



# Year 11 Assessment Handbook 2024



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## Message from the Principal

On behalf of everyone at The Ponds High School, I extend a very warm welcome to all Year 11 students and parents as we embark together on the next exciting stage of the journey towards the 2025 NSW Higher School Certificate.

As those who have previously undertaken Stage 6 would say, there is a very high academic workload with greater expectations than in the junior school, yet the next two years can be the most rewarding and satisfying time of your high school career.

In Year 11, you will have the opportunity to build upon the skills you have already developed and further refine your leadership and organisational skills as you engage in a range of cultural, sporting and other school experiences. Involvement in these activities is an important means by which you can ensure that you maintain a balanced life that is not solely focussed on your academic studies. You will also be expected to be an excellent role model for other students by being a good school citizen and demonstrating the maturity expected of senior students.

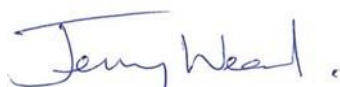
All teachers will have a strong expectation that you will apply yourself diligently at all times in each of your classes. This includes completing all assessment tasks in accordance with the NSW Education Standards Authority (NESA), as well as school requirements. Submission of tasks must meet deadlines set and, to achieve this, you will need to be highly organised in the way you manage your time. They will also provide you with a valuable means of gaining feedback on your performance as you work towards meeting Year 11 course requirements.

It is very important to note that all assessment tasks in Year 11 are compulsory, and students will not be permitted to progress to the HSC year until they have completed all NESA requirements for all courses studied. This includes a diligent attempt at all course work in Year 11, 2024.

You should remember that in the HSC courses, which you will commence at the start of Term 4, assessment tasks are worth 50% of your final HSC mark, and this will obviously provide you with the opportunity to gain marks before the HSC examinations by working consistently and with sustained effort.

It is important that all students and parents thoroughly read the following pages in this assessment handbook as they provide details about the specific assessment requirements of NESA and the school for each Year 11 course.

It is an exciting and sometimes worrying time but at The Ponds High School we have set up systems and support to give you the capacity to do your best.



Jennifer Weal  
Principal

# Preamble

The purpose of this, the *Year 11 Assessment Handbook 2024*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at The Ponds High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the assessment schedule for all Year 11 courses at The Ponds High School. It expands upon the General Information about the HSC provided in the *Stage Six Subject Selection Booklet*.

At the commencement of both the Year 11 and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the [school's website](#), as are the forms referred to in this handbook.

## General Information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

### Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard](#) in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

### Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies

- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

## HSC Record of Achievement

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

## Performance Bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49.

For an Extension course, the bands are E4 (highest level of performance) to E1:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks





## HSC Minimum Standards

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

## Students Online

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

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

The screenshot shows the 'STUDENTS ONLINE' website for NSW students in Years 10 to 12. The header includes the NSW Education Standards Authority logo and navigation links: HOME, MY ACCOUNT, HELP, and CONTACT US. The main content area is titled 'About Students Online' and provides information about the platform's purpose, including links for 'senior school study', 'assessment', 'HSC exams', and 'results'. A 'Login' section on the right contains input fields for 'Student Number' and 'PIN', a 'LOG IN' button, and links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'. A callout box with an arrow points to the 'activate your account now' link in the login section.

Click on [activate your account now](#)

**NSW EDUCATION STANDARDS AUTHORITY**

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US

**Account activation**

### Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

**Activate my account**

School: \*

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the

If there are any difficulties, refer to the [Help and advice using Students Online](#) page or see the Head Teacher Stage 6.

## Disability Provisions

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

# ASSESSMENT

## FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions and formal written examinations.

## RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *Year 11 Assessment Handbook 2024*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 Assessment Schedules (found in the *Year 11 Assessment Handbook 2024*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- Setting assessment tasks that:
  - Will be used to measure student performance in each component of a course.
  - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
  - Specify a mark/weighting for each assessment task.
  - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.

- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Stage 6 Head Teacher will also be notified.

## RESPONSIBILITIES OF THE STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *Year 11 Assessment Handbook 2024*.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

## COMPLETION OF SCHOOL-BASED ASSESSMENT

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

### ACE 8073: Completion of HSC internal assessment tasks

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

### ACE 8078: Non-completion of HSC internal assessment: failure to submit task

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

### ACE 8079: Non-completion of HSC internal assessment: principals must warn students

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

## NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

## MAINTAINING HONESTY AND INTEGRITY

### HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

## ALWAYS ACKNOWLEDGE YOUR SOURCES

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class

## HSC: ALL MY OWN WORK

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*. At The Ponds High School, the *HSC: All My Own Work* program is delivered in Term 4 of Year 10.

## MALPRACTICE

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Using AI software in a response
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher and notified immediately to the Head Teacher Stage 6. The Head Teacher Stage 6 will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. It is the responsibility of the student to prove that the work is entirely their own.

Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 **within two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

## UNFAIR ADVANTAGE IN ASSESSMENT

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to be **absent** from any lessons or normal school routine, or to be **late** on the day of OR on the school day before an in-class assessment task is scheduled.
- For a student to be **absent** from any lessons or normal school routine, or to be **late** the school day before the submission of a hand-in task is scheduled.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Lateness should be considered at the discretion of the relevant Head Teacher, but student should generally not be more than half an hour late to their first timetabled lesson, including roll call. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 within **two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## SUBMISSIONS OF ASSESSMENT TASKS

The *Year 11 Assessment Handbook 2024* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

## EXAMINATION PERIODS

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended, and students will only be required at school when their specific examinations are scheduled.



## EXAMINATION PROCEDURES AND RULES

1. Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are not required to be at school when they do not have an examination scheduled. Normal lessons resume at the end of the examination period. If a student has two examinations scheduled on the same day, they are not permitted to leave school between these two exams. **Note:** afternoon examinations may finish after 3:00pm.
2. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student. Students must arrive at the exam at **least 20 minutes early**. **Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.**
3. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures. Students must also wear the **full school uniform** for all examinations (Year 12 jerseys may be worn with the rest of the school uniform).
4. TPHS Stage 6 Assessment Policy 2024 applies during the examination period. Students must meet requirements specified in the assessment policy about attendance during assessment tasks. This means that if a student is unable to attend an examination due to **illness or misadventure**, the school should be contacted before 8:30am. On the next available day (first day of recovery) of return to school, the students should present **The Ponds High School Medical Certificate** to the Stage 6 Head Teacher as per the school assessment policy. Failure to notify the school of your inability to attend an examination due to illness or misadventure may put this examination and a student's HSC at risk.
5. Students who missed examinations will be provided with an opportunity to **re-sit missed examinations** in this exam block. This will occur in the first available time slot on the examination timetable. It is essential that students report to **Head Teacher Administration 2** or the relevant Deputy Principal to allow for organisation of catch-up exams.
6. Students are to provide their **TPHS identification cards**. In addition, these I.D. cards must always be displayed on students' examination table. Students must also know their **NESA identification number** which can be found on the NESA Schools Online portal and will be displayed on the Stage 6 noticeboard in the breezeway.
7. Students should bring the equipment they need and know what equipment is allowed for each exam. A list of NESA approved exam equipment can you found at:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> <li>• Black pens</li> <li>• Pencils, erasers and a sharpener</li> <li>• A ruler</li> <li>• Highlighter pens</li> <li>• A clear bottle of water</li> <li>• A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam</li> <li>• Other equipment as specified in the exam notification, like a calculator</li> <li>• Stationery to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set)</li> </ul>	<ul style="list-style-type: none"> <li>× Mobile phones</li> <li>× Programmable watches, like smart watches</li> <li>× Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries</li> <li>× Paper or any printed or written material (including your exam timetable)</li> <li>× Dictionaries (except in language exams, if allowed)</li> <li>× Correction fluid or correction tape.</li> </ul>

## Examination Conditions

Exam conditions shall apply from when the first student enters the examination hall until the last student leaves the examination hall.

### **ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION**

1. Candidates must enter the examination hall silently.
2. Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
3. Bags, containing notes, are to be left in an orderly fashion on either side of the examination hall.

Name: Tania Thomas	Seat#1
School ID: 123456789	
Exam: 12Biology	

4. Students must sit at the desk that shows their name and/or student number (alphabetical order) or as instructed by supervising staff. Complete a **Student Attendance Slip** as an official record at each examination for Faculty records.
5. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
6. Candidates are **NOT** to communicate with any other candidates in any way.
7. Students must remain in the examination room for the duration of the examination. If students have to leave and want to return and resume the examination, they must be supervised while they are absent from the examination room. If students have completed the examination, they must remain seated and quiet. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
8. Food and drink are **NOT** permitted in the exam hall.

9. Candidates **MUST** obey all reasonable instructions given by supervisors.
10. Borrowing is **NOT** permitted once the examination has started.
11. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
12. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
13. Code of Conduct School Rules apply during ALL exams.
14. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
15. Write your **student number** on all **writing booklets, question and answer booklets** and **answer sheets** (unless that information is already printed on them).
16. Write clearly with black pen (only use pencil if instructed to).
17. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
18. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
19. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
20. Stop writing immediately when the supervisor tells you to.
21. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

### **ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION**

1. **NO** exam papers or the writing paper provided are to be removed from the examination hall.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the hall when dismissed by the supervising teachers.
3. Students must remain at school until all their examinations for the day are completed. They must then go directly home.

## Examination Rules

1. During the exam, students must:
  - a) Always follow the exam supervisors' instructions.
  - b) Complete the Student Attendance Slip as an official record of attempting the task.
  - c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
  - d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
  - e) Write clearly with black pen (only use pencil if instructed to).
  - f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
  - g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
  - h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
  - i) Stop writing immediately when the supervisor tells you to.
  - j) Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
  
2. During each exam, students must not:
  - a) Start writing until the Supervisor in Charge tells you.
  - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
  - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
  - d) Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
  - e) Leave the exam in the last 15 minutes.
  - f) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
  
3. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
  - a) Cheat.
  - b) Include frivolous or objectionable material.
  - c) Take any prohibited items prohibited into the room.
  - d) Speak to anyone other than a supervisor.
  - e) Behave in any way likely to disturb another student or upset the exam's running.
  - f) Be affected by alcohol or illegal drugs.
  - g) Eat unless approved by NESAs (for example, if you have diabetes).
  - h) Take any writing booklets or exam paper, whether used or not, out of the room.
  - i) Write on your body (for example your arms), tissues or material that is not exam material.
  - j) Leave the room if your principal requires all students to stay until each exam ends.
  
4. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

## SCHOOL LEAVE AFFECTING ASSESSMENT TASKS

Leave from school **may** be granted by the Principal upon completion of a [Leave Application Form](#), which details all course work to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks. Overseas travel does not necessarily count as misadventure.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

## WHEN STUDENT LEAVE CLASHES WITH AN ASSESSMENT TASK

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded. All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

## STUDENTS COMPLETING WORK PLACEMENT

Where students have school, TAFE and/or external placements which clash with school assessment tasks, students must move their placement where practical; otherwise they must submit a Request for Reschedule form to the Faculty Head Teacher five school days prior to the clash.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

## ABSENCE DUE TO SCHOOL BUSINESS

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an [Assessment Task Reschedule Application Form](#) to the Faculty Head Teacher. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## ABSENCE DUE TO SUSPENSION

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher Stage 6 and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher Stage 6.
- **Examinations** – the Head Teacher Stage 6 will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by the Head Teacher Stage 6.

The consequences of not following these procedures may result in a **zero mark** being awarded.

## PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

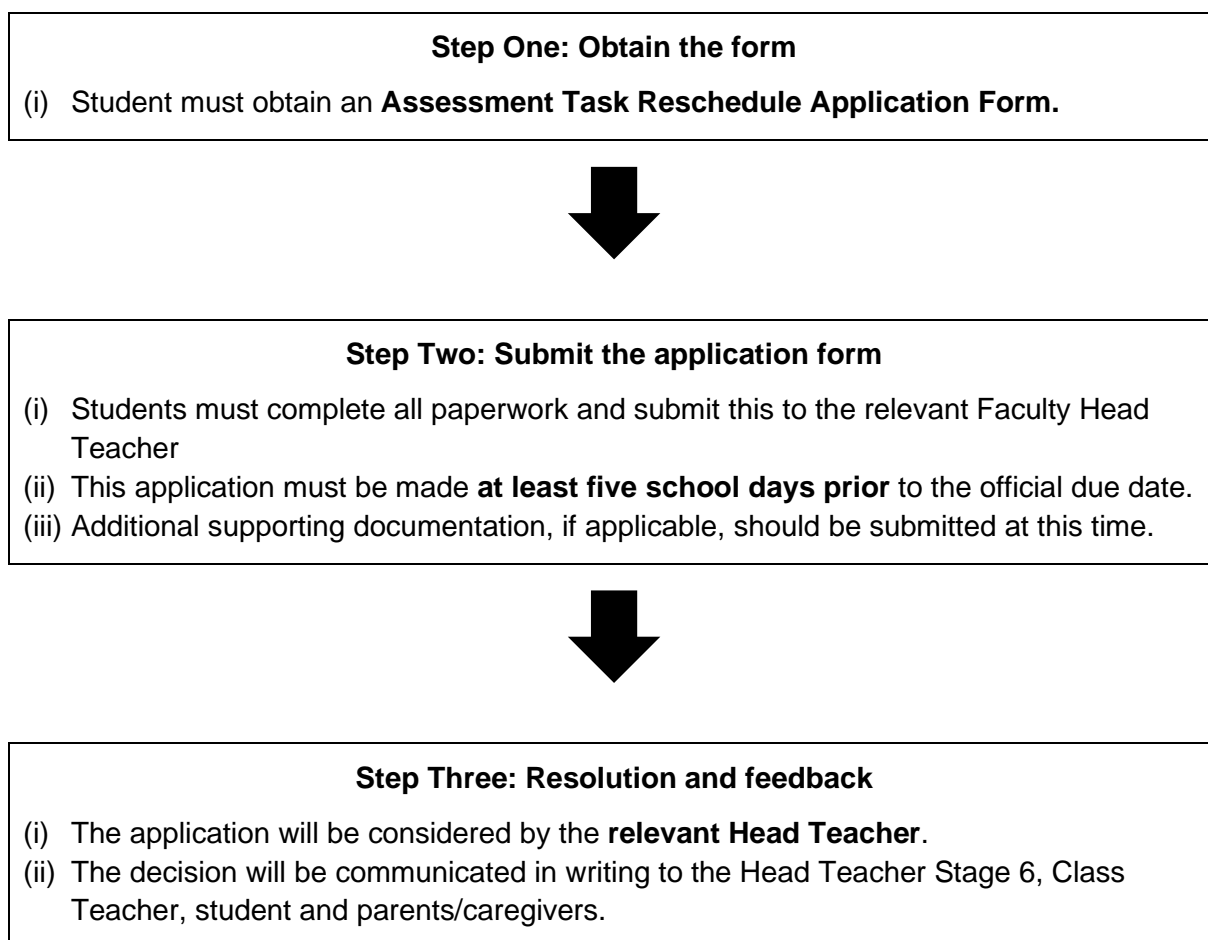
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Head Teacher Stage 6 and must be returned to the Faculty Head Teacher (or Stage 6 Head Teacher for formal examination blocks).

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Head Teacher Stage 6 and must be returned to Faculty Head Teacher (or Stage 6 Head Teacher for formal examination blocks).

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:

### Step One: Obtain the form

- (i) Student must obtain an **Assessment Task Extension Application Form**.



### Step Two: Submit the application

- (i) Students must complete all paperwork and submit this to the relevant Faculty Head Teacher
- (ii) This application must be made **at least five days prior** to the official due date.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



### Step Three: Resolution and feedback

- (i) The application will be considered by the **relevant Head Teacher**.
- (ii) The decision will be communicated in writing to the Head Teacher Stage 6, Class Teacher, student and parents/caregivers.

If an extension is not a, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).



## PROCEDURES FOR APPLYING FOR ILLNESS/MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

### Procedures to follow in the event of:

#### 1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school **by 8:30am** on the day the task is due by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or Canvas)
- If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task.
- If a student falls ill during the task, a student must notify the supervisor as soon as possible. If they leave the task, they must apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form](#) and the school's [Medical Certificate](#) (if applicable) and following the Illness/Misadventure procedure.
- Failure to submit sufficient documentation may result in penalties.

#### 4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- **Prior to their return to school**, the student must contact the **Head Teacher Stage 6** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Head Teacher Stage 6** at a time determined previously by the Head Teacher Administration 2.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as the school's [Medical Certificate](#).

- Completed forms and documentation must be returned to the **Head Teacher Stage 6** within **two school days** of his/her return to school (i.e. no later than his/her third day back at school).

#### 5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact the school **by 8:30am** on the day the task is scheduled by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an [Illness/Misadventure Application Form](#).
- These forms (and the school's [Medical Certificate](#) if applicable for the student concerned) need to be returned to the relevant **Faculty Head Teacher** within **two school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to **complete the task on the notified day OR first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher. Inability to complete the task on the notified catch up day/time will require further medical documentation and/or illness/misadventure form.
- Students who have been provided with an extension for a task may not apply for another extension and must submit by the due date provided by the Head Teacher. Failure to do so may result in a **zero mark** being awarded.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher within **two school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. To do so, the medical practitioner **MUST** use the **school's Medical Certificate**. It is the student's responsibility to obtain this [Medical Certificate](#), ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the [Illness/Misadventure Application Form](#).

*The Illness/Misadventure Application Form and Medical Certificate* are available online on the [school's website](#), at the school office and from the Head Teacher Stage 6.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

## SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

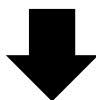
### Step One: Contact the school

- (i) Student or parent/caregiver **MUST** inform the school **on the day of the absence before 8:30am** by either phone: 02 9626 3562; or email: [theponds-h.school@det.nsw.edu.au](mailto:theponds-h.school@det.nsw.edu.au)



### Step Two: Obtain relevant documentation

- (i) Student must obtain an **Illness/Misadventure Application Form**.
- (ii) For illness, the student **MUST** obtain **The Ponds High School Medical Certificate** and ensure it is completed by the medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



### Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to the either:
  - a) The **relevant Faculty Head Teacher** for missed in-school assessment tasks and hand-in assessment tasks; or,
  - b) The **Head Teacher Stage 6** for all missed examinations held during an examination period.
- (ii) Be prepared to submit or sit the assessment **on that day**.



### Step Four: Submission, resolution and feedback

- (i) Submit the **Illness/Misadventure Application Form** and relevant documentation to the **relevant Head Teacher within two school days** of returning to school.
- (ii) The relevant Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the other relevant Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)).

## OUTCOME OF ILLNESS/MISADVENTURE

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – Student receives the mark from the catch-up task and no penalty is applied.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Head Teacher Stage 6 in consultation with the relevant Faculty Head Teacher, may determine that an estimate be applied for the student. This calculated mark would be based on the student's *relative assessment rank* and should be calculated based on like assessments and/or outcomes.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESA rules and procedures and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the **Head Teacher Stage 6** (see [Procedures for an Assessment Appeal Application](#), p.24 and [Assessment Task Appeal Application Form](#)) **within two school days of receiving the initial decision.**

## PROCEDURES FOR AN ASSESSMENT APPEAL APPLICATION

All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or an assessment task result. A student must submit an [Assessment Appeal Application Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

**To appeal an illness/misadventure or malpractice decision:**

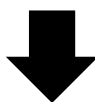
### Step One: Collect a form

- (i) Students must obtain an **Assessment Task Appeal Application Form**



### Step Two: Submit the application form

- (ii) Students must submit their appeal to the **Head Teacher Stage 6 within two school days** of the initial illness/misadventure or malpractice decision being communicated to the student.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



### Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by a **review panel convened by the Head Teacher Stage 6**.
- (ii) The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers.
- (iii) The Head Teacher Stage 6 will notify the Principal if further action is required.

To appeal an assessment task result:

**Step One: Collect a form**

- (i) Students must obtain an **Assessment Task Appeal Application Form**



**Step Two: Submit the application**

- (ii) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (iii) Additional supporting documentation, if applicable, should be submitted at this time.



**Step Three: Resolution and feedback**

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Head Teacher Stage 6, Class Teacher, student and parents/caregivers.

## Reporting on Student Progress

The Ponds High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades **do not correlate** to the [HSC performance bands](#) and, therefore, **cannot** be used to predict results in a student's [HSC Record of Achievement](#).

Each Year 11 and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1 for both Year 11 and Year 12. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the [Sentral Parent Portal](#), to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing. Parents/caregivers are asked to refer to the school's *Communication Policy* to determine the most appropriate means of contacting the school.

## Assessment of Life Skills Outcomes in Stage 6

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.



# Frequently Asked Questions

## 1. **What must I do to have satisfactorily completed a course?**

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; 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 course outcomes

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself *“with diligence and sustained effort”*.

## 2. **What do the terms internal and external assessment mean?**

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

## 3. **What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An *“examination”* is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An *“in-class assessment task”* is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. *“Hand-in assessment tasks”* are those that are completed at home and submitted by a designated due date and time.

## 4. **How do I know when I have an assessment task?**

The *Year 11 Assessment Handbook 2024* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

## 5. **What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

## 6. **Why do I have to detach the Assessment Task Notification cover sheet and submit it with my assessment task?**

The cover sheet is your declaration that the task is all your own work. It also includes a receipt for your submission of the task. You must ensure that your teacher signs it and returns it to you, as you will need that as evidence that you have submitted the task. Without this receipt, you will not have proof of your submission should it be required.

## 7. **Why may I be penalised for being absent the day before a task is due?**

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

**8. *What happens if I have a valid reason for being unable to submit an assessment task on time?***

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

**9. *What happens if I am absent the day a task is due?***

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone: 96 26 3562 or email: [theponds-h.schools@det.nsw.edu.au](mailto:theponds-h.schools@det.nsw.edu.au) and apply for Illness/Misadventure. In the case of illness, the School's Medical Certificate must be completed by the medical practitioner.

**10. *What is the School's Medical Certificate?***

The school requires a medical practitioner to certify how your illness has affected your ability to complete or attempt a task. The generic letter produced by the medical practice **WILL NOT** suffice and the application will be rejected.

**11. *What happens if I do not submit a task or sit an examination?***

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

**12. *What happens if I do not make a serious attempt in an assessment task or examination?***

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**13. *What does "non-serious attempt" mean?***

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

**14. *What happens if I have been found guilty of malpractice?***

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

**15. *What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?***

You will be required to submit the task by the due date.

**16. *What happens if my application for illness/misadventure is rejected?***

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

**17. *Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?***

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

**18. *Can I appeal an assessment task result for an individual task?***

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.



# Course Assessment Schedules

## Ancient History

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication	
1	<b>Research/ In class Task</b> Investigating Ancient History	Term 1 Week 8	P3, P4, P5, P6, P9, P10	15%	5%	5%	5%	30%
2	<b>Historical Investigation</b>	Term 2 Week 5	P4, P5, P6, P7, P8, P9	5%	5%	15%	5%	30%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1, P2, P3, P4, P5, P6, P9	20%	10%	0%	10%	40%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- P1 Describes the nature of continuity and change in the ancient world
- P2 Proposes ideas about the varying causes and effects of events and developments
- P3 Analyses the role of historical features, individuals and groups in shaping the past
- P4 Accounts for the different perspectives of individuals and groups
- P5 Examines the significance of historical features, people, places, events and developments of the ancient world
- P6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- P7 Discusses and evaluates differing interpretations and representations of the past
- P8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- P9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- P10 Discusses contemporary methods and issues involved in the investigation of ancient history

## Biology

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding	Skills in Working Scientifically	
1	<b>Depth Study-Research and Quiz</b>	Term 1 Week 10	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-7, BIO11-8	5%	25%	1
2	<b>Module Review-Module 2&amp;3</b>	Term 2 Week 10	BIO11-4, BIO11-5, BIO11-8, BIO11-9, BIO11-10	15%	15%	2
3	<b>End of Course Examination</b>	Term 3 Week 7-8	BIO11-5, BIO11-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	20%	20%	3
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- BIO11-1 Develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 Analyses and evaluates primary and secondary data and information
- BIO11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 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

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Stimulus based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	
1	<b>In-class Report</b> Stimulus-based	Term 1 Week 8	P1, P2, P6, P8	10%	10%	-	-	20%
2	<b>Business Report</b> Business Plan on SME	Term 2 Week 8	P2, P4, P5, P6, P7, P8, P9, P10	10%	-	20%	10%	40%
3	<b>End of Course Examination</b> Stimulus-based	Term 3 Week 7-8	P2, P4, P5, P6, P7, P8, P9, P10	20%	10%	-	10%	40%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- P1 Discusses the nature of business, its role in society and types of business structure
- P2 Explains the internal and external influences on businesses
- P3 Describes the factors contributing to the success or failure of small to medium enterprises
- P4 Assesses the processes and interdependence of key business functions
- P5 Examines the application of management theories and strategies
- P6 Analyses the responsibilities of business to internal and external stakeholders
- P7 Plans and conducts investigations into contemporary business issues
- P8 Evaluates information for actual and hypothetical business situations
- P9 Communicates business information and issues in appropriate formats
- P10 Applies mathematical concepts appropriately in business situations

# Chemistry

## Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in Working Scientifically	
1	<b>Depth Study</b>	Term 1 Week 9	CH11-1, CH11-4, CH11-5, CH11-7, CH11-8	5%	15%	20%
2	<b>Practical/Skills Task</b>	Term 3 Week 2	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-8, CH11-9, CH11-10	15%	25%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	CH11-4, CH11-5, CH11-6, CH11-8, CH11-9, CH11-10, CH11-11	20%	20%	40%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

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

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	
1	<b>Scenario Responses</b> Resource Management	Term 1 Week 7	P1.1, 1.2, 4.2, 5.1, 6.1	10%	20%	30%
2	<b>Topic Test</b> Families and Communities	Term 3 Week 2	P2.2, P3.1, P3.2	10%	20%	30%
3	<b>End of Course Examination</b> Whole course	Term 3 Week 7-8	P1.1 – P6.2	20%	20%	40%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- P1.1 Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 Proposes effective solutions to resource problems
- P2.1 Accounts for the roles and relationships that individuals adopt within groups
- P2.2 Describes the role of the family and other groups in the socialisation of individuals
- P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 Analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 Explains the changing nature of families and communities in contemporary society
- P3.2 Analyses the significance of gender in defining roles and relationships
- P4.1 Utilises research methodology appropriate to the study of social issues
- P4.2 Presents information in written, oral and graphic form
- P5.1 Applies management processes to maximise the efficient use of resources
- P6.1 Distinguishes those actions that enhance wellbeing
- P6.2 Uses critical thinking skills to enhance decision making

## Dance

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Performance	Composition	Appreciation	
1	<b>Performance and Logbook</b>	Term 1 Week 10	P.1.2, P.2.1, P.2.4	Performance (20%) & Logbook (10%)	-	-	30%
2	<b>Dance Film, Rationale and Essays</b>	Term 2 Week 10	P.3.2, P.3.5, P.4.2	-	Dance Film & Rationale (20%)	2 x Essays (10%)	30%
3	<b>Practical Task and Written Examination</b>	Term 3 Week 8-9	P.2.6, P.3.6, P.4.4	Performance (10%)	Composition (10%)	Written Examination (20%)	40%
<b>Total syllabus weighting:</b>				40%	30%	30%	40%

### Outcomes

A Student:

P1.1 Understands dance as the performance and communication of ideas through movement and in written and oral form	P3.2 Understands the compositional process
Understands the use of dance terminology relevant to the study of dance as an artform	P3.3 Understands the function of structure as it relates to dance composition
P1.3 Develops the skills of dance through performing, composing and appreciating dance	P3.4 Explores the elements of dance relating to dance composition
P1.4 Values the diversity of dance as an artform and its inherent expressive qualities	P3.5 Devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P2.1 Identifies the physiology of the human body as it is relevant to the dancer	P3.6 Structures movement devised in response to specific concept/intent
P2.2 Identifies the body's capabilities and limitations	P3.7 Values their own and others' dance activities as worthwhile
P2.3 Recognises the importance of the application of safe dance practice	P4.1 Understands the socio-historic context in which dance exists
P2.4 Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination	P4.2 Develops knowledge to critically appraise and evaluate dance
P2.5 Performs combinations, phrases and sequences with due consideration of safe dance practices	P4.3 Demonstrates the skills of gathering, classifying and recording information about dance
P2.6 Values self-discipline, commitment and consistency in technical skills and performance	P4.4 Develops skills in critical appraisal and evaluation
P3.1 Identifies the elements of dance composition	P4.5 Values the diversity of dance from national and international perspectives

## Design and Technology

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in designing, managing, providing and evaluating design projects	
1	<b>Designer Case Study</b>	Term 1 Week 10	P1.1, P2.1, P2.2, P5.1, P4.2, P4.3, P6.2, P5.3	20%	20%	40%
2	<b>Year 11 Project</b>	Term 3 Week 6	P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2	5%	35%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1.1, P2.1, P4.3, P5.2, P6.1	15%	5%	20%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

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

## Drama

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Making	Performing	Critically Studying	
1	<b>Group Performance &amp; Logbook</b> Improvisation, Playbuilding, Acting	Term 1 Week 8-9	P1.3, P1.4, P2.3	20%	20%	-	40%
2	<b>Individual Performance &amp; Research Task</b> Elements of Production in Performance	Term 2 Week 8-9	P1.1, P1.5, P2.3, P2.4	20%	10%	-	30%
3	<b>End of Course Examination</b> Theatrical Traditions & Performance Styles	Term 3 Week 7-8	P3.2, P3.4	-	-	30%	30%
<b>Total syllabus weighting:</b>				40%	30%	30%	100%

### Outcomes

A Student:

P1.1 Develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 Explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 Demonstrates performance skills appropriate to a variety of styles and media

P1.4 Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

P1.6 Demonstrates directorial and acting skills to communicate meaning through dramatic action

P1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole

P2.1 Understands the dynamics of actor-audience relationship

P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3 Demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production

P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

## Economics

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Analysis And Evaluation	Inquiry and Research	Communication of Legal Studies information, issues and ideas in appropriate forms	
1	<b>Research and In-Class Examination</b> The Legal System	Term 1 Week 9	P1, P2, P3, P8, P9	10%	-	10%	5%	35%
2	<b>In-class Essay</b> The Individual and the Law	Term 2 Week 9	P4, P5, P6, P7, P8, P9	10%	10%	10%	5%	35%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1, P2, P3, P4, P5, P6, P7, P9, P10	20%	10%	-	10%	30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

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

## Engineering Studies

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	
1	<b>In-class Assessment Task</b>	Term 2 Week 2	P2.1, P3.3, P4.2, P5.1, P5.2, P6.2	20%	15%	35%
2	<b>Biomedical Engineering Report</b>	Term 3 Week 5	P1.1, P2.1, P2.2, P3.2, P4.1, P4.3, P5.1, P6.1	15%	15%	30%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1.2, P2.1, P2.2, P3.1, P3.3, P4.2	25%	10%	35%
<b>Total syllabus weighting:</b>				60%	40%	100%

### Outcomes

A Student:

- P1.1 Identifies the scope of engineering and recognises current innovations
- P1.2 Explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 Describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 Describes the nature of engineering in specific fields and its importance to society
- P3.1 Uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 Develops written, oral and presentation skills and applies these to engineering reports
- P3.3 Applies graphics as a communication tool
- P4.1 Describes developments in technology and their impact on engineering products
- P4.2 Describes the influence of technological change on engineering and its effect on people
- P4.3 Identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 Demonstrates the ability to work both individually and in teams
- P5.2 Applies management and planning skills related to engineering
- P6.1 Applies knowledge and skills in research and problem-solving related to engineering
- P6.2 Applies skills in analysis, synthesis and experimentation related to engineering

## English Advanced

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	
1	<b>Composition and Reflection</b> Common Module: Reading to Write	Term 1 Week 10	EA11-1, EA11-3, EA11-5, EA11-9	15%	15%	30%
2	<b>Multimodal Presentation</b> Module A: Narratives that Shape Our World	Term 2 Week 8	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-7	15%	15%	30%
3	<b>End of Course Examination</b> All modules with a focus on Module B: Critical Study of Literature	Term 3 Week 7-8	EA11-2, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## English Extension 1

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	
1	<b>Composition and Reflection</b> Module: Texts, Culture and Value	Term 1 Week 10	EE11-2, EE11-3, EE11-5	15%	15%	30%
2	<b>Research Project</b> Module: Related Project	Term 3 Week 1	EE11-1, EE11-4, EE11-6	15%	15%	30%
3	<b>End of Course Examination</b> Both modules	Term 3 Week 7-8	EE11-1, EE11-2, EE11-3, EE11-5	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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



## English Standard

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	
1	<b>Composition and Reflection</b> Common Module: Reading to Write	Term 1 Week 10	EN11-1, EN11-3, EN11-4, EN11-9	10%	15%	25%
2	<b>Multimodal Presentation</b> Module A: Contemporary Possibilities	Term 2 Week 8	EN11-2, EN11-5, EN11-7, EN 11-8	20%	15%	35%
3	<b>End of Course Examination</b> All modules with a focus on Module B: Close Study of Literature	Term 3 Week 7-8	EN11-1, EN11-2, EN11-3, EN11-6	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## English Studies

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in comprehending texts communicating ideas using language accurately, appropriately and effectively	
1	<b>Work Samples and Interview</b> Mandatory Module - Achieving Through English	Term 1 Week 10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-6	20%	20%	40%
2	<b>Multimodal Presentation</b> Module 2 - Part of a Family: English and Family Life	Term 2 Week 8	ES11-1, ES11-2, ES11-9, ES11-10	15%	15%	30%
3	<b>Portfolio of Modules</b> All modules with a focus on Module 3 - On the Road: English and Travel	Term 3 Week 7-8	ES11-2, ES11-5, ES11-7, ES11-8	15%	15%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## Enterprise Computing

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in the design and development of information systems	
1	<b>Interactive Media and UX Project</b>	Term 2 Week 1	EC-11-04, EC-11-08, EC-11-09, EC-11-11	15%	15%	30%
2	<b>Networking Systems and Social Computing Project</b>	Term 3 Week 1	EC11-1, EC11-3, EC11-4, EC11-6, EC11-7, EC11-9	10%	25%	35%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	EC11-1, EC11-2, EC11-3, EC11-5, EC11-6, EC11-7, EC11-8, EC11-9, EC11-10, EC11-11	35%	0%	35%
<b>Total syllabus weighting:</b>				60%	40%	100%

### Outcomes

A Student:

EC 11 01 describes how systems are used in a range of enterprises

EC 11 02 describes the function of data and information within enterprise computing systems

EC 11 03 describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems

EC 11 04 describes how data is used in enterprise computing systems

EC 11 05 applies tools and resources to analyse datasets

EC 11 06 explains how innovative technologies have influenced enterprise computing systems

EC 11 07 explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment

EC 11 08 selects and uses tools and resources to design and develop an enterprise computing system

EC 11 09 documents the management and evaluates the development of an enterprise solution

EC 11 10 investigates the effectiveness of an enterprise computing system

EC 11 11 communicates an enterprise computing solution to an intended audience

## Exploring Early Childhood

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding	Skills	
1	<b>Multimedia Presentation</b> Core Part A: Pregnancy & Childbirth	Term 1 Week 7	1.1, 5.1, 6.1	20%	20%	40%
2	<b>Investigation Report</b> Core Part B: Child Growth & Development	Term 2 Week 5	1.2, 1.3, 1.4	20%	20%	40%
3	<b>In-class Stimulus Test</b> Core Part C: Promoting Positive Behaviour	Term 3 Week 5	1.2, 2.4, 3.1	10%	10%	20%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 Analyses the ways in which family, community and culture influence the growth and development of young children
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 3.1 Evaluates strategies that encourage positive behaviour in young children
- 5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 Demonstrates an understanding of decision making processes

## Food Technology

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in designing, research, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	
1	<b>Case Study and Practical Assessment</b> Food Availability and Selection	Term 1 Week 7	P1.1, P1.2, P4.1, P4.2	10%	-	10%	20%
2	<b>Nutritional Research Task and Practical Experimentation</b> Nutrition	Term 3 Week 2	P2.1, P3.1, P3.2, P4.3, P4.4, P5.1	-	20%	20%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1.1, P1.2, P2.1, P2.2, P3.1	30%	10%	-	40%
<b>Total syllabus weighting:</b>				40%	30%	30%	100%

### Outcomes

A Student:

- P1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 Explains the role of food nutrients in human nutrition
- P2.2 Identifies and explains the sensory characteristics and functional properties of food
- P3.1 Assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 Presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 Plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 Generates ideas and develops solutions to a range of food situations

## Geography

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms	
1	Research Task	Term 1 Week 8	GE-11-01, 02, 03, 04, 05	10	5	5		20
2	Geographical Investigation	Term 3 Week 1	GE-11-01, 02, 05, 06, 07, 08, 09	10	10	10	10	40
3	End of Course Examination	Term 3 Week 0/10	GE-11-01, 02, 03, 04, 05, 06, 08, 09	20	5	5	10	40
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

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

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

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

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

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

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

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

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

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

## Industrial Technology (Multimedia) (Timber and Furniture)

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects	
1	<b>Industry Case Study</b>	Term 1 Week 10	P1.1, P1.2, P2.1, P4.2, P5.1, P6.2, P7.1, P7.2	15%	15%	30%
2	<b>Major Project &amp; Portfolio</b>	Term 3 Week 5	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	10%	30%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1.1, P1.2, P2.1, P3.1, P3.2, P4.2, P4.3, P6.1, P6.2, P7.2	15%	15%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- P1.1 Describes the organisation and management of an individual business within the focus area industry
- P1.2 Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1 Describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 Works effectively in team situations
- P3.1 Sketches, produces and interprets drawings in the production of projects
- P3.2 Applies research and problem-solving skills
- P3.3 Demonstrates appropriate design principles in the production of projects
- P4.1 Demonstrates a range of practical skills in the production of projects
- P4.2 Demonstrates competency in using relevant equipment, machinery and processes
- P4.3 Identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 Uses communication and information processing skills
- P5.2 Uses appropriate documentation techniques related to the management of projects
- P6.1 Identifies the characteristics of quality manufactured products
- P6.2 Identifies and explains the principles of quality and quality control
- P7.1 Identifies the impact of one related industry on the social and physical environment
- P7.2 Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

## Investigating Science

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in Working Scientifically	
1	<b>Skills Task</b>	Term 1 Week 7	INS11/12-3, INS11/12-4, INS11/12-5, INS11-8	10%	20%	30%
2	<b>Depth Study-Constructing Scientific Models</b>	Term 2 Week 10	INS11/12-1, INS11/12-2, INS11/12-6, INS11/12-7, INS11-10	10%	30%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	20%	10%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

INS11-1 Develops and evaluates questions and hypotheses for scientific investigation

INS11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

INS11-3 Conducts investigations to collect valid and reliable primary and secondary data and information

INS11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11-5 Analyses and evaluates primary and secondary data and information

INS11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 Identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 Examines the use of inferences and generalisations in scientific investigations

INS11-10 Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 Describes and assesses how scientific explanations, laws and theories have developed



## Legal Studies

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Knowledge and understanding of course content	Analysis And Evaluation	Inquiry and Research	Communication of Legal Studies information, issues and ideas in appropriate forms	
1	<b>Research and In-Class Examination</b> The Legal System	Term 1 Week 9	P1, P2, P3, P8, P9	10%	-	10%	5%	35%
2	<b>In-class Essay</b> Individuals and the Law	Term 2 Week 9	P4, P5, P6, P7, P9	10%	10%	10%	5%	35%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P1, P2, P3, P4, P5, P6, P9	20%	10%	-	10%	30%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

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

## Mathematics Advanced

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communication	Problem-solving, reasoning and justification	
1	<b>Class Test</b> Topics: F1	Term 1 Week 10	MA11-1, MA11-2, MA11-8, MA11-9	15%	15%	30%
2	<b>Investigation: Modelling Task</b> Topics: T1, T2	Term 2 Week 6	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	15%	15%	30%
3	<b>End of Course Examination</b> Topics: F1, T1, T2, C1, E1, S1	Term 3 Week 7-8	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

MA11-1 Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 Uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 Provides reasoning to support conclusions which are appropriate to the context

## Mathematics Extension 1

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communication	Problem-solving, reasoning and justification	
1	<b>Class Test</b> Topics: F1	Term 1 Week 11	ME: 11-1, 11-2, 11-6, 11-7	15%	15%	30%
2	<b>Investigation: Modelling Task</b> Topics: A1	Term 2 Week 7	ME: 11-5, 11-6, 11-7	15%	15%	30%
3	<b>End of Course Examination</b> Topics: F1, F2, T1, T2, C1, A1	Term 3 Week 7-8	ME: 11-1 – 11-7	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## Mathematics Standard

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Understanding, fluency and communication	Problem-solving, reasoning and justification	
1	<b>Investigation: Modelling Task</b> Topics: S1	Term 1 Week 10	MS11-2, MS11-7, MS11-9, MS11-10	15%	15%	30%
2	<b>Class Test</b> Topics: A1, M1, M2	Term 2 Week 6	MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	15%	15%	30%
3	<b>End of Course Examination</b> Topics: F1, A1, A2, S1, S2, M1, M2	Term 3 Week 7-8	MS11-1, MS11-2 MS11-3, MS11-4, MS11-5, MS11-6 MS11-7, MS11-8, MS11-9, MS11-10	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## Modern History

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting %
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	
1	<b>Source Analysis and Extended Response:</b> <i>The Decline and Fall of the Romanov Dynasty</i>	Term 1 Week 8	MH11-6, MH 11-7, MH11-9, MH 11-10	10%	5%	10%	5%	30%
2	<b>Historical Investigation</b>	Term 2 Week 5	MH 11-6, MH 11-7, MH-8, MH-9	10%	5%	10%	5%	30%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	MH 11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH 11-9	20%	10%	-	10%	40%
<b>Total syllabus weighting:</b>				40%	20%	20%	20%	100%

### Outcomes

A Student:

- MH11-1 Describes the nature of continuity and change in the modern world
- MH11-2 Proposes ideas about the varying causes and effects of events and developments
- MH11-3 Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 Accounts for the different perspectives of individuals and groups
- MH11-5 Examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 Discusses and evaluates differing interpretations and representations of the past
- MH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 Discusses contemporary methods and issues involved in the investigation of modern history

## Music 1

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting				Task Weighting
				Performance	Musicology	Composition	Aural	
1	<b>Analysis and Performance</b> Theatre Music	Term 1 Week 10	P1, P2, P5	5% - P1	25% - P2, P5	-	-	30%
2	<b>Composition and Performance</b> Jazz Melody	Term 2 Week 10	P7, P9	20% - P9	-	20% - P7	-	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P3, P4, P6	-	-	5% - P3	25% - P4, P6	30%
<b>Total syllabus weighting:</b>				25%	25%	25%	25%	100%

### Outcomes

A Student:

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

## Numeracy (CEC)

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding	Skills	
1	Journal Module 1	Term 1 Week 10	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	15%	15%	30%
2	Investigation: Modelling Task Module 1 and 2	Term 2 Week 6	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	15%	15%	30%
3	End of Course Examination Modules 1 and 2	Term 3 Week 7/8	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	20%	20%	40%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

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

## Personal Development, Health and Physical Education

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating	
1	<b>Essay</b> Better Health for Individuals	Term 1 Week 11	P1, P2, P3, P4, P5, P6, P15, P16	15%	20%	35%
2	<b>Practical Investigation</b> The Body in Motion	Term 2 Week 10	P7, P8, P9, P16, P17	15%	20%	35%
3	<b>End of Course Examination</b> Whole course	Term 3 Week 7-8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14	10%	20%	30%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- P1 Identifies and examines why individuals give different meanings to health
- P2 Explains how a range of health behaviours affect an individual's health
- P3 Describes how an individual's health is determined by a range of factors
- P4 Evaluates aspects of health over which individuals can exert some control
- P5 Describes factors that contribute to effective health promotion
- P6 Proposes actions that can improve and maintain an individual's health
- P7 Explains how body systems influence the way the body moves
- P8 Describes the components of physical fitness and explains how they are monitored
- P9 Describes biomechanical factors that influence the efficiency of the body in motion
- P10 Plans for participation in physical activity to satisfy a range of individual needs
- P11 Assesses and monitors physical fitness levels and physical activity patterns
- P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 Uses a range of sources to draw conclusions about health and physical activity concepts
- P17 Analyses factors influencing movement and patterns of participation



## Photography, Video and Digital Imaging

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Making	Critical and Historical Studies	
1	<b>Experimentation with Light</b>	Term 1 Week 10	M1, M2, M3, CH1, CH2, CH3	Artmaking 10% Visual Arts Diary 10%	Case Study 10%	<b>30%</b>
2	<b>Traditions in Photography</b>	Term 2 Week 10	M4, M5, M6, CH4, CH5	Artmaking 10% Visual Arts Diary 10%	Extended Response 20%	<b>40%</b>
3	<b>Portfolio</b>	Term 3 Week 6	M1, M2, M3, M4, M5, M6	Portfolio 30%	0%	<b>30%</b>
<b>Total syllabus weighting:</b>				<b>70%</b>	<b>30%</b>	<b>100%</b>

### Outcomes

A Student:

M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 Investigates different points of view in the making of photographs and/or videos and/or digital images

M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

## Physics

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills in Working Scientifically	
1	<b>Depth Study</b>	Term 1 Week 8	PH11-1, PH11-2, PH11-3, PH11-6, PH11-7, PH11-10	10%	20%	30%
2	<b>Module Review</b>	Term 2 Week 8	PH11-4, PH11-5, PH11-8, PH11-9,	10%	20%	30%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	PH11-5, PH11-6, PH11-8, PH11-9, PH11-10, PH11-11	20%	20%	40%
<b>Total syllabus weighting:</b>				40%	60%	100%

### Outcomes

A Student:

- PH11-1 Develops and evaluates questions and hypotheses for scientific investigations
- PH11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 Conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 Analyses and evaluates primary and secondary data and information
- PH11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
- PH11-9 Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 Explains and analyses waves and the transfer of energy by sound and light
- PH11-11 Explains and quantitatively analyses electric fields, circuitry, and thermodynamic principles

## Society and Culture

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting			Task Weighting
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	
1	<b>Case Study Research</b> The Social and Cultural World	Term 1 Week 8	P1, P3, P6, P9, P10	15%	10%	5%	30%
2	<b>Cross-Cultural Investigation</b> Personal and Social Identity	Term 2 Week 7	P1, P2, P3, P5, P8, P10	15%	10%	5%	30%
3	<b>End of course examination</b>	Term 3 Week 7-8	P1, P3, P4, P7, P8, P9	20%	10%	10%	40%
<b>Total syllabus weighting:</b>				50%	30%	20%	100%

### Outcomes

A Student:

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

## Software Engineering

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Knowledge and skills in the design and development of software solutions	
1	<b>Programming Fundamentals</b>	Term 2 Week 1	SE-11-01, SE-11-02, SE-11-06, SE-11-07	10%	20%	30%
2	<b>Blended mechatronics/ OOP project</b>	Term 3 Week 2	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	15%	25%	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08	30%	0%	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

SE-11-01 describes methods used to plan, develop and engineer software solutions

SE-11-02 explains how structural elements are used to develop programming code

SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-11-06 applies tools and resources to design, develop, manage and evaluate software

SE-11-07 implements safe and secure programming solutions

SE-11-08 applies language structures to refine code

SE-11-09 manages and documents the development of a software project

## Sport, Lifestyle and Recreation

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and Understanding	Skills	
1	<b>Research Task</b> Healthy Lifestyle	Term 1 Week 10	1.5, 3.5, 4.3	20%	15%	35%
2	<b>Video Analysis</b> Athletics	Term 2 Week 6	1.1, 3.1, 3.3	15%	15%	30%
3	<b>Training Program</b> Fitness	Term 3 Week 4	1.3, 2.2, 3.2	15%	20%	35%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1.1 Applies the rules and conventions that relate to participation in a range of physical activities</li> <li>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</li> <li>1.3 Demonstrates ways to enhance safety in physical activity</li> <li>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia</li> <li>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status</li> <li>1.6 Describes administrative procedures that support successful performance outcomes</li> <li>2.1 Explains the principles of skill development and training</li> <li>2.2 Analyses the fitness requirements of specific activities</li> <li>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</li> <li>2.4 Describes how societal influences impact on the nature of sport in Australia</li> <li>2.5 Describes the relationship between anatomy, physiology and performance</li> <li>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts</li> </ul> | <ul style="list-style-type: none"> <li>3.2 Designs programs that respond to performance needs</li> <li>3.3 Measures and evaluates physical performance capacity</li> <li>3.4 Composes, performs and appraises movement</li> <li>3.5 Analyses personal health practices</li> <li>3.6 Assesses and responds appropriately to emergency care situations</li> <li>3.7 Analyses the impact of professionalism in sport</li> <li>4.1 Plans strategies to achieve performance goal</li> <li>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context</li> <li>4.3 Makes strategic plans to overcome the barriers to personal and community health</li> <li>4.4 Demonstrates competence and confidence in movement contexts</li> <li>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</li> <li>5.1 Accepts responsibility for personal and community health</li> <li>5.2 Willingly participates in regular physical activity</li> <li>5.3 Values the importance of an active lifestyle</li> <li>5.4 Values the features of a quality performance</li> <li>5.5 Strives to achieve quality in personal performance</li> </ul> |
|--|---|

## Textiles and Design

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects	
1	<b>Designer Case Study</b>	Term 1 Week 8	P1.1, P2.1, P2.3, P3.2, P4.1	10%	20%	30%
2	<b>Year 11 Textiles Project</b>	Term 3 Week 5	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	5%	30%	35%
3	<b>End of Course Examination</b>	Term 3 Weeks 7-8	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	35%	0%	35%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

- 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

## Visual Arts

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Artmaking	Art Criticism and Art History	
1	<b>What is Art?</b> Exploring the Frames	Term 1 Week 10	P1, P3, P4, P6, P9	1 Artwork – The Frames 10% - P1, P4 Visual Arts Diary - Exploring the 4 Frames 10% - P3, P6	Short Answer Response 10% - P9	30%
2	<b>Contemporary Practice</b> The Conceptual Framework	Term 2 Week 10	P1, P2, P4, P5, P8	Body of Work – Contemporary Practice 25% - P2, P5 Visual Arts Diary 5% - P4, P8	Extended Response 10% - P7	40%
3	<b>End of Course Examination</b>	Term 3 Week 7-8	P7, P8, P9, P10	-	Examination 30% - P7, P8, P9, P10	30%
<b>Total syllabus weighting:</b>				50%	50%	100%

### Outcomes

A Student:

P1 Explores the conventions of practice in artmaking

P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 Identifies the frames as the basis of understanding expressive representation through the making of art

P4 Investigates subject matter and forms as representations in artmaking

P5 Investigates ways of developing coherence and layers of meaning in the making of art

P6 Explores a range of material techniques in ways that support artistic intentions

P7 Explores the conventions of practice in art criticism and art history

P8 Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9 Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10 Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## Work Studies

### Year 11 Assessment Schedule 2024

Task	Task Description	Timing	Outcomes	Syllabus Components and Weighting		Task Weighting
				Knowledge and understanding	Skills	
1	<b>Career Planning Research Task</b>	Term 1 Week 7	1, 2, 3, 4, 5	20%	10%	30%
2	<b>Work Experience- Presentation/Reflection</b>	Term 2 Week 9	2, 4, 5	10%	30%	40%
3	<b>Resume and Job Application</b>	Term 3 Week 5	1, 2, 6, 7	-	30%	30%
<b>Total syllabus weighting:</b>				30%	70%	100%

### Outcomes

A Student:

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



# VET Courses

## Industry Curriculum Frameworks (VET Courses)

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed training packages. They specify the range of industry-developed units of competency from the relevant training packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

### Vocational Education and Training (VET) in the NSW HSC The National Context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that applies nationally and is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed training packages. The AQTF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

#### Determination of VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed training packages. These qualifications are determined by the qualification rules for each training package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

#### Allocation of HSC Indicative Hours of Credit

Units of competency drawn from training packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil training package assessment requirements.

### VET – Sports Coaching

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Officiating in Sport (3a)	EXAM (Optional) N/A
Code	Unit of Competency	Week 2 Term 2 Date 10/05/24	Week 6 Term 3 Date 30/08/24	Week 4 Term 4 Date 08/11/24	Week: N/A Term: N/A Date: N/A
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSCO002	Work in a community coaching role		X		
SISSCO005	Continuously improve coaching skills and knowledge		X		
SISSOF002	Continuously improve officiating skills and knowledge			X	

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

**\* This course is not HSC examinable**

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”.

# Appendices



**Assessment Task Reschedule Application Form**

**Section A** (To be completed by the student)

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: (please circle)

- |              |              |                               |                   |               |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                    | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): ..... |                   |               |

**Section B** (To be completed by the student)

Name of activity: ..... Date: .....

Venue: ..... Organising Teacher: .....

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):

.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Stage Head Teacher notified:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

*Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher*

**Assessment Task Extension  
Application Form**

**Section A** *(To be completed by the student)*

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: *(please circle)*

- |              |              |                                       |                   |               |
|--------------|--------------|---------------------------------------|-------------------|---------------|
| Assignment   | Examination  | Field Work                            | Listening Task    | Major Work    |
| Performance  | Portfolio    | Practical Task                        | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other <i>(please specify)</i> : ..... |                   |               |

**Section B** *(To be completed by the student)*

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....  
.....  
.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** *(OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)*

Resolution decision: Accepted / Rejected Date of rescheduled task: .....

Student issued rescheduled notification:  Yes  No

Stage Head Teacher notified:  Yes  No

Class Teacher notified:  Yes  No

Comment:

.....  
.....  
.....

Faculty Head Teacher signature: ..... Date: .....

*Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher*



**Illness/Misadventure Application Form**

**Section A** *(To be completed by the student)*

Student Name: ..... Year: .....

Course: ..... Faculty: .....

Class Teacher: ..... Head Teacher: .....

Assessment Task Name: .....

Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....

Nature of Task: *(please circle)*

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other <i>(please specify):</i> .....		

**Section B** *(To be completed by the student)*

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....

.....

.....

Student signature: ..... Date: .....

Parent/caregiver signature: ..... Date: .....

**Section C** *(OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)*

Original task attempted/submitted:       Yes       No      Date submitted/attempted: .....

Resolution decision:      Accepted / Rejected      Date of rescheduled task: .....

Student issued rescheduled notification:       Yes       No

Stage Head Teacher notified:       Yes       No

Class Teacher notified:       Yes       No

Comment:

.....

.....

.....

Faculty Head Teacher signature: ..... Date: .....

**Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher**

## Appendix 4



The Ponds High School  
180 Riverbank Drive, The Ponds NSW 2769  
Phone: 9626 3562 Fax: 9837 0823  
Email: theponds-h.school@det.nsw.edu.au

### MEDICAL CERTIFICATE

To be completed by an independent professional authority

#### TO THE INDEPENDENT PROFESSIONAL AUTHORITY PROVING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated. This information will assist The Ponds High School in the assessment of this illness application.

I, \_\_\_\_\_, a legally qualified medical practitioner, certify that on \_\_\_\_\_ (date) examined \_\_\_\_\_ (patient's name).

The patient is suffering from: \_\_\_\_\_  
(diagnosis provided with patient's consent where possible)

The patient is suffering from a medical condition of a confidential nature

In my opinion, this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period of: \_\_\_\_\_ to \_\_\_\_\_

EXAMINATIONS: the student is unable to sit for examinations on: \_\_\_\_\_

OTHER REMARKS:

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#### Details of Independent Professional Authority

Name: \_\_\_\_\_ (or stamp):

Profession: \_\_\_\_\_

Provider Number: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signature: \_\_\_\_\_





**Assessment Task Appeal Application Form**

**Section A** (To be completed by the student)

Nature of Appeal: (please circle)

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
------------------------	-------------------------------	----------------------

Student Name: ..... Year: .....  
Course: ..... Faculty: .....  
Class Teacher: ..... Head Teacher: .....  
Assessment Task Name: .....  
Task No: ..... Date Issued: ..... Due Date: ..... Weighting: .....  
Nature of Task: (please circle)  
Assignment      Examination      Field Work      Listening Task      Major Work  
Performance      Portfolio      Practical Task      Research Activity      Speaking Task  
Viewing Task      Written Task      Other (please specify): .....

**Section B** (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):  
.....  
.....  
.....  
Student signature: ..... Date: .....  
Parent/caregiver signature: ..... Date: .....

**Section C** (OFFICIAL USE ONLY: To be completed by relevant Head Teacher)

Reviewer Name: ..... Position: .....  
Resolution decision:      Accepted / Rejected  
Comment:  
.....  
.....  
.....  
Reviewer signature: ..... Date: .....

## Appendix 6

# APPLICATION FOR EXTENDED LEAVE – TRAVEL



Education &  
Communities

**NOTE:** **PART A** is to be completed by the student's parent and returned to their child's school Principal at least 2 weeks prior to travel.

Separate applications are to be completed for each school if siblings do not attend the same school.

## PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE	SRN

Student address: \_\_\_\_\_ Postcode: \_\_\_\_\_

School Name: The Ponds High School

Dates of extended leave applied for: From: \_\_\_\_/\_\_\_\_/\_\_\_\_ to: \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of school days: \_\_\_\_\_

Reason for travel: \_\_\_\_\_

**Relevant travel documentation such as an e-ticket or itinerary must be attached to this application.**

## DETAILS OF PRIOR EXTENDED LEAVE – TRAVEL (if applicable)

Dates of extended leave applied for: From: \_\_\_\_/\_\_\_\_/\_\_\_\_ to: \_\_\_\_/\_\_\_\_/\_\_\_\_

Number of school days: \_\_\_\_\_

Copy of Certificate of Extended Leave-Travel attached (Please tick ): Yes  No

## PARENT DETAILS (Applicant)

Family name: \_\_\_\_\_ Given Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave-Travel* and understand my child will be granted a period of extended leave upon acceptance by the principal of the reason provided.

I understand that the principal must consider the following:

- A principal should not accept a reason for travel during the school term if it is not in the best interests of the student (including educational, social and participation reasons)
- Where the intention of the leave is for family holidays, parents are encouraged to take holidays with their child during school vacation periods

I understand that if the application is accepted:

- I am responsible for his/her supervision during the period of extended leave
- The provided period of extended leave is limited to the period indicated
- The provided period of extended leave is subject to the conditions listed on the Certificate of Extended Leave-Travel
- The period of extended leave will count towards my child's absences from school

I declare the information provided in this application is to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave- Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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## PRIVACY STATEMENT

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's Application for Extended Leave-Travel during the period indicated. It will only be used or disclosed for the following purposes.

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

## PART B: TO BE COMPLETED BY THE PRINCIPAL

I accept this *Application for Extended Leave-Travel* (Please tick ):      Yes  No

Please provide more detail here (if required):

- All leave during school term is registered as non-approved leave
- In all cases where students are applying for leave in school time, the student has the responsibility to organise the completion of assessment tasks with their classroom teacher. This should be done when they have the head teachers sign off to say they are aware of the students leave application

\_\_\_\_\_  
\_\_\_\_\_

Principal's name: \_\_\_\_\_ Telephone number: \_\_\_\_\_

*Original to student file; copy to: Parent, Student, Stage Head Teacher*

## APPLICATION FOR EXTENDED LEAVE – TRAVEL (Student)



### Important Information

- This form is used as a part of the application process which is reviewed by the principal
- Completion of this form is required at least two weeks before the first day of leave
- Part A must be completed by the student prior to teacher and Head Teacher acknowledgement
- Class teachers will complete Part B
- The relevant Stage Head Teacher will review assessment tasks to be completed during leave
- The school principal will decide if the reason for leave is accepted or not.

### PART A: STUDENT DETAILS

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

First day of leave: Day: \_\_\_\_\_ Date: \_\_\_\_\_

Last day of leave: Day: \_\_\_\_\_ Date: \_\_\_\_\_

Number of school days absent: \_\_\_\_\_

Reason for leave: \_\_\_\_\_

### School management of Applications for Extended Leave (travel or holiday)

Reference: School Attendance Policy PD20050259;

- 14.1 From the beginning of 2015, Family Holidays and travel are no-longer considered under the Exemption from School – Procedures. Travel outside of vacation periods is now counted as an absence for statistical purposes
- 14.3 A principal should not accept a reason for travel during the school term if it is not in the best interests of the student. Education, social and participation reasons are to be considered and should be specified on the application
- 14.5 Where the intention of the leave is for family holidays, parents are encouraged to take holidays with their child during school vacation periods
- 14.6 Where a principal considers that the travel is appropriate during a school term, only then should the absence be recorded as Explained – Leave. Other absences will be recorded as Explained - Unjustified

I acknowledge the above guidelines for the consideration of this Application for Extended Leave.

Signature of parent/s: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**PART B: STUDENT DETAILS** (OFFICIAL USE ONLY: To be completed by the relevant class teacher and stage head teacher)

Course	Course Work	Teacher sign	Assessment Task
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks
	<input type="checkbox"/> Canvas <input type="checkbox"/> Textbook Ch____ Ch____ <input type="checkbox"/> Other_____		<input type="checkbox"/> In class task <input type="checkbox"/> Online submission <input type="checkbox"/> Online quiz / test <input type="checkbox"/> Written exam <input type="checkbox"/> No tasks

Stage head teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Preliminary/HSC Assessment Task  
Notification Template**

**SUBJECT**

Course: \_\_\_\_\_ Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_  
 Task Number: \_\_\_\_\_ Assessment Task: \_\_\_\_\_  
 Date Issued: \_\_\_\_\_ Due Date: \_\_\_\_\_ Weighting: \_\_\_\_\_ Total Marks: \_\_\_\_\_

**Assessment Receipt:**

You are to complete the Sign Off Quiz on Canvas to acknowledge receipt of your Preliminary/HSC Assessment Notification.

---

**Task Type:**

---

**Syllabus Outcomes:**

---

**Task Summary:**

---

**Submission Information:**

**Digital Submission:**

- You are to submit your assessment via the Canvas drop box prior to 8.30am on DAY and DATE
- You must keep a copy of your assignment
- No emailed submissions or flash drives will be accepted
- If you are unable to submit the assessment on or before the due date, you will need to complete an illness/misadventure form and submit to the Faculty Head Teacher as per the Assessment Handbook
- Late submissions will result in marks being deducted as per Assessment Handbook
- Unjustified and/or unexplained absences in any periods the day before and/or the day of the task may result in a penalty as per the Assessment Handbook

**Timed Assessment/Test (In Class OR Designated Time)**

- You will sit your task on DAY, DATE and PERIOD at VENUE
- If you are unable to sit the assessment on the due date, you will need to complete an illness/misadventure form and submit to the Faculty Head Teacher as per the Assessment Handbook
- Unjustified and/or unexplained absences in any periods the day before and/or the day of the task may result in a penalty as per the Assessment Handbook

**Physical Submission (Printed Notification to be Provided)**

- You are to submit your assessment on DAY and DATE
- If you are unable to submit the assessment on or before the due date, you will need to complete an illness/misadventure form and submit to the Faculty Head Teacher as per the Assessment Handbook
- Late submissions will result in marks being deducted as per Assessment Handbook
- Unjustified and/or unexplained absences in any periods the day before and/or the day of the task may result in a penalty as per the Assessment Handbook

On submission of the hand-in assessment task, the student must:

- a) Detach this cover sheet from the Assessment Task Notification and submit it with their assessment task at the time of submission
- b) Complete the Student Receipt below with the correct information
- c) Ensure that both they and the teacher sign the Student Receipt

- d) Ensure that the teacher detaches the Student Receipt from the cover page and returns it to the student
- e) Retain the Student Receipt as evidence of the submission of their work

-----&<-----

Student Receipt of hand-in Assessment Task Submission:

I have submitted the task, (task name) on / / (date)

The work I have submitted is all my own work and includes correct acknowledgement and reference to the work of others used to create this task. I have read and accept the rules and procedures detailed in the school's Preliminary Assessment Handbook.

Student Name:

Student Signature:

I acknowledge that I have received the above-mentioned task from this student on the date stated.

Teacher Name:

Teacher Signature:

**Additional Information:**

- Please carefully read and follow the **Task Description** and **Marking Criteria** attached.
- Read the Preliminary/HSC Assessment Handbook for further information about assessment rules and procedures.
- You must submit the task on Canvas prior to 8.30am on DAY and DATE

## Appendix 8

### Useful Websites

Flexischools (The Ponds High School):

<https://www.flexischools.com.au/>

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Department of Education – Student Portal

<https://sso.det.nsw.edu.au/sso/UI/Login?realm=detnsw&goto=https://student.det.nsw.edu.au/>

NSW Education Standards Authority:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

NSW Education Standards Authority – Assessment Certification Examination:

<https://ace.nesa.nsw.edu.au/>

NSW Education Standards Authority – Students Online

<https://studentsonline.nesa.nsw.edu.au/>

TAFE NSW

<https://www.tafensw.edu.au/>

The Ponds High School – Assessment and Reporting:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

The Ponds High School – BYOD

<https://www.byodtphs.com/>

The Ponds High School – Canvas:

<https://theponds-h.instructure.com/login/canvas>

The Ponds High School – Sentral Student and Parental Portal:

<https://web1.theponds-h.schools.nsw.edu.au/portal/login>

Universities Admission Centre

<https://www.uac.edu.au/>



**Appendix 9****Personal Assessment Calendar**

<b>TERM 1, 2024</b>	
<b>Week</b>	<b>Course/Task</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

<b>TERM 2, 2024</b>	
<b>Week</b>	<b>Course/Task</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

<b>TERM 3, 2024</b>	
<b>Week</b>	<b>Course/Task</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	