Higher So	Deputy Postor to the school  is in danger of not meet along no. X.  e listed on the student's are School Certificate. I among the school Certificate course.	rincipal ing course Record of Scho

is not currently meeting one or more of these requirements.

# **Student Appeal Form Illness / Misadventure**



WINDHAM COLLEGE	STUDENT APPEAL FORM Illness/Misadventure					
NIRIMBA FAMILY NA	AME LLLL		LLLLLL			
Given Nai	ME					
NESA STUDENT NUMBER		CONNECT Y	YEAR 11 or 12			
SUBJECT	Prelim/HSC	TEACHER				
TASK						
TASK ISSUE DATE	Exam or Task D	UE DATE				
Type of Task  Assessment Task Examination (during Examination Presentation/Performance) Work Placement Other	ŕ	THIS FORM IS TO EXPLAIN  Illness MUST BE ACC  Misadventure  Other	COMPANIED BY A MEDICAL CERTIFICATE			
REASON FOR APPEAL:  Absent from assessment ta circumstance)  Special consideration (due or on the day of an assessm	to illness/misadventure/exce		-			
REASONS SUPPORTING APPLICATION	(to be completed by the stude	ent):				
	ATTACH SUPPORTING DO	CUMENTATION				
I have attached (please tick and con	nplete relevant information):					
☐ Medical Certificate from Dr		Dated:				
☐ Supporting letter from my						
☐ Other (please describe)	<u> </u>	<u> </u>	<u>, , , , , , , , , , , , , , , , , , , </u>			
Signature Student:		Date:				
Signature Parent/Caregiver:		Date:				
	MIT COMPLETED FORM	W TO HEAD TEACHER	l			
		200 O A 1000				
Action/Recommendation from KLA He	ad Teacher:	Date received from	student:			
Head Teacher Signature and Date	neld 🗌 Denied	Principal's Signature and Date	Upheld Denied			

## **Student Appeal Form**



# STUDENT APPEAL FORM

Attach copies of all evidence and return to the Front Office - no later than 2 working days after you have been given the decision regarding your Illness/Misadventure appeal.

Student Details	
Name:	
Connect Group:	
Course:	
Teacher:	
Task Due Date:	
Date Submitted / Completed:	
Home Address:	_
Parent / Guardian Name:	
Contact Number:	
Evidence to support appeal:	
(List documents attached)	

Type of Task
☐ Hand in
☐ Exam / Test
☐ Oral / Performance
☐ Work Placement
☐ Other:
This form is to explain why you wish to appeal the decision of your Illness Misadventure request:
☐ Process not followed correctly
☐ Other:

Outline the reason for your appeal:	
Student signature & date	
Date appeal form received from student:	
	<u> </u>
	□ Upheld □ Denied
Appeal Committee date	

Procedures to follow if you are unable to submit or attend an Assessment Task on the due date/time

# Procedures to follow:

If you **know that you will be away before** the due date for an Assessment Task, you MUST inform the Head Teacher or Deputy Principal immediately and **no less than a week before** the due date.

This includes for Work Placement or planned/aproved leave. When this does not apply, see below:

**In the first instance,** student emails/uploads task as required for the task due date OR someone delivers the task on the due date before the due time to the Head Teacher, Class Teacher or Front Office.

By 8 am on the moring of the due date ring the College (9208 7100) and ask that a message be forwarded to the Head Teacher or Deputy Principal stating the reason why you are unable to personally submit or sit/attend the task. **Illness/misadventure appeals require a Medical Certificate** and must be obtained and dated the day of absence from school/the task. A certificate that states 'unfit for school' will generally not be deemed sufficient.

On the **first day you return** to school, <u>and</u> **before going to your** <u>first</u> **lesson of that day**:

- Obtain and fill in an Illness / Misadventure form
- Give this form to the Head Teacher of the subject with required evidence and documentation appropriately dated eg a medical certificate if an illness or some form of proof if a misadventure / accident

All applications will be considered individually according to the policy and evidence provided.



# Policy and general guidelines for the use of Generative AI (GAI) in assessment including malpractice at Wyndham College.

VERSION HISTORY					
10 August 2024	Drafting and consultation with working party begins				
27 August 2024	Editing after working party consultation				
19 September 2024	Published to Wyndham College Policy Folder in Sentral				

### **KEY DOCUMENTS**

The general advice for the use of Generative Artificial Intelligence (GAI) in schools is constantly changing and being rewritten as new developments in GAI are reached. Familiarisation and consultation with following documents are recommended:

- Use of Artificial Intelligence by students (NSW Govt and NESA, 21/8/24)
- Guidelines regarding the use of generative AI (NSW Government website Education; 2 Feb 2024)
- Enabling generative AI opportunities while managing risks
- Navigating legal considerations for generative AI use
- The Australian Framework for Generative Artificial Intelligence in Schools (Australian Government Department of Education; 1 December 2023)
- Generative AI: basic guidance (NSW Government website)
- Initial advice on student use of generative AI in assessment (NSW Government website Education; 23
   July 2024)
- Honesty in HSC Assessment the Standard NESA Assessment Certification Examination (ACE
- NESA malpractice
- Assessment Principles and NESA Assessment in Stage 6
- NESA All My Own Work.

### RATIONALE and BACKGROUND

Academic integrity is the need to act with honesty, which is critical in learning and education.

- Honesty
- Fairness
- Respect
- Accuracy
- Responsibility.

The Australian Framework for Generative Artificial Intelligence (GAI) in Schools seeks to guide the **responsible and ethical use of generative AI tools** in ways that benefit students with the following principles:

- Teaching and Learning Generative AI tools are used to support and enhance teaching and learning.
- 2. **Human and Social Wellbeing** Generative AI tools are used to benefit all members of the school community.
- 3. **Transparency** School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.
- 4. Fairness Generative AI tools are used in ways that are accessible, fair, and respectful.
- 5. **Accountability** Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.
- 6. **Privacy, Security and Safety** Students and others using generative AI tools have their privacy and data protected.

### **NESA – TYPES OF MALPRACTICE IN HSC SUBMITTED WORKS AND PRACTICAL**

### COMPONENTS, HSC EXAMS, AND HSC MINIMUM STANDARD TESTS

Malpractice is any attempt to gain an unfair advantage over other students.

**Malpractice** in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable.

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

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

### **Plagiarism**

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

### Collusion

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

From: https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice (accessed 10/8/24)

**Note:** Students are advised to refer directly to the link above which outlines NESA advice regarding malpractice and the ACE manual: <u>'Honesty in HSC assessment: What constitutes malpractice</u>

### ADVICE ON STUDENT USE OF GENERATIVE AI IN ASSESSMENT

At August 2024, the department currently restricts student access to generative AI tools at school (Initial advice on student use of generative AI in assessment).

### **Academic integrity**

- Assessment task notifications will explicitly state whether approved Generative AI tools can be used by students at home in completing the task.
- The school will address suspected breaches of academic integrity involving Generative AI by asking students to supply evidence that the work meets the principles of All My Own Work and the standards required in the task notification.

### **Disclosure**

 Class teachers will advise students how to cite and disclose use of Generative AI in course and assessment work.

### **Ethical use**

- Assessment tasks cannot require that students use Generative AI, as this would conflict with the
  department's value of equity. For example, student access to high quality Generative AI tools (through
  paid subscriptions), or digital skills/support to effectively use generative AI can vary and creates an
  unfair playing field.
- If students use Generative AI tools, they should validate the **quality and integrity of the information provided**.

### **GENERATIVE AI USAGE GUIDELINES – LEVELS OF AI USE**

### To be used in conjunction with specified requirements of the Assessment Task

### Level 0: No AI Use Permitted

Al tools are prohibited. Students must complete all work independently.

### Level 1: Limited AI Use for Research

Students may use AI tools for research purposes only, such as generating ideas, outlines, or gathering information. All AI-generated prompts/content must be evidenced and/or cited appropriately.

### Level 2: Al-Assisted Drafting/Editing

Al tools can be used to assist in drafting/editing content. Students must clearly indicate which parts of their work involved Al assistance and must include a reflection on their learning and understanding of the topic. Original draft with no Al must be submitted.

### Level 3: Al-Generated Content with student evaluation

Use of NSW Department of Education sanctioned Generative AI tools to generate content. The final submission must clearly demonstrate the students clear original understanding, interpretation, and/or critical analysis with reference to the AI content.

### **MALPRACTICE POLICY:**

### **CONSEQUENCES OF INAPPROPRIATE USE OF GAI IN ASSESSMENT**

The work submitted by a student in an assessment task will be verified for accuracy following the principles of **All My Own Work.** Students may be required to provide further evidence that their submitted work complies with Al permitted in the task and the principles of **All My Own Work.** 

Students who do not provide evidence required by the task for their work to be verified as **All My Own Work** at the time/date a task is submitted and as stated in the assessment notification, will face a penalty.

In the first instance, students will be required to provide requested evidence to the faculty head teacher. If suitable evidence is not provided to meet the task and **All My Own Work, zero marks for all or part of the task**, will be awarded depending on the nature of the task.

A student can appeal this mark to the Assessment Review Panel which will be convened if the matter can't be resolved at the Head Teacher level.

The composition of this panel will include members of the school executive, not from the faculty in which the case has arisen. The panel will review each malpractice case on its merits, considering all the issues, to arrive at a fair conclusion and make recommendations to the principal.

Evidence required by the task must be provided for clear and accurate verification that the work presented complies with the task, **All My Own Work** and is the original work of the student.

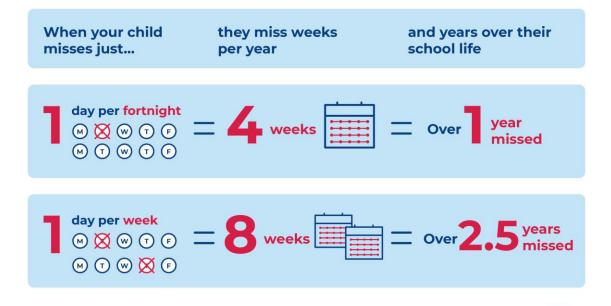


Wyndham College  Year YEAR, SUBJECT Course  Senior Assessment Task Notification						
Task name:		Task no:				
Unit:		Marks:				
Task type:		Weighting:				
Location:		Duration:				
Equipment needed:		Due date:				
All My Own Work – Use of any Generative A	rtificia	I Intelligence (GAI) permitted for this task: X				
Level 0: No Al Use Permitted. Al tools are prohibited. Students must complete all work independently.	<u>L0</u>	Level 2: Al-Assisted Drafting/Editing. Al tools can be used to assist in drafting/editing content. Students must clearly indicate which parts of their work involved Al assistance 7 must include a reflection on their learning & understanding of the topic.	<u>L2</u>			
Level 1: Limited AI Use for Research. Students may use AI tools for research purposes only, such as generating ideas, outlines, or gathering information. All AI- generated prompts/content must be evidenced and/or cited appropriately.	<u>L1</u>	Level 3: Al-Generated Content with student evaluation. Use of Generative Al tools for generating content. The final submission must clearly demonstrate the students clear original understanding, interpretation, and/or critical analysis with reference to Al content.	<u>L3</u>			
• • • • • Task Description: (Showing mark breakdown if s	nolicab	(e)				

### **Attendance Matters**

# Days missed = years lost

A day here and there doesn't seem like much, but...



education.nsw.gov.au





# <u>Preliminary Subject Assessment Schedule</u>

# **Ancient History**

	TASK 1	TASK 2	TASK 3	
Name of task	Troy	Historical Investigation	End of Course Examination	
Type of task	Source Analysis & Written Response	Independent Research Project	Examination	
Date of task	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	AH11-4, AH11-5, AH11-6, AH11-7,	AH11-3, AH11-6, AH11-7, AH11-8,	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6,	
Component	AH11-9	AH11-9, AH11-10	AH11-7, AH11-9, AH11-10	Weighting
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

# Biology

	TASK 1	TASK 2	TASK 3	
Name of task	Depth Study	Module Review	End of Course Examination	
Type of task	Secondary Research Practical Investigation In-class Quiz	Modules 1 & 2 Review Data Analysis and Scientific Skills	Examination	
Date of task	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11-8, BIO11-9	BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

# **Business Studies**

	TASK 1	TASK 2	TASK 3	
Name of task	Business Report	Business Management	End of Course Examination	
Type of task	Report	In-class task	Exam	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	P1, P2, P9	P5, P7,P8	P3, P4, P6, P10	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	35	35	100

# Chemistry

	TASK 1	TASK 2	TASK 3	
Name of task	Depth Study	Module Review	End of Course Examination	
Type of task	- Secondary Research - Model Making - In-class Quiz	Data Analysis Scientific Skills	Examination	
Date of task	Term 1 Week 11	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	CH11/12-2, CH11/12-3, CH11/12-5,	CH11/12-4, CH11/12-6, CH11/12-7,	CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9,	
Component	CH11/12-7, CH11-8	CH11/12-8, CH11-9	CH11/12-9, CH11/12-10, CH11/12-11	Weighting
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	10	10	20	40
Total %	25	35	40	100

# Community and Family Studies

	TASK 1	TASK 2	TASK 3	
Name of task	Group Dynamics Analysis	Childhood Socialisation Study	End of Course Examination	
Type of task	Case Study	Media Investigation & Response	Examination	
Date of task	Term 2 Week 6	Term 3 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	P2.1, P2.3, P4.1, P4.2	P2.2, P3.2, P4.1, P4.2	P1.1-P6.2	
Component				Weighting
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	25	20	15	60
Total %	35	35	30	100

# Dance

	TASK 1	TASK 2	TASK 3	
Name of task	Safe Dance Practice and Performance Self Evaluation	Composition	Part A – Appreciation Extended Response Part B – Performance	
Type of task	Dance Performance Film Analysis Discussion	Dance Composition Journal Discussion	Part A: One Extended Response Ochres Dance Analysis Part B: Dance Performance	
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 - 10	
Outcomes assessed	P2.1, P2.2, P2.3 P1.1, P1.2	P3.1, P3.2, P3.3, P3.4 P1.2	P2.4, P2.5, P2.6 P4.1, P4.2, P4.4 P1.3	
Component				Weighting
Performance	30		10	40
Composition		30		30
Appreciation			30	30
Total %	30	30	40	100

# Design and Technology

	TASK 1	TASK 2	TASK 3	
Name of task	Research Project	Mini DP	End of Course Examination	
Type of task	Designer investigation written, product concept creation	Preliminary Project	Examination	
Date of task	Term 1 Week 10	Term 3 Week 7	Term 3 Weeks 9 -10	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.3	P5.1, P5.2, P6.2	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

# Drama

	TASK 1	TASK 2	TASK 3	
Name of task	Improvisation and Playbuilding	Theatrical Traditions and Performance Styles	End of Course Examination	
Type of task	Group Devised Performance & Logbook	Monologue Performance Rationale & Logbook	Written Examination, Design & Performance	
Date of task	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	P1.2, P1.5, P2.1, P3.1	P1.3, P1.6, P2.4, P3.2	P1.1, P1.4, P2.2, P2.3, P3.3	
Component				Weighting
Making	15	15	10	40
Performing	10	10	10	30
Critically Studying	5	5	20	30
Total %	30	30	40	100

# **Economics**

	TASK 1	TASK 2	TASK 3	
Name of task	Economics Topic Test	Research Essay- Labour Market	End of Course Examination	
Type of task	Test	Written	Examination	
Date of task	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	P1, P2, P4, P7	P5, P6, P8, P9	P1, P2, P3, P10, P11, P12	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		10	10	20
Communication of economic information, ideas and issues in appropriate forms	10	10		20
Total %	30	30	40	100

# **Engineering Studies**

	TASK 1	TASK 2	TASK 3	
Name of task	Engineered Products	Engineering Report	End of Course Examination	
Type of task	Product Analysis	Report	Yearly Examination	
Date of task	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 9 - 10	
Outcomes assessed	P4.1, P4.2, P4.3, P6.1	P2.2, P3.2, P5.1, P6.2	P1.1, P1.2, P2.1, P3.1, P3.3, P5.2	
Component				Weighting
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

# English (Advanced)

	TASK 1	TASK 2	TASK 3	
Name of task	Reading to Write	Narratives that Shape our World	Critical Study of Literature & all modules	
Type of task	Writing Task & Reflection	Multimodal Composition	Examination	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	EN11-2, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component		EN11-7	EN11-0	Weighting
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

# English (Standard)

	TASK 1	TASK 2	TASK 3	
Name of task	Reading to Write	Contemporary Possibilities	Close Study of Literature & all modules	
Type of task	Writing Task & Reflection	Multimodal Composition	Examination	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	EN11-2, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component		LIVII 7	LIVII	Weighting
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100

# English as an Additional Language or Dialect

	TASK 1	TASK 2	TASK 3	
Name of task	Language and Texts in Context	Close Study of Text	Texts and Society	
Type of task	Writing task	Multimodal presentation	Examination	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 - 10	
Outcomes assessed	EAL11-1B, EAL11- 3, EAL11-4,	EAL11-1A, EAL11- 2, EAL11-3,	EAL11-1A, EAL11-3, EAL11-5,	
Component	EAL11-7	EAL11-5, EAL11-9	EAL11-6, EAL11-8	Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

# English Extension 1

	TASK 1	TASK 2	TASK 3	
Name of task	Imaginative Response & Reflection	Multimodal Presentation Speculative Fiction TED Talk	End of Course Examination	
Type of task		Presentation Research Task	Examination	
Date of task	Term 1 Week 11	Term 2 Weeks 9 - 10	Term 3 Week 9 - 10	
Outcomes assessed	EE11-1, EE11-2, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Component		EE11-5	EE11-3	Weighting
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition and investigation	15	20	15	50
Total %	30	40	30	100

# **English Studies**

	TASK 1	TASK 2	TASK 3	
Name of task	Achieving Through English	Elective Module: On the Road	All modules	
Type of task	Mock Job Interview & Written Transcript Submission	Multimodal Composition	Portfolio of Coursework & Reflection	
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	
Outcomes assessed	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8, ES11-10	ES11-2, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9,	
Component		E311-0, E311-10	ES11-10	Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

# **Enterprise Computing**

	TASK 1	TASK 2	TASK 3	
Name of task	Project & Documentation Interactive Media and the User Experience	Project & Documentation Networking Systems	Yearly examination	
Type of task	Project	Project	Examination	
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 - 10	
Outcomes assessed	EC - 11-01 EC - 11-08 EC - 11-09	EC - 11-03 EC - 11-06 EC - 11-07	EC - 11-02 EC - 11-04	
Component	EC - 11-11	EC - 11-10	EC – 11-05	Weighting
Knowledge and understanding of course content	10	20	20	50
Knowledge and skills in the practical application of the content	20	15	15	50
Total %	30	35	35	100

# **Exploring Early Childhood**

	TASK 1	TASK 2	TASK 3	
Name of task	Pregnancy and Childbirth Research	Food & Nutrition & Child Health & Safety Practical Task	End of Course Examination	
Type of task	Written	Written / Practical	Examination	
Date of task	Term 1 Week 9	Term 3 Week 7	Term 3 Week 9 - 10	
Outcomes assessed	P1.1, 2.4, 2.5, 5.1	P1.3, 1.5, 6.1	P1.2, 2.5, 2.1, 1.4	
Component				Weighting
Pregnancy and child birth.	35			35
Child Growth & development		10	15	25
Food and Nutrition		20	10	30
Child health and safety			10	10
Total %	35	30	35	100

# Film, Video & Digital Imaging

	TASK 1	TASK 2	TASK 3	
Name of task	'Movie Trailer'	Film Critique	Design Project & Short Film	
Type of task	Practical Task: Story Board, Graphic Movie Poster Design & Movie Trailer Submission	Research Task: Study of Film, Explanation, Analysis & Critique Written Submission	Practical Task: Film-making, Three Minute Short Film Animation	
Date of task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 6	
Outcomes assessed	M1, M2, M3, M4, M5, M6 CH1, CH2,	CH1, CH2, CH3,	M1, M2, M3, M4, M5, M6 CH1,	
Component	CH3, CH4, CH5, CH6	CH4, CH5, CH6	CH2, CH3, CH4, CH5, CH6	Weighting
Artmaking	40		30	70
Study of Filmmaking		20	10	30
Total %	40	20	40	100

# Food Technology

	TASK 1	TASK 2	TASK 3	
Name of task	Food Availability and Selection	Food Quality	End of Course Examination	
Type of task	PowerPoint Oral presentation and Practical	Practical and Written Report	Exam	
Date of task	Term 1 Week 10	Term 2 Weeks 9 & 10	Term 3 Weeks 9 - 10	
Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2	P2.2, P3.2, P4.1, P4.4, P5.1,	P1.1, P1.2, P2.1, P3.1, P5.1, P4.3	
Component				Weighting
Knowledge and understanding of Food technology	10		10	20
Skills in researching, analysing and communicating food issues	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts		10	10	20
Skills in designing, implementing and evaluating solutions to food situations	10	10	10	30
Total %	30	30	40	100

# Geography

	TASK 1	TASK 2	TASK 3	
Name of task	Earth's Natural Systems	Geographical Investigation	End of Course Examination	
Type of task	Fieldwork and In- Class extended response	Report	Exam	
Date of task	Term 1 Week 9	Term 2 Weeks 9	Term 3 Weeks 9 - 10	
Outcomes assessed	GE-11-01 GE-11-02 GE-11-05	GE-11-03 GE-11-04 GE-11-06	GE-11-07 GE-11-08 GE-11-09	
Component	GE-11-05	GE-11-00	GE-11-09	Weighting
Knowledge and understanding of course content	5	10	25	40
Stimulus based skills	10	5	5	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

### Health & Movement Science

	TASK 1	TASK 2	TASK 3	
Name of task	Collaborative Investigation	Analysing Health Behaviours & Outcomes	End of Course Examination	
Type of task	Group Investigation	Case Study	Examination	
Date of task	Term 2 Week 7	Term 3 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	HM-11-05 HM-11-07 HM-11-09	HM-11-01 HM-11-02 HM-11-08	HM-11-01 HM-11-02 HM-11-03	
Component	HM-11-10 HM-11-XX*	HM-11-06	HM-11-04 HM-11-07	Weighting
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communication	25	15	20	60
Total %	35	30	35	100

<sup>\*</sup>knowledge and understanding outcome(s) to be determined by teacher in partnership with students, based on the nature of the investigation.

# Industrial Technology – Multimedia

	TASK 1	TASK 2	TASK 3	
Name of task	Industry Studies	Preliminary Project	End of Course Examination	
Type of task	Case Study	Preliminary Project	Examination	
Date of task	Term 2 Week 6	Term 3 Week 8	Term 3 Weeks 9 - 10	
Outcomes assessed	P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2,	P1.1, P2.1, P6.1,	
Component	F7.Z	P4.3, P5.2	P1.2	Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

# Industrial Technology – Timber and Furnishings

	TASK 1	TASK 2	TASK 3	
Name of task	Industry Studies	Preliminary Project	End of Course Examination	
Type of task	Case Study	Preliminary Project	Examination	
Date of task	Term 2 Week 6	Term 3 Week 8	Term 3 Weeks 9 - 10	
Outcomes assessed	P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2,	P1.1, P2.1, P6.1,	
Component	P7.2	P4.3, P5.2	P1.2	Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

# **Investigating Science**

	TASK 1	TASK 2	TASK 3	
Name of task	Practical Exam	Depth Study	End of Course Examination	
Type of task	Scientific Research Practical Investigation	Model Building Data Analysis & Scientific Skills	Examination	
Date of task	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9 - 10	
Outcomes assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7,	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7,	INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10,	
Component	INS11-8 INS11-9	INS11-10	INS11-11	Weighting
Skills in Working Scientifically	25	20	15	60
Knowledge and Understanding	5	15	20	40
Total %	30	35	35	100

# **Legal Studies**

	TASK 1	TASK 2	TASK 3	
Name of task	The Legal System	Individual and the Law	End of Course Examination	
Type of task	Glossary & essay	Research based report	Examination	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	P1, P2, P3	P4, P7, P8, P9	P5, P6, P9, P10	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	10	5	20
Inquiry and research	5	15		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	25	40	35	100

# Marine Studies

	TASK 1	TASK 2	TASK 3	
Name of task	Skills & Employment Report	Practical Report	Dangerous Marine Creature Model	
Type of task	Research Report & Video	Dissection Practical & Report	Model Making, Video & Report	
Date of task	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	
Outcomes assessed	1.2, 1.3, 2.1, 2.3, 4.1. 4.2	1.1, 2.2, 2.3, 3.5, 5.3. 5.4	1.1, 1.3, 1.4, 2.3, 3.4	
Component				Weighting
Knowledge and understanding of course content and outcomes	30	15	15	60
Skills in effective research, experimentation and communication	5	15	20	40
Total %	35	30	35	100

# **Mathematics Advanced**

	TASK 1	TASK 2	TASK 3		
Name of task	Topic Review	Investigation Assignment	End of Course Examination		
Type of task	Written	Assignment	Examination		
Date of task	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9 - 10		
Outcomes assessed	MA11-1	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-7	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-7,	
Component			MA11-9	Weighting	
Understanding, fluency and Communicating	15	15	20	50	
Problem Solving Reasoning & Justification	15	15	20	50	
Total %	30	30	40	100	

# Mathematics Extension 1

	TASK 1	TASK 2	TASK 3	
Name of task	Topic Review	Investigation Assignment	End of Course Examination	
Type of task	Written Review	Assignment	Examination	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	ME11-1, ME11-2	ME11-1, ME11-2, ME11-3, ME11-6	1 1/16 1 1 2 1/16 1 1 /1	
Component				Weighting
Understanding, fluency and Communicating	15	15	20	50
Problem Solving Reasoning & Justification	15	15	20	50
Total %	30	30	40	100

# **Mathematics Standard**

	TASK 1	TASK 2	TASK 3	
Name of task	Investigation Assignment	Topic Review	End of Course Examination	
Type of task	Assignment & Validation Test	Written Review	Examination	
Date of task	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes assessed	MS11-1, MS11-3, MS11-5, MS11-9,	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6,	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6,	
Component	MS11-10	MS11-7, MS11-8	MS11-7, MS11-8, MS11-9, MS11-10	Weighting
Understanding, Fluency and Communication	15	15	20	50
Problem Solving, Reasoning & justification	15	15	20	50
Total %	30	30	40	100

# Modern History

	TASK 1	TASK 2	TASK 3	
Name of task	The Romanovs	Historical Investigation	End of Course Examination	
Type of task	Source Analysis & Written Response	Independent Research Project	Examination	
Date of task	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	MH11-4 MH11-5 MH11-6 MH11-7	MH11-3 MH11-6 MH11-7 MH11-8 MH11-9 MH11-	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6	
Component	MH11-9	10	MH11-5 MH11-9 MH11-10	Weighting
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

# Music 1

	TASK 1	TASK 2	TASK 3	
Name of task	An Instrument and It's Repertoire	Rock Music	Australian Music	
Type of task	Viva Voce	Performance and Aural Task	Composition Portfolio and Aural Task	
Date of task	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	
Outcomes assessed	P2, P4, P5, P6, P8	P3, P2, P5, P6, P8	P3, P4, P6, P7, P8	
Component				Weighting
Performance		25		25
Composition			25	25
Musicology	25			25
Aural		10	15	25
Total %	25	35	40	100

# Numeracy CEC

	TASK 1	TASK 2	TASK 3	
Name of task	Assignment	Assignment	Assignment	
Date of task	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8	
Outcomes assessed	N6-1.2 N6-1.3 N6-2.2	N6-1.1 N6-2.2 N6-2.3	N6-1.1 N6-1.2 N6-2.1 N6-2.2	
Component	N603.1	N6-3.2	N6-3.1	Weighting
Knowledge and Understanding	15	15	20	50
Skills	10	20	20	50
Total %	25	35	40	100

# Photography

	TASK 1	TASK 2	TASK 3	
Name of task	Traditions and Conventions of Analogue Photography	Developing a Point of View	Examination & Portfolio Submission	
Type of task	Submitted images showcasing the practice of creating images in wet photography: artmaking, design, compositional & darkroom tasks with a related historical research	Submission of practical analogue images which showcase camera & darkroom techniques, also highlighting compositional awareness in wet photography	Curation and submission of the personal portfolio of wet photographic images & related examination review of aspects of course content	
Date of task	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	
Outcomes assessed	M1, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5	M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5	
Component			, ,	Weighting
Artmaking	20	30	20	70
Study of Photography	10		20	30
Total %	30	30	40	100

# Physics

	TASK 1	TASK 2	TASK 3	
Name of task	Depth Study	Practical Exam	End of Course Examination	
Type of task	Secondary Research	Scientific Investigation	Examination	
Date of task	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-8 PH11-9	PH11/12-2, PH11/12-6, PH11-7, PH11-10	PH11/12-4, PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11	
Component			11111-11	Weighting
Skills in Working Scientifically	25	20	15	60
Knowledge and Understanding	10	10	20	40
Total %	35	30	36	100

# Society and Culture

	TASK 1	TASK 2	TASK 3	
Name of task	Social and Cultural World	Mini PIP	End of Course Examination	
Type of task	Cross-comparative essay	Report	Examination	
Date of task	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9-10	
Outcomes assessed	P1, P3, P7, P9, P10	P2, P4, P5, P6, P8	P1, P3, P5, P9, P10	
Component				Weighting
Knowledge & understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	20	40	40	100

# Software Engineering

	TASK 1	TASK 2	TASK 3	
Name of task	Programming Fundamentals	Mini Project	End of Course Examination	
Type of task	Theory/Practical Test	Project Report/Practical	Examination	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9-10	
Outcomes assessed	SE-11-01, SE-11-02,	SE-11-01, SE-11- 02, SE-11-03, SE-11-	SE-11-01, SE-11- 03, SE-11-04, SE-11-	
Component	SE-11-06, SE-11-07	06, SE-11-07, SE-11- 08, SE-11-09	05, SE-11-06, SE-11- 08	Weighting
Knowledge & understanding of course content	10	10	30	50
Knowledge & Skills in the practical application of the content	15	25	10	50
Total %	25	35	40	100

# Sport, Lifestyle and Recreation

	TASK 1	TASK 2	TASK 3	
Name of task	Healthy Lifestyle	Coaching	Investigating Fitness	
Type of task	Topic test and practical assessment.	Training session design and implementation.	Research: Brochure and Pamphlet.	
Date of task	Term 1 Week 10	Term 2 Weeks 9 & 10	Term 3 Week 7	
Outcomes assessed	1.2, 2.3, 3.1, 4.4, 5.2	1.1, 1.3, 3.2, 4.2	2.2, 3.3, 4.1, 5.5	
Component				Weighting
Knowledge and understanding outcomes and course content	20	10	20	50
Skills outcomes and content	20	10	20	50
Total %	40	20	40	100

# Visual Arts

	TASK 1	TASK 2	TASK 3	
Name of task	Exploring Representation	Investigating Contemporary Art making Practice	Developing Practice & Submitted Artwork	
Type of task	Submission of curated artworks that explore representations of the body. VAPD includes a related annotated representation of a selected body part over time.	Visual investigation of The Object in Modern & Contemporary Art. VAPD to show an account of how forms and subject matter have been used to represent a significant transformation of ideas.	Based on the art gallery experience & referencing the Conceptual Framework, complete a portrait with an extended written response explaining the relationships generated within the Conceptual Framework.	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	P1, P2, P4, P5, P6	P1, P3, P4, P5, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8,	
Component				Weighting
Art making	20	10	20	50
Critical & Historical Study		30	20	50
Total %	20	40	40	100

# Visual Design

	TASK 1	TASK 2	TASK 3	
Name of task	Introduction to Design	Publications & Posters	Fanzines & Folio	
Type of task	Tutorials & submission of completed Photoshop images	Submission of studio design images & related study response showcasing an awareness of software capabilities	Curation of the Personal Research project & portfolio review	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	DM1, DM2, DM3, DM4,	DM1, DM2, DM3, DM4, DM5, DM6,	DM1, DM2, DM3, DM4, DM5, DM6,	
Component	CH1, CH2	CH1, CH2, CH3, CH4	CH1, CH2, CH3, CH4	Weighting
Knowledge, skills & understanding through the making of works in design that lead to & demonstrate conceptual & technical accomplishment.	20	20	30	70
Knowledge, skills & understanding that lead to increasingly accomplished critical & historical investigations of design.		20	10	30
Total %	20	40	40	100

# **Work Studies**

	TASK 1	TASK 2	TASK 3	
Name of task	My Working Life	Workplace Issues	Team and Enterprise Skills	
Type of task	Research	Brochure Design	Project/ Video Interview	
Date of task	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	P1, P2, P3, P4, P9	P3, P7, P8,	P4, P5, P6, P7	
Component				Weighting
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
Total %	30	30	40	100

# **2025 Year 11 Assessment Calendar**

	TERM 1 2025			TERM 2 2025			
	Wk 1			Wk 1	- 2144 - 2020		
FEBRUARY	31 JAN			30/4 -2/5			
	Wk 2	Students return Thursday 6 Feb		Wk 2			
IAR	3-7 <b>Wk 3</b>			5-9 <b>Wk 3</b>	Physics Task 1		
Y	10-14		MAY	12-16	rilysics task t		
	Wk 4		_ `	Wk 4			
	17 -21			19-23			
	Wk 5			Wk 5	Film, Video & Digital Imaging Task 2		
	24-28 Wk 6			26-30 <b>Wk 6</b>	Marine Studies Task 2 Ancient History Task 2		
	3-7			2-6	Biology Task 2		
					Chemistry Task 2		
				Yr 11	CAFS Task 1		
				FOCUS	Economics Task 2		
				WEEK	Industrial Technology – Multimedia Task 1 Industrial Technology – Timber and		
					Furnishing Task 1		
					Mathematics Standard Task 2		
					Modern History Task 2		
	Wk 7	Marine Studies Task 1		Wk 7	Engineering Studies Task 2		
	10-14			9-13	Health & Movement Science Task 1 Mathematics Advanced Task 2		
					Music 1 Task 2		
3					Numeracy CEC Task 2		
MARCH	Wk8	Drama Task 1		Wk 8	Society and Culture Task 2		
CH	17-21	Economics Task 1	_	16-20			
		Mathematics Advanced Task 1 Society and Culture Task 1	JUNE				
		Work Studies Task 1	[1]				
	Wk 9	Ancient History Task 1		Wk 9	Business Studies Task 2		
	24-28	Business Studies Task 1		23-27	Drama Task 2		
		English Advanced Task 1 English Standard Task 1			English Advanced Task 2 English Standard Task 2		
		English EAL/D Task 1			English EAL/D Task 2		
		Exploring Early Childhood Task 1			English Extension 1 Task 2		
		Geography Task 1			Food Technology Task 2		
		Mathematics Standard Task 1 Music 1 Task 1			Geography Task 2 Legal Studies Task 2		
		Numeracy CEC Task 1			Mathematics Extension 1 Task 2		
		Software Engineering Task 1			Physics Task 2		
					Software Engineering Task 2		
					SLR Task 2		
					Visual Arts Task 2 Visual Design Task 2		
					Work Studies Task 2		
	Wk 10	Biology Task 1		Wk 10	Dance Task 2		
	Mar 31-	Dance Task 1		June 30 -	English Extension 1 Task 2		
	31- April 4	Design & Technology Task 1 Engineering Studies Task 1		July 4	English Studies Task 2 Enterprise Computing Task 2		
	триит	English Studies Task 1 English Studies Task 1			Food Technology Task 2		
		Enterprise Computing Task 1			Photography Task 2		
		Film, Video & Digital Imaging Task 1			SLR Task 2		
<b>A</b>		Food Technology Task 1 Investigating Science Task 1					
APRIL		Legal Studies Task 1	JULY				
IL		Mathematics Extension 1 Task 1	Y				
		Modern History Task 1					
		Photography Task 1 SLR Task 1					
		SLR Task I Visual Arts Task 1					
		Visual Arts Task 1 Visual Design Task 1					
	Wk 11	Chemistry Task 1					
	7-11	English Extension 1 Task 1					

	TERM 3 2025					
	Wk 1					
Ju	21-25	T C				
JULY	Wk 2	Investigating Science Task 2				
,	28/7-					
	1/8					
	Wk3					
	4-9					
	Wk 4					
A	11-15					
UG	Wk 5					
AUGUST	18-22					
Т	Wk 6	CAFS Task 2				
	25-29	Film, Video & Digital Imaging Task 3				
		Health & Movement Science Task 2				
		Marine Studies Task 3				
	Wk7	Design & Technology Task 2				
	1-5	Exploring Early Childhood Task 2				
		SLR Task 3				
	Wk8	Industrial Technology – Multimedia Task				
	8-12	2				
		Industrial Technology - Timber and				
SE		Furnishing Task 2				
PT		Music 1 Task 3				
SEPTEMBER		Numeracy CEC Task 3				
1B		Photography Task 3				
ER		Visual Arts Task 3				
		Visual Design Task 3				
		Work Studies Task 3				
	Wk 9					
	15-19	END OF COURSE EXAMINATIONS-				
	Wk 10	See additional exam timetable provided				
	22-26	for this exam period				

Note: The week an Assessment Task is listed as being due is correct at the time of publication. Alterations to due dates may at times occur and students will be advised according to NESA notification requirements.