

YEAR 11 ASSESSMENT PROCEDURES

Record of School Achievement (RoSA) - 2025

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Key Terms used in this Booklet

AMOW	HSC: All My Own Work <i>HSC: All My Own Work</i> 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 the HSC studies.
NESA	NSW Education and Standards Authority NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate Credential.
RoSA	Record of School Achievement The Certification students receive from NESA if they leave school prior to completing the HSC
HSC	Higher School Certificate Highest level of certification in NSW high schools, usually completed in Year 12 of high school
Preliminary HSC	First stage of the HSC; usually completed in Year 11 of high school
Stage	A period of learning, typically of two years duration. Stage 5 refers to Years 9 and 10 and Stage 6 refers to Years 11 and 12
Unit	The amount of time involved in a course
BDC	Board Developed Course Courses developed by NESA than can be used in the calculation of an ATAR
BEC	Board Endorsed Course Courses endorsed by NESA
CEC	Content Endorsed Course These courses are endorsed by NESA to be delivered in all schools. There is no HSC external exam and they do not count towards an ATAR
TAFE	Technical and Further Education
VET	Vocational Education and Training
TVET	TAFE delivered Vocational Education and Training courses
UAC	University Admissions Centre
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC as a way of determining entry to university courses
<p>Useful websites:</p> <p>https://www.educationstandards.nsw.edu.au/</p> <p>www.uac.edu.au</p>	

While the information is correct at the time of printing, in some circumstances, information may change. These changes will be made available in the most accurate version on our website. It is important for students to check the specific notification for each individual task that is issued by their class teacher.



Introduction

It is important that students and parents read this booklet, understand and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

It needs to be noted, however, that the principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.

This booklet aims to help senior students by:

- assisting in understanding the requirements of the Preliminary HSC
- explaining the processes around assessment and how marks are determined
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at www.educationstandards.nsw.edu.au

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) governs assessment requirements for the Higher School Certificate which are implemented by this school. The NESA website allows you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre. <http://educationstandards.nsw.edu.au>

What is the Record of School Achievement (RoSA)

The Year 11 Record of School Achievement (RoSA) is awarded to students who have satisfactorily completed Year 11 and adds onto the Year 10 RoSA.

The RoSA will be available to students when they leave school. This may be before or at the completion of their HSC. Students who leave before completion of their HSC can request a RoSA. Once a student leaves school, they can download their RoSA from the student online portal. Students have a limited time to do this before their account is closed by NESA.

Students who require a copy of their results before leaving school will be able to access an eRecord of their results in their student portal <https://studentsonline.nesa.nsw.edu.au>.



Satisfactory Completion of the RoSA

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

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

Courses deemed not to have been completed satisfactorily, meaning an **N Determination** has been given by the principal, will not appear on the Record of School Achievement (RoSA) and students will not be able to move onto the corresponding HSC course. Students who have not met the above requirements, **cannot** be regarded as having satisfactorily completed a course. The Preliminary course must be successfully completed before a student can commence the HSC course and requires the completion of 12 units of study.

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. Completion of course work and attendance at live lessons is considered a measure of student attendance by the Department of Education and failure to meet these requirements places a student at educational risk. The principal may then determine that, because of non-completion of course work, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in live lessons and through course work and high absenteeism or failure to complete weekly course work leads to gaps in this learning.

The Preliminary Course runs from Term 1 until the end of Term 3.

HSC: All My Own Work

Before commencement of the Year 11 Course, and to be eligible for entry into the Year 11 RoSA, all students must complete **HSC: All My Own Work** (AMOW) as approved by the principal (the exception being only students entered in a **full Life Skills pattern** of study.) However, if one or more course is not a Life Skills Course, AMOW must be completed to be eligible for enrolment into the credential.

What is School-Based Assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course and is a vital component of learning. Students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary course is a prerequisite for continuation.

Assessment is also used to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.



Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations
- written, practical, oral and/or aural tests
- class and/or home assignments including essays and practical tasks
- individual and team projects of varying degrees of length and complexity
- oral presentations, or fieldwork.

Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of courses as contained in the syllabus documents. The assessment allows for the assessing of a student's progress in Year 11. In particular it allows for the assessing of practical and oral skills.

Year 11 Course Common Grade Scale: RoSA Grades

The syllabuses state **what** students are expected to learn. **A to E** grade scales describe **how well** students have achieved.

Schools are responsible for awarding each student who completes a Year 11 Course (except Life Skills and VET courses) a **grade** that best represents a student's **overall achievement** in that course. This grade should be comparable across all students undertaking the course in the state. The grade is reported on the student's RoSA.

The **Common Grade Scale Year 11** describes performance at each of five grade levels:

Grade A

The student demonstrates extensive knowledge of content and understanding of course 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.

Grade 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.



Grade 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.

Grade 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.

Grade 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.

What should Students Know about the Assessment

- The assessment will measure examinable and non-examinable course outcomes.
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- The weightings for the components parts of the course will vary from subject to subject, but not class to class.
- Students in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2-Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- Course Reports: For every Board Developed Course(except VET), students will receive a Course Report showing their achievement of the course outcomes based on the common grade scale.

Course Assessment Schedules Changes

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the Year 11 course, and these are provided in this document.

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.



Timing of Assessment Tasks

Assessment schedules for each course set out the timing of each task. Course teachers will advise in writing the precise timing and nature of the task at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification and due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or Course Head Teacher. In the event of a student being unable to complete an assessment task for an **approved reason**, a substitute task or estimated assessment may be given.

Assessment Task Notification Information

Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedforward- feedback in relation to the task and their performance.

Submission of Drafts

Students are encouraged to submit draft work for teacher review and feedback in a Year 11 course. **Information regarding drafting will be included on the Assessment Task notification and will vary from faculty to faculty.** Students must be aware, however, that if draft work is submitted, and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guidelines when reviewing their work and results.

Submission of Assessment Tasks

It is the student's responsibility to ensure that all assessment tasks are completed and submitted by the published due dates. The due date is clearly indicated on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the assessment notification. In most cases this will be through a dropbin on the Finigan School of Distance Education eLearning platform. This work will then be assessed for academic integrity, i.e. it hasn't been plagiarised, before the teacher marks the task. Other tasks such as practical items may need to be sent into Finigan School of Distance Education for marking. For students in a different time zone please ensure you submit on the date and time in NSW- AEST or AEDST depending on the time of year.



Late Submission of Tasks

A submitted assessment task will be deemed late if it is not submitted on or by the day it is due. If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the course teacher, who in consultation with the head teacher of the course, will advise the student of any process they may need to follow (eg, Illness/Misadventure). A non-attempt and a N warning letter will be generated if a valid excuse for late submission is NOT provided.

Failure to Submit a Task

Where there is no valid or acceptable reason for not completing an assessment task, a non-attempt will be recorded for the task and a N Warning Letter will be sent. The task/s will still need to be submitted for the N Warning Letter to be redeemed. All tasks, including late tasks, will be marked and constructive feedforward- feedback provided to students.

Non-serious or non attempts

Students are warned that NESAs do not treat non-serious attempts lightly and may prevent the award of Preliminary courses. Non-serious attempts include:

- Failure to submit an assessment task
- Failure to show ongoing work towards an assessment task over time
- Submitting a frivolous attempt of an assessment task
- Failure to attempt all sections of an exam or assessment task
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESAs or school requirements for the satisfactory completion of a Preliminary course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

Keeping Copies of Assessment Tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission, or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

- provide the student with the opportunity to submit a replacement task
- provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld or even applicable in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices, should be appropriately saved and should **not** be deleted until you have the marked task back from your teacher. It is also recommended that students **back-up**



assessment tasks on a thumb drive or other external device in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

Invalid Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course and one or more of the following will occur where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced, and additional weighting added to a future task
- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content, and the achievement of outcomes.

Failure of Technology

Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive printouts or drafts. Should failure of computer equipment result in late work, the same penalties apply as for other late submissions.

However, a Misadventure Application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- Online evidence of the work in progress in by the student
- A draft of the task
- A handwritten draft version of the task.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.

An "N Determination" warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.



Teacher Absent on the Day of a Due Task

If a teacher is absent on the day an **oral or performance task** is to be administered, the head teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally and in writing of the revised date.

New Enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students may not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a grade based on the Year 11 Common Grade Scale.

School-Based Assessment: VET

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

Credit Transfer may be given for units of competency previously achieved with another RTO.

Work placement is a mandatory Year 11 and HSC component in some courses and must be completed during the course.



Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer
- an N Determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for Illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills Courses

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments including the school, community and workplace.

Evidence of achievement of outcomes will be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

The responsibilities of the student

It is the responsibility of the student to:

- Complete all set course work and learning tasks (not just assessment tasks) to achieve course outcomes even when absent from class
- Make a serious attempt at all tasks which are set out in the assessment program for each course
- Ensure that all personal technology devices (such as phones, smart watches, ipads and laptops) are off and away for all assessment tasks unless approved for the task
- Complete all tasks by the due date and time specified in the task notification
- Present work that is their own, in the specified form by the due date. A student who is found to have engaged in malpractice will be a zero mark for the task and an N Determination Warning will be issued



- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An Illness and Misadventure Application **must** be completed within 3 days of the task and returned to the head teacher of the faculty of the missed task, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an Illness and Misadventure Application. An Illness and Misadventure Application has been included in this document which is located on the school website. ([Home - Finigan School of Distance Education](#))
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed
- Comply with all the rules of the examination setting as provided on the exam timetable at the date of issue
- Complete mandatory work placement if enrolled in a VET course.



Student Responsibilities

The Award – Year 11 Rosa

~ Course Completion Criteria ~

You need to show evidence of ...

- a) Following the course developed by the NSW Education Standards Authority

- ✓ In each of your subjects
- ✓ The syllabus details
- ✓ The content or information of e Learning
- ✓ Completed all e Learning and assessments

- b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time
- ✓ Sustained effort means keeping working continuously
- ✓ Set tasks = coursework activities and assessments
- ✓ Experiences = excursions and all activities

- c) Achieving the course outcomes

Academic Integrity

Students need to ensure all work is their own.

Do you meet these requirements?

- ✓ Following the teacher's guidance in what is required in the course
- ✓ Succeed in completing classwork
- ✓ Completing all assessments, tasks successfully
- ✓ Work is handed in ON TIME



What Happens if a Student Fails to Fulfil their Responsibilities?

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own or for the part of the work that is not their own
- A zero mark for work not submitted by the due date
- A zero mark for a non-serious attempt
- A zero mark for work not granted consideration due to illness/misadventure
- An “N Determination” warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

Failure to meet responsibilities may result in a “N Determination” warning letter, which may jeopardise a student meeting Preliminary requirements in a course. Students and supervisors will be informed in writing.

The Responsibilities of the School

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESAs, incorporating mandatory assessment components and weightings for that course
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students typically 14 calendar days in advance of the scheduled assessment task.

At the completion of each task, students will receive:

- A grade for that task
- The marking criteria and
- Feed forward-feedback concerning areas for further improvement.

In exceptional circumstances, some tasks may be rescheduled or substituted during the year. In such cases, head teachers will inform students of the new arrangements and provide an additional sign off. Where a completed task has been declared void or invalid, a new task will be set, and the same requirement of typically 14 calendar days will be upheld.

The Responsibilities of Head Teachers

To support students to successfully meet the NESAs requirements for Preliminary courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved
- Keep a copy of the task in print and/or electronic form in case the original is mislaid
- Make decisions based on evidence about extensions, malpractice, illness/misadventure and refer appeals to the Deputy Principal



- Follow up any concerns with assessment tasks at the time they are marked and returned (see appeals procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings
- Ensure all students follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program
- Ensure all students comply with the standard set out by NESA in [Honesty and Integrity in HSC Assessment](#)
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Finigan School of Distance Education School
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

The Responsibilities of the Teacher

It is the responsibility of the teacher to:

- Develop a compliant assessment schedule in line with NESA requirements
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task
- Supply their students with detailed information (task notifications) about each assessment
- Notify students in writing of the course assessment requirements
- Notify students in writing typically 14 calendar days prior to each task. This notification will include:
 - The date the task is due
 - A description of the task
 - The weighting of the task
 - The outcomes being assessed, and
 - The criteria on which the task will be marked.
- Notify students and their supervisors in writing by issuing a "N Determination Warning" letter if they do not meet course requirements, including assessment requirements
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task and eligibility requirements have been met
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students whose provisions have been approved by the Learning and Support Team and in accordance with the adjustments and accommodations agreed upon in the student's current Individualised Education Support Plan (IESP)
- Ensure that assessment tasks are returned within two weeks of submission to students (unless exceptional circumstances occur) with a grade and feedforward-feedback to assist improvement in student performance. This feedforward-feedback should include:
 - The student's achievement in relation to the outcomes
 - Appropriate and specific feedforward- feedback about the student's performance in the task. This includes comments in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course



- Refer appeals and variations to the deputy principal and/or principal for determination, under exceptional circumstances
- If a change of date for completion of a task is required there is no need for a further two weeks' notice provided the task is not being brought forward
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur approval will be sought from the head teacher and deputy principal, and students will be informed in writing.

Student Progress Concerns

Students recognised as causing concern will be encouraged to improve their commitment to their studies to ensure successful completion of the course.

Progress Concern Process

1	Teacher identifies student as causing concern in relation to: <ul style="list-style-type: none">• Completion of weekly work and/or non-attendance at live lessons• no evidence of progress towards the completion of an assessment task.
2	Course Teacher: <ul style="list-style-type: none">• Speaks to the student and/or informs the supervisor of concerns and outlines the issue, available supports and what is required to address the issue• a timeframe that the student is required to resolve the issue• actions required by the teacher should the issue continue or not be resolved• record into DEMS.
3	Course Teacher in consultation with Head Teacher: <ul style="list-style-type: none">• interview the student (where possible) to discuss;• the issue, available supports and what is required to address the issue• a timeframe that the student is required to resolve the issue• actions required by the teacher should the issue continue or not be resolved• phone or email parents/carers of the student to inform them of the concern• may make a referral to the Wellbeing Coach and LST.
4	4a. Concerns resolved: <ul style="list-style-type: none">• student continues in course.
	4b. Concerns not resolved: <ul style="list-style-type: none">• N Warning process will be followed.



Non-Completion of Course Requirements – N Warning Letters and N Determinations

Where students do not resolve concerns raised or do not complete components of the course, official warning letters of concern (N determination warning letters) will be sent to supervisors outlining the areas of unsatisfactory completion of course requirements. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To resolve an official warning letter, the student must comply with the letter's requirements in full.

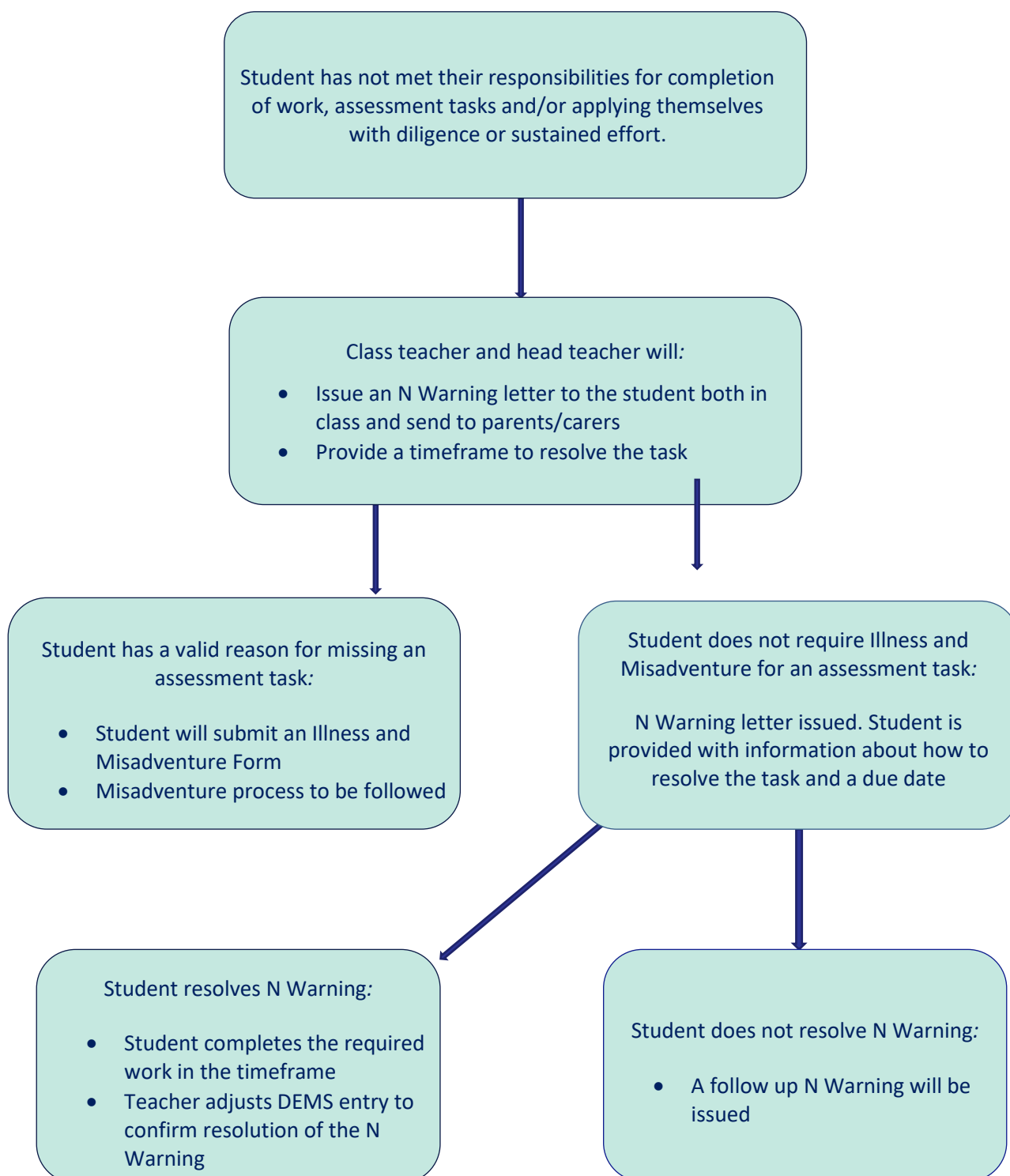
Failure to submit assessment items to a reasonable standard will make it difficult for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate will follow the "N" Determination process.

Finigan School of Distance Education is required by NESAs to issue a formal warning in writing to any student who is in danger of not completing course requirements in any course. This is a formal notification to the student, parents/caregivers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed to allow rectification.

Formal warning letters and/or emails advising of a potential **N Determination** will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received if contact details provided to the school were not updated by the student/supervisor/caregiver.



N WARNING PROCESS





Illness/Misadventure Applications

Students may be eligible for illness/misadventure if, immediately prior to or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **illness/misadventure** then the student must contact the course teacher or head teacher of the course **immediately** and have ready (where possible) **independent evidence** to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) must be completed and submitted within **3 school days of the illness/misadventure**. The head teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion
- clashes with external commitments eg., sporting competitions, or non Finigan School of Distance Education Examinations
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycemic attack suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a flare-up of the condition immediately before or during the assessment task
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task)
- computer malfunction or disruption or corruption of technology such as a damaged thumb drive or disk; internet issues
- long-term domestic issues
- pregnancy.

If an application is successful, then **one or more** of the following may occur:

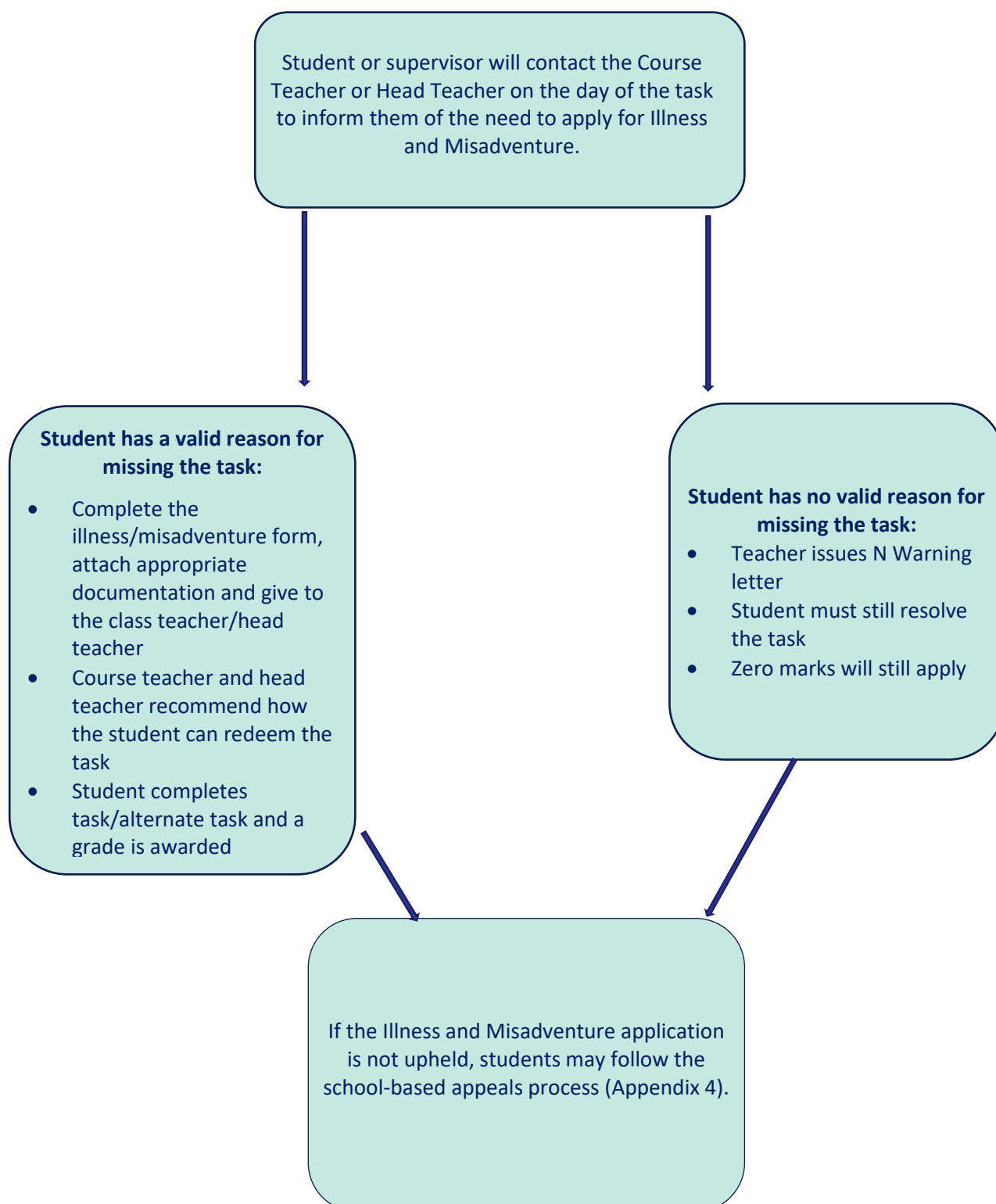
- A new due date will be provided to submit the same task
- A new due date will be provided to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components
- In exceptional circumstances and at the direction of **the Principal only** – students may be exempt from the submission of a task. Course submissions and previous assessment tasks may be used to measure the student's progress against the ROSA grade descriptors.

If the Illness and Misadventure application is not upheld, students may follow the school based appeals process.

Please note: The Illness and Misadventure process is based on the NESA process for HSC examinations and it **DOES NOT** compensate students by giving additional marks or reducing task expectations.



ILLNESS AND MISADVENTURE PROCESS





Honesty and Integrity of School-Based Assessment

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC and mean:

- **Being honest and ethical** – being honest about what is your own work and what isn't, and about where you got your information
- **Listing all your sources** – research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source
- **Using your own words** – communicate what you have learnt in your own words.

Each student's mark/grade is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specification documentation. Use of and inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

General teaching and learning does not require formal acknowledgement.

For further information about NESA's requirements and principles for honest and ethical practices for study in Stage 6, students should revisit the All My Own Work modules completed on commencement of the course.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the Year 11 ROSA and constitutes malpractice.

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESA syllabus packages including Assessment and Reporting information.

Types of malpractice in Year 11 assessment tasks may include, but are not limited to:

- **Misrepresentation** – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information
- **Plagiarism** – when a student pretends to have written, created or developed work that has originated from another source
- **Collusion** – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment
- **Breach of assessment conditions** – when a student does not follow the rules set out for assessment or examination.

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source



- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, friend, tutor or course expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school based task, such as a test or exam
- cheating in practical work/major works
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice
- AI generated/assisted answers.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- a. Completing **All My Own Work** (or its equivalent), and
- b. Completing **HSC minimum standard: Malpractice and breaches of test rules.**

Suspected Malpractice

If malpractice is suspected, the course teacher must inform the head teacher of the course. The course teacher will provide to the head teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The head teacher with the course teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven**, the following procedures will be applied:

- The student, supervisor, parent/caregiver will be informed (verbally or in writing) by the course teacher or head teacher, of the suspected or proven malpractice and be presented with the evidence in a timely manner
- An N Warning letter will be generated by the course teacher or head teacher to officially inform the student/supervisor/parent/caregiver of the malpractice and what the student needs to do to redeem the N Warning letter
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the course teacher and head teacher. Notes/records of any discussions/interviews will be taken by the course teacher or head teacher and kept securely
- Head teacher to inform deputy principal (Stage 6) of malpractice
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the deputy principal within 3 school days of verbal/written notification of an incidence of malpractice; and
- Confidentiality will be always maintained by all parties.



Consequences of Malpractice

Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the Year 11 Course, their final grade, and in some cases, their RoSA eligibility.

If malpractice is suspected by the classroom teacher, they will inform their head teacher and the student and supervisor of this and their options. The investigation of suspected malpractice will be managed by the head teacher of the faculty in consultation with the teacher.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

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

If malpractice is concluded to have occurred, one or more of the following range of consequences may apply:

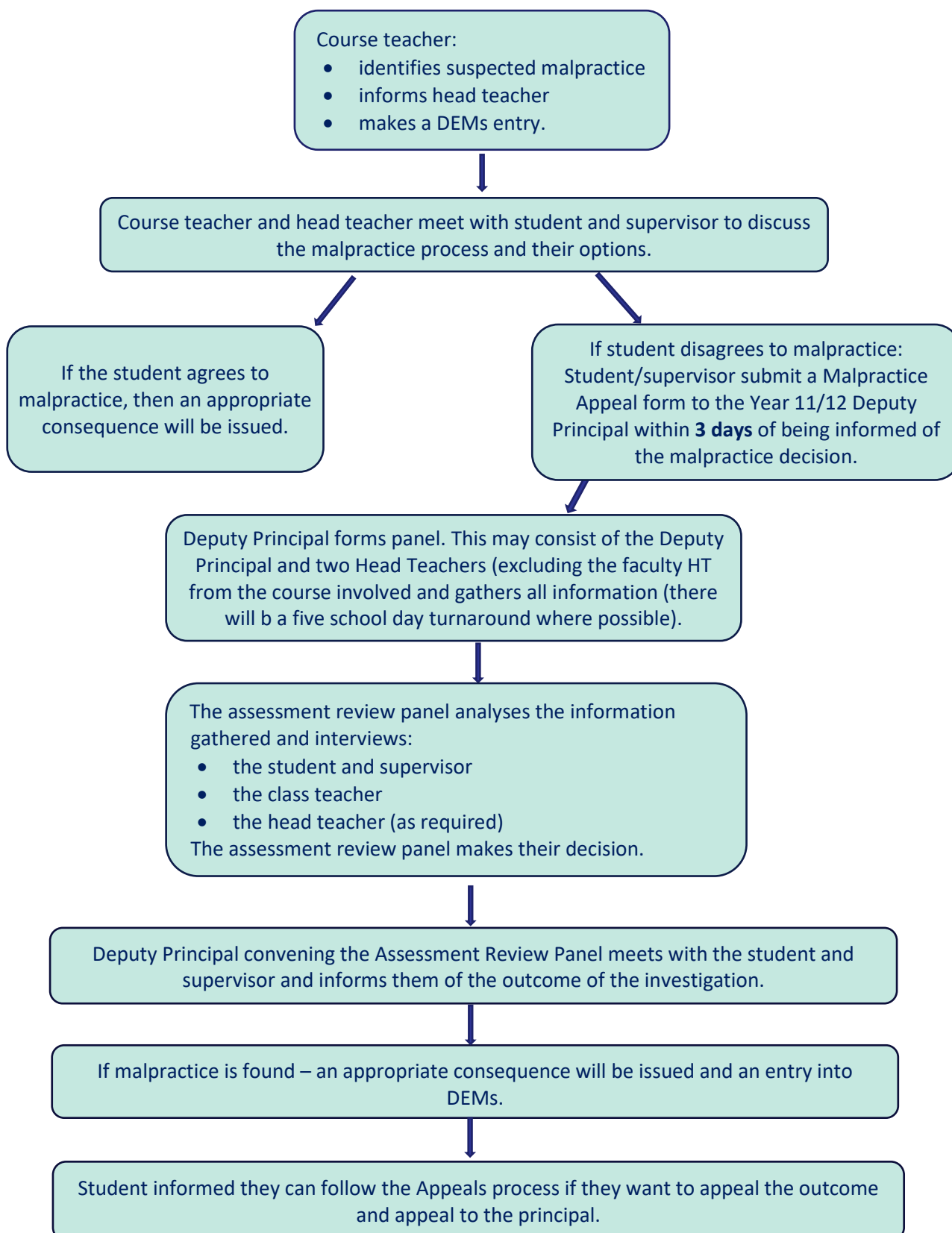
- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- withdrawal from course/s.

If applicable the student may have the ability to resolve the N Warning and re-submit the task – the zero mark may still be upheld.

If malpractice is determined by the head teacher additionally the students name will be recorded for malpractice in DEMS.



MALPRACTICE PROCESS





Appeals: School-Based Assessments

Measures are taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occur appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance not potential performance**. Assessment results **cannot** and **will not** be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

If a student believes they are eligible to have their assessment result reviewed in the first instance they will go to the course teacher or head teacher of the course **immediately** and have ready (where possible) independent evidence to support why their results should be reviewed.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the head teacher's decision to the deputy principal and they will convene a panel. The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and head teacher will be informed of the result of the appeal.

Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the head teacher will inform the course teacher and student, supervisor and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the decision of the deputy principal to the principal. The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines.

The principal panel will review all the evidence and inform the deputy principal, head teacher, student and supervisor of the outcome.

The principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



School Based Appeals Process

In the event that a student questions the outcome of an assessment process they can follow the appeals process. They need to apply to the deputy principal within **3 school days** of the first outcome being issued. The appeals process can apply to:

- Individual Assessment Task results (follow appeal process)
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Finigan School Distance Education Assessment Policy.

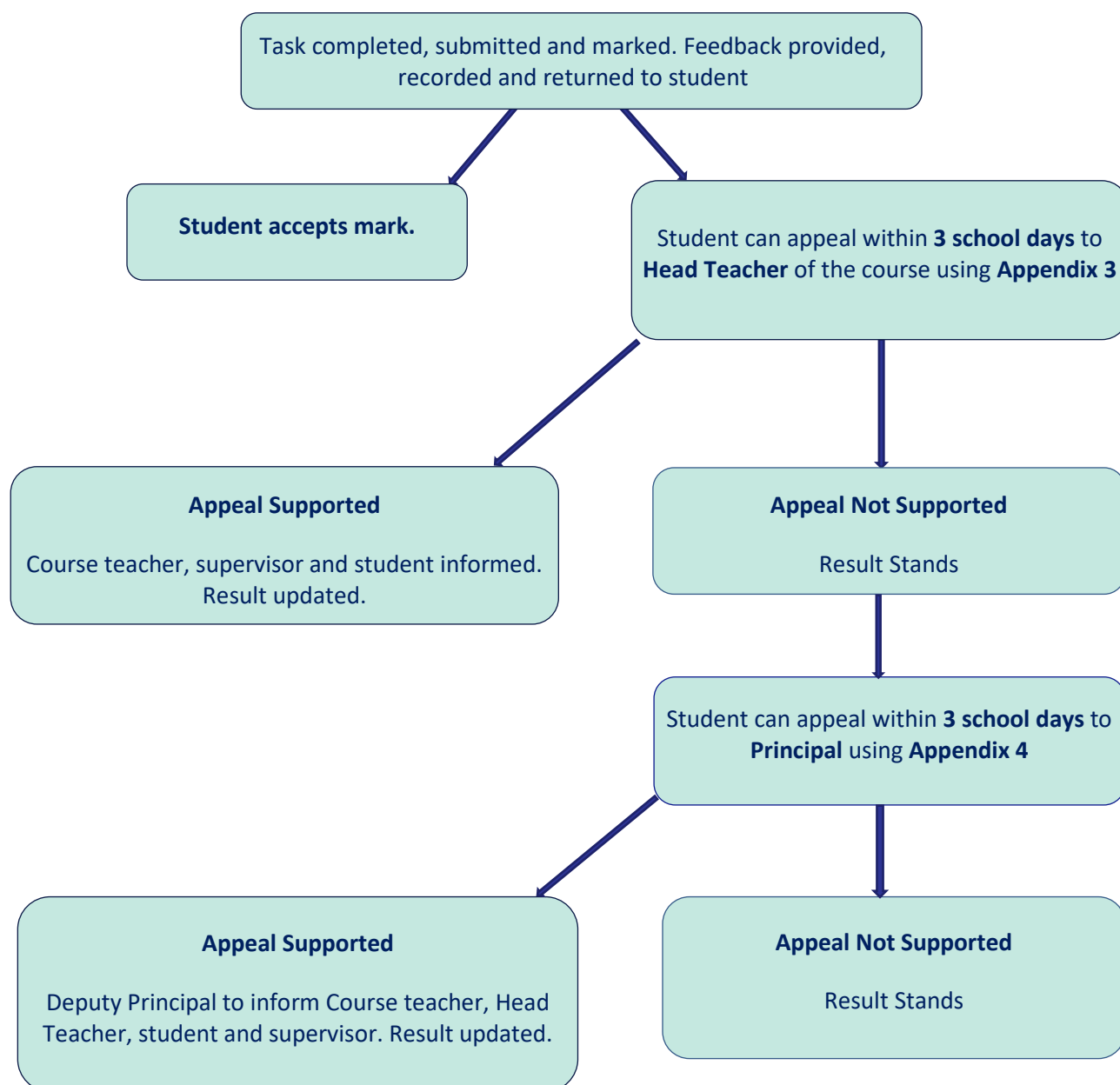
A student has the right to appeal the decision **NOT to Support an Illness/Misadventure** application or **malpractice**. To appeal the decision, the student must present a written application to the deputy principal, providing any new evidence/support material and stating the explicit grounds for the appeal within **3 school days** of being notified of the original decision.

Students have the right to appeal the decision of the deputy principal to the principal, but this can only be done under circumstances where NEW evidence can be provided and is within **3 school days** of the deputy principal's decision. The principal's decision will be final.

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.



ASSESSMENT TASK RESULT APPEAL PROCESS





SCHOOL BASED APPEAL PROCESS

Student has concerns regarding the outcome of a process relating to illness/misadventure, malpractice or assessment result. They've completed the appropriate form with any appropriate evidence attached and submitted it with the head teacher. The head teacher of the faculty in consultation with the teacher will make a decision.

If the student has new evidence and wants to appeal, they can complete the Appeals Application Form (Appendix 4) and attach the new evidence. This will be submitted to the Deputy Principal.

The Deputy Principal creates an appeal panel consisting of the relevant executive (excluding the head teacher who managed the original process) and gathers all information. The appeals panel assesses the information gathered and a decision is made.

The appeal is upheld. Student, head teacher and course teacher are informed. Approved changes implemented.

The appeal is dismissed. Student, head teacher and course teacher informed. If the student has new evidence and wants to appeal, they can complete the appeals form and attach the new evidence. The deputy principal refers the appeal to the principal.

The Appeals panel assesses the information gathered and a decision is made.

The principal's decision is final.



Appealing RoSA Grades

Students wishing to appeal against the RoSA grade/s in any course awarded to them by the school must do so in writing with related and relevant evidence to the school principal within **3 school days** of RoSA Grades becoming available to them. Students will need to substantiate that the grade/s awarded in the course/s **was/were inconsistent with the progressive reporting** from the course teacher. If the appeal is upheld, the principal will send notification to NESA of a change of grade awarded and records will be changed. Where possible, all reviews of the grade/s awarded in any course will be resolved within the school, by the Principal. However, provision has been made for subsequent appeals to NESA.

NESA will consider only whether:

- the school review process was adequate for determining whether the procedures used by the school for determining the grade/s conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was proper in all respects
- the appeal is directed to the progressive reporting by the school. NESA will not revise individual tasks or test results. If the appeal is upheld, NESA will refer the matter back to the school Principal for a further review.

HSC Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC testamur. The standards are assessed through online tests which are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on visual or written prompts. Students who do not meet the HSC minimum standards can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a RoSA
- Receive a HSC minimum standard report.

Students do not need to achieve the minimum standards to choose a subject they will study in Stage 5 or 6. Practice tests are available for students to sit to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standards. Students will have four opportunities per year to sit the minimum standards online tests in each area of Reading, Numeracy and Writing, in Years 10 and 11. They will have up to six opportunities in Year 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standards online tests. The tests must be administered by schools via a lockdown browser. Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standards online tests or be exempt from meeting the HSC minimum standards in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standards test. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test. Further Information please visit the NSW Education Standards Authority (NESA) website via the link below.

<https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>



Disability Provisions

For students with an identified or diagnosed long or short term disability, the school provides, in line with the procedures and provisions approved by NESAs for the external HSC examinations, access to school based provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- time to rest
- time to take medication
- increased font/work size
- extra time.

Students must inform their course teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. **that are no older than 12 months** in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams). This will be referred to the LST. If approved it will be communicated to the student, supervisor and teachers.

Please be aware that, **School Based Disability Provisions** granted for school based tasks, **may not be approved** by NESAs for external HSC examinations.



Assessment Schedules

Year 11 English – Standard

Year 11 English - Standard

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Extended response	Written Work	9 APR 2025	EN11-1 , EN11-4, EN11-5, EN11-9	30%
AT2 - Multimodal Presentation	Oral Presentation	2 JUL 2025	EN11-2 , EN11-6, EN11-7, EN11-8	40%
AT3 - Yearly Examination	Examination	12 SEP 2025	EN11-1 , EN11-3, EN11-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Extended response	15	15	30%
AT2 - Multimodal Presentation	20	20	40%
AT3 - Yearly Examination	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 English – Advanced

Year 11 English - Advanced

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Portfolio	Written Work	9 APR 2025	EA11-1 , EA11-3, EA11-7, EA11-9	40%
AT2 - Multimodal presentation	Design Project	2 JUL 2025	EA11-2 , EA11-4, EA11-6, EA11-8	30%
AT3 - Yearly Examination	Examination	12 SEP 2025	EA11-1 , EA11-3, EA11-5, EA11-7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Portfolio	20	20	40%
AT2 - Multimodal presentation	15	15	30%
AT3 - Yearly Examination	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



Year 11 English - Extension 1

Year 11 English - Extension 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Extended Analytical Response	Written Work	9 APR 2025	EE11-1 , EE11-2 , EE11-5	30%
AT2 - Imaginative Response	Written Work	2 JUL 2025	EE11-2 , EE11-3, EE11-5	30%
AT3 - Independent Research Project Presentation	Oral Presentation	22 SEP 2025	EE11-3, EE11-4, EE11-5, EE11-6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
AT1 - Extended Analytical Response	15	15	30%
AT2 - Imaginative Response	15	15	30%
AT3 - Independent Research Project Presentation	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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 and 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



Year 11 English Studies

Year 11 English Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Multimodal presentation	Research Task	18 APR 2025	ES11-1, ES11-2, ES11-6, ES11-3	30%
AT2 - Extended response	Written Work	1 AUG 2025	ES11-5, ES11-7, ES11-9, ES11-4	30%
AT3 - Portfolio	Portfolio	19 SEP 2025	ES11-1, ES11-5, ES11-7, ES11-3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	TOTAL VALUE
AT1 - Multimodal presentation	15	15	30%
AT2 - Extended response	15	15	30%
AT3 - Portfolio	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 English EAL/D

Year 11 English EAL/D

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Multimodal Presentation	Design Project	11 APR 2025	EAL11-1B , EAL11-2, EAL11-4, EAL11-5	40%
AT2 - Extended Response	Written Work	27 JUN 2025	EAL11-3, EAL11-4, EAL11-7, EAL11-8	30%
AT3 - Yearly Examination	Examination	12 SEP 2025	EAL11-1A , EAL11-3, EAL11-4, EAL11-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
AT1 - Multimodal Presentation	20	20	40%
AT2 - Extended Response	15	15	30%
AT3 - Yearly Examination	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	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
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



Year 11 Aboriginal Studies

Year 11 Aboriginal Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Aboriginality and the Land / Heritage and Identity	Research Task	9 MAY 2025	P1.1, P4.1, P1.2, P3.2	30%
Assessment Task 2 - Mini Research Project	Research Task	25 JUL 2025	P4.1, P4.2, P1.3	35%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	P1.1, P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P1.3, P3.3, P4.3	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
Assessment Task 1 - Aboriginality and the Land / Heritage and Identity	10	10	0	10	30%
Assessment Task 2 - Mini Research Project	5	5	20	5	35%
Assessment Task 3 - Yearly Examination	25	0	0	10	35%
Weighting	40%	15%	20%	25%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P1.1	Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
P1.2	Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
P1.3	Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
P2.1	Explains the meaning of the Dreaming to Aboriginal peoples
P2.2	Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
P3.1	Describes government policies, legislation and legal decisions in relation to racism and discrimination
P3.2	Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
P3.3	Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
P4.1	Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
P4.2	Undertakes community consultation and fieldwork and applies ethical research practices
P4.3	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples



Year 11 Agriculture

Year 11 Agriculture

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Plant Production Experiment	Practical Task	9 MAY 2025	P1.2, P2.1, P4.1	30%
AT2: Farm Case Study Report	Research Task	1 AUG 2025	P1.1, P1.2, P2.3, P3.1, P5.1	30%
AT3: Yearly Examination	Examination	12 SEP 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production systems	Skills in effective research, experimentation and communication	TOTAL VALUE
AT1: Plant Production Experiment	10	10	10	30%
AT2: Farm Case Study Report	10	15	5	30%
AT3: Yearly Examination	20	15	5	40%
Weighting	40%	40%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P1.1	Describes the complex, dynamic and interactive nature of agricultural production systems.
P1.2	Describes the factors that influence agricultural systems.
P2.1	Describes the biological and physical resources and applies the processes that cause changes in plant production systems.
P2.2	Describes the biological and physical resources and applies the processes that cause changes in animal production systems.
P2.3	Describes the farm as a basic unit of production.
P3.1	Describes the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
P4.1	Applies the principles and procedures of experimental design and agricultural research.
P5.1	Identifies the role of associated technologies and technological innovation in producing and marketing agricultural products.



Year 11 Ancient History

Year 11 Ancient History

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Investigating Sites and Sources, Human Remains and Ancient Australia	Written Work	5 MAY 2025	AH11-4, AH11-6, AH11-7, AH11-10	30%
AT2 - Historical Investigation	Research Task	22 JUL 2025	AH11-3, AH11-5, AH11-8, AH11-9	30%
AT3: Examination	Examination	12 SEP 2025	AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH11-7, AH11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	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	TOTAL VALUE
AT1 - Investigating Sites and Sources, Human Remains and Ancient Australia	10	15	0	5	30%
AT2 - Historical Investigation	0	5	20	5	30%
AT3: Examination	30	0	0	10	40%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history



Year 11 Biology

Year 12 Biology

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Model Building	Design Project	2 DEC 2024	BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	15%
AT2 - Genetic Change	Topic Test	14 MAR 2025	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-13	15%
AT3 - Depth Study	Depth Study	13 JUN 2025	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-14, BIO12-15	40%
AT4 - Trial Examination	Examination	22 AUG 2025	BIO11/12-2, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1 - Model Building	10	5	15%
AT2 - Genetic Change	5	10	15%
AT3 - Depth Study	30	10	40%
AT4 - Trial Examination	15	15	30%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	Analyses and evaluates primary and secondary data and information
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



Year 11 Business Studies

Year 11 Business Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Nature of Business and Business Management	Research Task	4 APR 2025	P1, P2, P6, P7, P8, P9	25%
Business Plan	Business Plan	27 JUN 2025	P3, P6, P7, P8, P9, P10	35%
Yearly Examination	Examination	12 SEP 2025	P1, P2, P3, P4, P5, P6, P8, P9, P10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
Nature of Business and Business Management	5	10	5	5	25%
Business Plan	10	0	15	10	35%
Yearly Examination	25	10	0	5	40%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Chemistry

Year 11 Chemistry

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 Calculations Quiz	Topic Test	15 MAY 2025	CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9	25%
AT 2 Depth Study	Practical Task	1 AUG 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH11-10, CH11-11	40%
AT 3 Yearly Examination	Examination	12 SEP 2025	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT 1 Calculations Quiz	15	10	25%
AT 2 Depth Study	30	10	40%
AT 3 Yearly Examination	15	20	35%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	Analyses the energy considerations in the driving force for chemical reactions



Year 11 Community & Family Studies

Year 11 Community & Family Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 - Resource Management	Research Task	28 MAR 2025	P3.2, P4.1, P6.1	30%
AT 2 - Leadership	Research Task	20 JUN 2025	P2.1, P2.3, P4.1, P4.2	30%
AT 3 - Examination	Examination	12 SEP 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
AT 1 - Resource Management	10	20	30%
AT 2 - Leadership	10	20	30%
AT 3 - Examination	20	20	40%
Weighting	40%	60%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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 inter-relationships 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.



Year 11 Dance

Year 11 Dance

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Performance Mini Task	Practical Task	10 MAR 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P2.5	10%
Assessment Task 2 - Core Performance	Practical Task	7 APR 2025	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	30%
Assessment Task 3 - Composition Mini Task	Practical Task	2 JUN 2025	P1.4, P3.1, P3.2, P3.4, P3.5, P3.6	10%
Assessment Task 4 - Core Composition	Practical Task	30 JUN 2025	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	20%
Assessment Task 5 - Core Appreciation Yearly Examination	Examination	12 SEP 2025	P1.1, P1.2, P1.4, P4.2, P4.3, P4.5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Core Performance	Core Composition	Core Appreciation	TOTAL VALUE
Assessment Task 1 - Performance Mini Task	10	0	0	10%
Assessment Task 2 - Core Performance	30	0	0	30%
Assessment Task 3 - Composition Mini Task	0	10	0	10%
Assessment Task 4 - Core Composition	0	20	0	20%
Assessment Task 5 - Core Appreciation Yearly Examination	0	0	30	30%
Weighting	40%	30%	30%	100%

Syllabus Outcomes

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



Year 11 Drama

Year 11 Drama

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1- Monologue	Practical Task	28 MAR 2025	P1.1, P1.4, P1.5, P2.1, P2.3, P2.4	30%
AT2- Group Devised Performance	Practical Task	23 JUL 2025	P1.2, P1.3, P1.5, P2.6, P3.1, P3.3	40%
AT3 - Individual Project Design	Design Project	17 SEP 2025	P1.4, P1.5, P2.2, P3.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Making	Performing	Critically Studying	TOTAL VALUE
AT1- Monologue	10	20	0	30%
AT2- Group Devised Performance	20	10	10	40%
AT3 - Individual Project Design	10	0	20	30%
Weighting	40%	30%	30%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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.
P1.8	Recognises the value of individual contributions to the artistic effectiveness of the whole.
H1.9	Values innovation and originality in group and individual work.
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.



Year 11 Earth & Environmental Science

Year 11 Earth & Environmental Science

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Investigation	Practical Task	17 MAR 2025	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-8	25%
AT2: Depth Study	Depth Study	3 JUL 2025	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-11	35%
AT3: Yearly Examination	Examination	12 SEP 2025	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1: Investigation	20	5	25%
AT2: Depth Study	20	15	35%
AT3: Yearly Examination	20	20	40%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyses and evaluates primary and secondary data and information
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes



Year 11 Economics

Year 11 Economics

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Introduction to Economics; Consumers and Business	Topic Test	4 APR 2025	P1, P2, P4, P5, P6, P8, P10, P11	25%
AT2 - Labour Markets	Research Task	4 JUL 2025	P1, P2, P5, P7, P10	35%
AT3 - Yearly Examination	Examination	12 SEP 2025	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - Introduction to Economics; Consumers and Business	10	10	0	5	25%
AT2 - Labour Markets	10	0	20	5	35%
AT3 - Yearly Examination	20	10	0	10	40%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

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



Year 11 Engineering Studies

Year 11 Engineering Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Engineering Fundamentals	Practical Task	2 MAY 2025	P1.1, P1.2, P2.1, P3.1, P3.3, P5.1, P6.1, P6.2	30%
AT2 - Biomedical Engineering	Research Task	25 JUL 2025	P1.2, P2.2, P3.1, P3.2, P3.3, P4.2, P4.3, P5.1	30%
AT3 - Yearly Examination	Examination	12 SEP 2025	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.2, P5.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
AT1 - Engineering Fundamentals	15	15	30%
AT2 - Biomedical Engineering	15	15	30%
AT3 - Yearly Examination	30	10	40%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Enterprise Computing

Year 11 Enterprise Computing

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Interactive Media and User Experience	Practical Task	4 APR 2025	EC-11-01, EC-11-02, EC-11-08, EC-11-09	30%
AT2 - Networking Systems	Research Task	4 JUL 2025	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-11	30%
AT3 - Yearly Examination	Examination	12 SEP 2025	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
AT1 - Interactive Media and User Experience	10	20	30%
AT2 - Networking Systems	10	20	30%
AT3 - Yearly Examination	30	10	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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 analyze 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



Year 11 Food Technology

Year 11 Food Technology

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Food Quality	Research Task	4 APR 2025	P 2.2, P 3.2, P4.1, P4.4	30%
AT2 - Food Availability and Selection	Research Task	27 JUN 2025	P 1.1, P 1.2, P4.2, P 5.1	40%
AT3 - Year 11 Examination	Examination	12 SEP 2025	P 1.1, P 1.2, P 2.1, P 2.2, P 3.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	TOTAL VALUE
AT1 - Food Quality	5	10	15	30%
AT2 - Food Availability and Selection	15	10	15	40%
AT3 - Year 11 Examination	20	10	0	30%
Weighting	40%	30%	30%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P 1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
P 1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
P 2.1	Explains the role of food nutrients in human nutrition.
P 2.2	Identifies and explains the sensory characteristics and functional properties of food.
P 3.1	Assesses the nutrient value of meals/diets for particular individuals and groups.
P 3.2	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.
P 5.1	Generates ideas and develops solutions to a range of food situations.



Year 11 Geography

Year 11 Geography

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Earth's Natural Systems	Research Task	11 APR 2025	GE-11-01, GE-11-02, GE-11-03, GE-11-05, GE-11-08, GE-11-09	25%
AT2: Geographical Investigation	Fieldwork Task	25 JUL 2025	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	40%
AT3: Final Examination	Examination	12 SEP 2025	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-08, GE-11-09	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	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	TOTAL VALUE
AT1: Earth's Natural Systems	10	10	0	5	25%
AT2: Geographical Investigation	10	5	15	10	40%
AT3: Final Examination	20	5	5	5	35%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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 analyze geographical data
GE-11-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
GE-12-01	Analyses rural and urban places, ecosystems, global biodiversity, and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluates responses and management strategies, at a range of scales, for sustainability
GE-12-05	Synthesises and evaluates relevant geographical information from a variety of sources
GE-12-06	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-07	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Applies mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms



Year 11 Health & Movement Science

Year 11 Health and Movement Science

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Health Issues for Young People	Depth Study	4 APR 2025	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	30%
AT2 - Collaborative Investigation	Research Task	4 JUL 2025	HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	30%
AT3 - Examination	Examination	12 SEP 2025	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	TOTAL VALUE
AT1 - Health Issues for Young People	10	20	30%
AT2 - Collaborative Investigation	10	20	30%
AT3 - Examination	20	20	40%
Weighting	40%	60%	100%

Syllabus Outcomes

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



Year 11 Industrial Technology – Multimedia

Year 11 Industrial Technology - Multimedia

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Industry Podcast	Practical Task	4 APR 2025	P1.1, P2.2, P3.3, P4.1, P4.2, P7.1, P7.2	30%
AT2 - News Segment	Practical Task	27 JUN 2025	P2.2, P3.3, P4.1, P4.2, P6.1, P6.2	30%
AT3 - Minor Project	Design Project	19 SEP 2025	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
AT1 - Industry Podcast	10	20	30%
AT2 - News Segment	10	20	30%
AT3 - Minor Project	20	20	40%
Weighting	40%	60%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Legal Studies

Year 11 Legal Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - The Legal System	Topic Test	4 APR 2025	P1, P2, P3, P4, P6, P7, P8, P9	20%
AT2 - The Individual and the Law	Research & Analysis Task	27 JUN 2025	P1, P3, P4, P5, P7, P8, P9	40%
AT3 - Final Examination	Examination	12 SEP 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	TOTAL VALUE
AT1 - The Legal System	10	5	10	5	30%
AT2 - The Individual and the Law	10	5	10	5	30%
AT3 - Final Examination	20	10	0	10	40%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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	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



Year 11 Mathematics Standard

Year 11 Mathematics Standard

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Topic Test: Algebra, Measurement & Financial Mathematics	Topic Test	4 APR 2025	MS11-1, MS11-3, MS11-5, MS11-6	30%
AT2: Investigative task - Linear relationship	Research Task	13 JUN 2025	MS11-2, MS11-9, MS11-10	30%
AT3 Yearly Examination	Examination	12 SEP 2025	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 - Topic Test: Algebra, Measurement & Financial Mathematics	15	15	30%
AT2: Investigative task - Linear relationship	15	15	30%
AT3 Yearly Examination	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Mathematics Advanced

Year 11 Mathematics Advanced

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Functions	Topic Test	4 APR 2025	MA11-1, MA11-2	30%
AT2 Trigonometric functions and identities	Research Task	23 MAY 2025	MA11-4, MA11-8, MA11-9	30%
AT3 Yearly Examination	Examination	12 SEP 2025	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Functions	15	15	30%
AT2 Trigonometric functions and identities	15	15	30%
AT3 Yearly Examination	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Mathematics Extension 1

Year 11 Mathematics Extension 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Inequalities, Permutations and Combinations, Binomial Expansion and Pascal's Triangle	Topic Test	4 APR 2025	ME11-2, ME11-5	30%
AT2 Parametric Equations	Research Task	30 MAY 2025	ME11-1, ME11-2, ME11-6, ME11-7	30%
AT3 Yearly Examination	Examination	12 SEP 2025	ME11-2, ME11-3, ME11-4, ME11-5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
AT1 Inequalities, Permutations and Combinations, Binomial Expansion and Pascal's Triangle	15	15	30%
AT2 Parametric Equations	15	15	30%
AT3 Yearly Examination	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Modern History

Year 11 Modern History

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Source Based Responses	Written Work	24 MAR 2025	MH11-4, MH11-6, MH11-7, MH11-9	35%
AT 2: Historical Investigation	Research Task	2 JUN 2025	MH11-1, MH11-2, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	30%
AT 3: Yearly Examination	Examination	12 SEP 2025	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	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	TOTAL VALUE
AT 1: Source Based Responses	15	10	5	5	35%
AT 2: Historical Investigation	5	5	15	5	30%
AT 3: Yearly Examination	20	5	0	10	35%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Music 1

Year 11 Music 1

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Composition Portfolio and Aural Analysis	Portfolio	4 APR 2025	P2, P3, P6, P7, P8	30%
AT2: Musicology Presentation	Oral Presentation	27 JUN 2025	P1, P4, P5, P6	30%
AT3: Performance and Musicology Research	Practical Task	22 AUG 2025	P1, P3, P4, P7, P8	30%
AT4 Aural Skills Exam	Examination	12 SEP 2025	P4, P6	10%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
AT1: Composition Portfolio and Aural Analysis	5	15	5	5	30%
AT2: Musicology Presentation	10	0	10	10	30%
AT3: Performance and Musicology Research	10	10	10	0	30%
AT4 Aural Skills Exam	0	0	0	10	10%
Weighting	25%	25%	25%	25%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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.



Year 11 Music 2

Year 11 Music 2

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Composition/Aural	Portfolio	4 APR 2025	P2, P3, P4, P5, P6	30%
AT2: Performance and Musicology Research	Depth Study	27 JUN 2025	P1, P2, P5, P7, P8	40%
AT3: Musicology and Aural Skills Task	Examination	12 SEP 2025	P2, P3, P5, P7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
AT1: Composition/Aural	0	15	0	15	30%
AT2: Performance and Musicology Research	25	0	15	0	40%
AT3: Musicology and Aural Skills Task	0	10	10	10	30%
Weighting	25%	25%	25%	25%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P1	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble.
P2	Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics.
P3	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles.
P4	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
P5	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.
P6	Discusses and evaluates music making constructive suggestions about performances and compositions.
P7	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	Identifies, recognises, experiments with, and discusses the use of technology in music.
P10	Performs as a means of self expression and communication.
P11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
P12	Demonstrates a willingness to accept and use constructive criticism.



Year 11 Physics

Year 11 Physics

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1: Practical investigation to determine the average velocity of an object.	Practical Task	17 MAR 2025	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-8	20%
AT2: Depth Study	Depth Study	1 AUG 2025	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-6, PH11/12-7, PH11-10	40%
AT3: Yearly Examination	Examination	12 SEP 2025	PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1: Practical investigation to determine the average velocity of an object.	10	10	20%
AT2: Depth Study	30	10	40%
AT3: Yearly Examination	20	20	40%
Weighting	60%	40%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	Analyses and evaluates primary and secondary data and information
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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, light and thermodynamic principles
PH11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism



Year 11 Society & Culture

Year 11 Society & Culture

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1: Social & Cultural World	Research Task	4 APR 2025	P1, P3, P7, P9, P10	30%
AT 2: Personal and Social Identity	Research Task	27 JUN 2025	P1, P2, P3, P5, P7, P8, P9, P10	40%
AT 3: Yearly Examination	Examination	12 SEP 2025	P1, P2, P3, P5, P6, P7, P8, P10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1: Social & Cultural World	15	10	5	30%
AT 2: Personal and Social Identity	15	15	10	40%
AT 3: Yearly Examination	20	5	5	30%
Weighting	50%	30%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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.



Year 11 Software Engineering

Year 11 Software Engineering

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Programming Methodology and Planning	Design Project	4 APR 2025	SE-11-01, SE-11-02, SE-11-06, SE-11-07, SE-11-08, SE-11-09	30%
AT2 - Building a Real World Mechatronic System	Design Project	27 JUN 2025	SE-11-01, SE-11-05, SE-11-06, SE-11-07, SE-11-09	30%
AT3 - Yearly Examination	Examination	12 SEP 2025	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
AT1 - Programming Methodology and Planning	10	20	30%
AT2 - Building a Real World Mechatronic System	10	20	30%
AT3 - Yearly Examination	30	10	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Studies of Religion 1 Unit

Year 11 Studies of Religion 1 Unit

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 : Nature of Religion and Beliefs	Written Work	7 APR 2025	P1, P6, P9	30%
AT 2 : Judaism	Written Work	30 JUN 2025	P2, P3, P7	35%
AT 3 : Yearly Examination	Examination	12 SEP 2025	P1, P2, P3, P4, P5, P6, P8, P9	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1 : Nature of Religion and Beliefs	5	15	0	10	30%
AT 2 : Judaism	10	0	20	5	35%
AT 3 : Yearly Examination	25	5	0	5	35%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P1	Describes the characteristics of religion and belief systems.
P2	Identifies the influence of religion and belief systems on individuals and society.
P3	Investigates religious traditions and belief systems.
P4	Examines significant aspects of religious traditions.
P5	Describes the influence of religious traditions in the life of adherents.
P6	Selects and uses relevant information about religion from a variety of sources.
P7	Undertakes effective research about religion, making appropriate use of time and resources.
P8	Uses appropriate terminology related to religion and belief systems.
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.



Year 11 Studies of Religion 2 Unit

Year 11 Studies of Religion 2 Unit

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 : Judaism	Research Task	7 APR 2025	P2, P3, P7	30%
AT 2 : Christianity & Islam	Research Task	30 JUN 2025	P4, P5, P6, P9	35%
AT 3 : Yearly Examination	Examination	12 SEP 2025	P1, P2, P3, P4, P5, P6, P8, P9	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
AT 1 : Judaism	5	0	20	5	30%
AT 2 : Christianity & Islam	10	15	0	10	35%
AT 3 : Yearly Examination	25	5	0	5	35%
Weighting	40%	20%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
P1	Describes the characteristics of religion and belief systems.
P2	Identifies the influence of religion and belief systems on individuals and society.
P3	Investigates religious traditions and belief systems.
P4	Examines significant aspects of religious traditions.
P5	Describes the influence of religious traditions in the life of adherents.
P6	Selects and uses relevant information about religion from a variety of sources.
P7	Undertakes effective research about religion, making appropriate use of time and resources.
P8	Uses appropriate terminology related to religion and belief systems.
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.



Year 11 Visual Arts

Year 11 Visual Arts

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1- My World	Practical Task	2 MAY 2025	P1, P3, P4, P6	25%
ASSESSMENT TASK 2 - Sculpture	Practical and Analysis	4 JUL 2025	P2, P5, P6, P7, P8	35%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	P7, P8, P9, P10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Artmaking	Art criticism and art history	TOTAL VALUE
Assessment Task 1- My World	25	0	25%
ASSESSMENT TASK 2 - Sculpture	25	10	35%
Assessment Task 3 - Yearly Examination	0	40	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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.



Year 11 French Beginners

Year 11 French Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking	9 MAY 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in French.
1.2	Manipulates linguistic structures to express ideas effectively in French.
1.3	Sequences ideas and information.
1.4	Applies knowledge and culture of French speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of French speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French.
3.4	Applies knowledge of the culture of French speaking communities to the production of texts.



Year 11 French Continuers

Year 11 French Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking Test	9 MAY 2025	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 11 German Beginners

Year 11 German Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking	9 MAY 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in German.
1.2	Manipulates linguistic structures to express ideas effectively in German.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of German speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of German speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
3.4	Applies knowledge of the culture of German speaking communities to the production of texts.



Year 11 German Continuers

Year 11 German Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking Test	9 MAY 2025	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
2.2	Composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 11 Italian Beginners

Year 11 Italian Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking	9 MAY 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in Italian.
1.2	Manipulates linguistic structures to express ideas effectively in Italian.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of Italian speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of Italian speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian.
3.4	Applies knowledge of the culture of Italian speaking communities to the production of texts.



Year 11 Italian Continuers

Year 11 Italian Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking Test	9 MAY 2025	1.1, 3.1, 1.2, 3.2, 4.2, 3.3, 3.4, 3.5	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	1.1, 3.1, 4.1, 1.2, 3.2, 4.2, 1.3, 3.3, 4.3, 3.4, 3.5, 3.6	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 2.1, 3.1, 4.1, 1.2, 2.2, 3.2, 4.2, 1.3, 2.3, 3.3, 1.4, 3.4, 3.5, 3.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 11 Japanese Beginners

Year 11 Japanese Beginners

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking	9 MAY 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Establishes and maintains communication in Japanese.
1.2	Manipulates linguistic structures to express ideas effectively in Japanese.
1.3	Sequences ideas and information.
1.4	Applies knowledge of the culture of Japanese speaking communities to interact appropriately.
2.1	Understands and interprets information in texts using a range of strategies.
2.2	Conveys the gist of and identifies specific information in texts.
2.3	Summarises the main points of a text.
2.4	Draws conclusions from or justifies an opinion about a text.
2.5	Identifies the purpose, context and audience of a text.
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts.
3.1	Produces texts appropriate to audience, purpose and context.
3.2	Structures and sequences ideas and information.
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
3.4	Applies knowledge of the culture of Japanese speaking communities to the production of texts.



Year 11 Japanese Continuers

Year 11 Japanese Continuers

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Comprehension Quiz and Guided Speaking	Online Quiz and Speaking Test	9 MAY 2025	1.1, 3.1, 1.2, 3.2, 4.2, 3.3, 3.4, 3.5	30%
Assessment Task 2 - Group Communication	Interrelated Comprehension and Writing	27 JUN 2025	1.1, 3.1, 4.1, 1.2, 3.2, 4.2, 1.3, 3.3, 4.3, 1.4, 3.4, 3.5, 3.6	30%
Assessment Task 3 - Yearly Examination	Examination	12 SEP 2025	1.1, 2.1, 3.1, 4.1, 1.2, 2.2, 3.2, 4.2, 1.3, 2.3, 3.3, 1.4, 3.4, 3.5, 3.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
Assessment Task 1 - Comprehension Quiz and Guided Speaking	10	10	10	0	30%
Assessment Task 2 - Group Communication	10	10	0	10	30%
Assessment Task 3 - Yearly Examination	10	10	10	10	40%
Weighting	30%	30%	20%	20%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communications
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitude or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture



Year 11 Numeracy

Year 11 Numeracy

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 Vegetable garden design	Research Task	11 APR 2025	N6-1.1, N6-2.2, N6-3.2	35%
AT2 Time, Data and Fractions	Topic Test	20 JUN 2025	N6-1.1, N6-1.2, N6-2.2, N6-1.3, N6-2.3	35%
AT3 Examination	Examination	12 SEP 2025	N6-2.1, N6-1.2, N6-2.2, N6-1.3, N6-2.3, N6-2.4, N6-2.5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
AT1 Vegetable garden design	17	18	35%
AT2 Time, Data and Fractions	18	17	35%
AT3 Examination	15	15	30%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Year 11 Photography Video & Digital Imaging

Year 11 Photography Video & Digital Imaging

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1- Study, Sell, Sculpt	Practical Task	21 MAR 2025	M3, M4, M5	35%
AT2-The Outer Shell	Practical Task	20 JUN 2025	CH3, M1, M2, M5, M6	40%
AT3-Yearly Examination	Examination	12 SEP 2025	CH1, CH2, CH4, CH5	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Making	Critical and historical studies	TOTAL VALUE
AT1- Study, Sell, Sculpt	35	0	35%
AT2-The Outer Shell	35	5	40%
AT3-Yearly Examination	0	25	25%
Weighting	70%	30%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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.
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.



Year 11 Sport, Lifestyle & Recreation

Year 11 Sport, Lifestyle & Recreation

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT 1 - Games & Sports Applications	Written Work	4 APR 2025	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.4	30%
AT 2 - Outdoor Recreation	Research Task	4 JUL 2025	1.1, 1.3, 2.3	30%
AT 3 - Sports Coaching	Practical Task	29 AUG 2025	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and Understanding	Skills	TOTAL VALUE
AT 1 - Games & Sports Applications	15	15	30%
AT 2 - Outdoor Recreation	15	15	30%
AT 3 - Sports Coaching	20	20	40%
Weighting	50%	50%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.
1.3	Demonstrates ways to enhance safety in physical activity.
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status.
1.6	Describes administrative procedures that support successful performance outcomes.
2.1	Explains the principles of skill development and training.
2.2	Analyses the fitness requirements of specific activities.
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities.
2.4	Describes how societal influences impact on the nature of sport in Australia.
2.5	Describes the relationship between anatomy, physiology and performance.
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts.
3.2	Designs programs that respond to performance needs.
3.3	Measures and evaluates physical performance capacity.
3.4	Composes, performs and appraises movement.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations.
3.7	Analyses the impact of professionalism in sport.
4.1	Plans strategies to achieve performance goal.
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
4.3	Makes strategic plans to overcome the barriers to personal and community health.
4.4	Demonstrates competence and confidence in movement contexts.
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
5.1	Accepts responsibility for personal and community health.
5.2	Willingly participates in regular physical activity.
5.3	Values the importance of an active lifestyle.
5.4	Values the features of a quality performance.
5.5	Strives to achieve quality in personal performance.



Year 11 Visual Design

Year 11 Visual Design

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Biodiversity Window	Design Project	4 APR 2025	CH2, CH4, DM2, DM4	30%
Assessment Task 2 - Jewellery and Packaging	Practical Task	27 JUN 2025	CH4, DM3, DM5, DM6	30%
Assessment Task 3 - Construction (Child's world)	Design Project	5 SEP 2025	CH1, CH3, DM1, DM5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Designing and Making	Critical and Historical Studies	TOTAL VALUE
Assessment Task 1 - Biodiversity Window	20	10	30%
Assessment Task 2 - Jewellery and Packaging	25	5	30%
Assessment Task 3 - Construction (Child's world)	25	15	40%
Weighting	70%	30%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
CH1	Generates in their critical and historical practice ways to interpret and explain design.
CH2	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
CH3	Distinguishes between different points of view, using the frames in their critical and historical investigations.
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
DM1	Generates a characteristic style that is increasingly self-reflective in their design practice.
DM2	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
DM3	Investigates different points of view in the making of designed works.
DM4	Generates images and ideas as representations/simulations.
DM5	Develops different techniques suited to artistic and design intentions in the making of a range of works.
DM6	Takes into account issues of work health and safety in the making of a range of works.



Year 11 Work Studies

Year 11 Work Studies

Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - My Working Life	Research Task	4 APR 2025	1, 3, 5, 2, 4	30%
AT2 Job Applications - Portfolio Task	Portfolio	20 JUN 2025	1, 3, 5, 2	30%
AT 3 End of Year Examination	Examination	12 SEP 2025	3, 5, 9, 7	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
AT1 - My Working Life	10	20	30%
AT2 Job Applications - Portfolio Task	10	20	30%
AT 3 End of Year Examination	10	30	40%
Weighting	30%	70%	100%

Syllabus Outcomes

OUTCOME	DESCRIPTION
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



Accessing Your Student eRecord

All students and schools will have access to a record of student results on a Student eRecord. The Student eRecord is available through [Students Online](#) for students. The Student eRecord **is not a formal** NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable. It will be available to students at the end of Year 10 (late term 4). Date to be advised by NESA. Students leaving school before the completion of Year 12 will be required to download their RoSA from their student online account before it closes. Student and supervisors will receive information on how to do that when they are officially withdrawn from the school.

Students leaving school before the completion of Year 12 will be required to download their RoSA from their student online account before it closes. Student and supervisors will receive information on how to do that when they are officially withdrawn from the school.




How to activate Students Online.

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their RoSA after leaving school before their account is closed by NESA.

To activate their account students need to enter <https://studentonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.



Education
Standards
Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME | MY ACCOUNT | HELP | CONTACT US | ABOUT

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
 - Your name shown in Students Online is what you see on your certificates.
 - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.


Login

Login below or [activate your account now](#)

Student Number:

PIN:

☐ I'm not a robot

 reCAPTCHA
[Privacy](#) - [Terms](#)

LOG IN

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)


[How HSC results are](#)

Click onto **activate your account now.**



The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.

You will need to know what **email address** the school has entered with NESA. If you don't know – check your Confirmation of Entry form or phone the school.



Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME | MY ACCOUNT | HELP | CONTACT US | ABOUT

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: *	<div>Finigan School of Distance Education</div>
Given Name(s): *	<div></div> <div>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</div>
Last Name: *	<div></div>
Date of birth: *	<div>Day ▼ Month ▼ 2003 ▼</div>

Your school is – *Finigan School of Distance Education*

SUBMIT

After you click **submit**, the account activation page appears – you get your NESA number here and the email address that NESA has been provided by your school.

Account activation

Thank you.

Your NESA Student Number is

An account activation email will be sent shortly to


This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.


This email will contain an activation link. Open the link and enter your NESA Student Number to create your six-digit PIN.

You need your NESA Student Number and six-digit PIN to log into your account each time, so keep them both safe.




Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.

Activate NSW Students Online account. 

 **Students Online Auto Response** autoresponse@nesa.nsw.edu.au via [sendgrid.me](#) 12:03 PM (0 minutes ago) ☆ ↩ ⋮

to me ▾



/art,

You recently requested to activate your NSW Students Online account.

Click the link below, or paste it into your browser, to create your PIN and activate your account:

<https://studentonline.nesa.nsw.edu.au/go/access/confirm/920FFE88-FD89-4ABF-A35ADBB45BCEBB23/>

You will need to enter your NESA Student Number to create your six-digit PIN, which was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Access your enrolment details, results and more for the [Results services](#) and the [Results Services](#) with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.


Thank you.

The Students Online team

This is an automated notification from the NSW Education Standards Authority (NESA); please do not reply to this email.

Click link to activate account

Once you open the link you will be taken to this page. Enter your NESA number.

**Education Standards Authority**

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

Account activation

Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

Activate my account

Student Number: *

SUBMIT

Enter your NESA number here



You will now need to create your own pin. Then click confirm.

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

Account activation

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

CONFIRM PIN

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security](#)

The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

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2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
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2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

ALL 2020 school leavers

- Your access to Students Online will close 30 June 2021.

Student Details

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST

Student ID:

[Enrolment/Results](#)
[Certificates/eRecords](#)
[Exam timetable](#)
[Results services](#)
[Personal details](#)
[Change PIN](#)
[Messages \(0\)](#)


LOGOUT

[Tell me about](#)

Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an eRecord, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.



Education Standards Authority

STUDENTS ONLINE
for NSW students in Years 10 to 12

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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: *	<div>Finigan School of Distance Education</div>
Given Name(s): *	<div></div> <div>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</div>
Last Name: *	<div></div>
Date of birth: *	<div>Day <div></div>Month <div></div>2003 <div></div></div>

SUBMIT

APPENDIX 1

Illness and Misadventure Application Form

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the head teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation

Part A: To be completed by student		
Student name:		Year:
Course:		Class teacher:
Assessment task:		Official due date:
Proposed new date (if applicable):		
Has the matter been discussed with class teacher?		Yes No
If yes, date discussed with class teacher:		
Circle category for appeal	Illness/injury Bereavement Misadventure Other (specify)	
Explanation (attach supporting documents and/or letter from parent/carer)		
I declare that the information I have provided is true and accurate		
Student (signature):		Date:
Supervisor (signature):		Date:
Part B: Head teacher decision		
		<input type="checkbox"/> School was notified on or before due date of the assessment task
Head Teacher (signature):		Date:
Part C: Completed by head teacher		
<input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Revised due date granted without penalty - (Revised Date) <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No revised due date granted <input type="checkbox"/> No marks to be awarded		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS
Head teacher (signature):		Date:
Illness/Misadventure: Upheld		Dismissed

APPENDIX 2

Malpractice Appeal Application

Part A: To be completed by student	
Student name:	Year:
Course:	Class teacher:
Assessment task:	Official due date:
Explanation (attach supporting documents)	
I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Supervisor (signature)	Date:
Part B: Head teacher decision	
Head Teacher (signature):	Date:
Part C: Completed by head teacher	
<input type="checkbox"/> Marks awarded for the task <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Some marks will be awarded <input type="checkbox"/> No marks to be awarded	<input type="checkbox"/> Teacher informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS
Deputy Principal (signature):	Date:
Malpractice:	Upheld
	Dismissed

APPENDIX 3

School Based Assessment Appeal

Part A: To be completed by student	
Student name:	Year:
Course:	Class teacher:
Assessment Task	Due date:
Details of the appeal:	
Reasons for the appeal:	
Supporting evidence provided: (please attach)	
I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Supervisor (signature):	Date:
Part B: Decision by Head teacher	
<input type="checkbox"/> Teacher informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS	
Head Teacher (signature):	Date:
School Based Appeal:	Upheld Dismissed

APPENDIX 4

Appeals Application Form for Deputy Principal/Principal Appeal

This appeal should be made within 3 days of the decision from the head teacher

Part A: To be completed by student			
Student name:		Year:	
Course:		Class teacher:	
Assessment task:		Official due date:	
Circle category for appeal	Illness/misadventure	Malpractice	Task result/Grade
Explanation: (attach supporting documents and/or letter from parent/carer)			
I declare that the information I have provided is true and accurate			
Student (signature):		Date:	
Supervisor (signature):		Date:	
Part B: Deputy Principal/Principal Panel decision			
Deputy Principal/Principal (signature):		Date:	
Part C: Completed by deputy principal/principal			
<input type="checkbox"/> Change of Date granted <input type="checkbox"/> New due date _____ <input type="checkbox"/> Malpractice overturned <input type="checkbox"/> Appeal Upheld <input type="checkbox"/> Mark/grade amended <input type="checkbox"/> Appeal Upheld <input type="checkbox"/> Other _____		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on DEMS	
Upheld		Dismissed	

Principal Signature: _____ Date: _____

