

PRELIMINARY ASSESSMENT GUIDELINES



YEAR 11 2025

[EMAIL: BULLI-H.SCHOOL@DET.NSW.EDU.AU](mailto:BULLI-H.SCHOOL@DET.NSW.EDU.AU)

[PHONE: \(02\) 4284 8266](tel:(02)42848266)





Contents

| | |
|--|---|
| Semester One Assessment Schedule3 | Assessment Schedules.....42 |
| Semester Two Assessment Schedule4 | Aboriginal studies42 |
| Illness Misadventure Process5 | Ancient History43 |
| Information for parents and students6 | Biology44 |
| HSC Assessment Policy.....7 | Business Studies45 |
| Failure to complete a task/absence ...8 | Chemistry46 |
| Invalid or unreliable tasks10 | Community and Family Studies47 |
| Malpractice11 | Construction Pathways (VET)48 |
| Artificial Intelligence11 | Design and Technology49 |
| Malpractice process12 | Drama50 |
| Appeals process14 | Earth & Environmental Science51 |
| Disability Provisions16 | English Advanced52 |
| Applying for disability provisions17 | English Extension 153 |
| IHSC Minimum Standards18 | English Standard54 |
| Referencing Policy20 | English Studies55 |
| Key words and levels of thinking skills21 | Food Technology56 |
| Key word definitions22 | French Beginners57 |
| Unsatisfactory participation in learning23 | French Continuers58 |
| N-warning process24 | Geography59 |
| Senior students support25 | Health Movement and Science60 |
| Rights and responsibilities26 | Hospitality61 |
| Privileges and Procedures Agreement27 | Industrial Technology (Mult/Timb)62 |
| Study period expectations28 | Legal Studies63 |
| Informations from NESA re examinations29 | Marine Studies64 |
| Examination room procedures30 | Mathematics Extension 165 |
| Illness Misadventure process for HSC | Mathematics Advanced66 |
| Exams33 | Mathematics Standard67 |
| HSC Rules and Procedures34 | Modern History68 |
| VET courses36 | Music 169 |
| Student review and appeals in VET courses ...37 | Physics70 |
| Illness Misadventure Online Form39 | Society and Culture71 |
| Assessment Task Notification40 | Sport, Lifestyle and Rec. Studies72 |
| Change in Assessment Task Form41 | Visual Art73 |
| | Visual Design7.4 |

Year 11 Semester One Assessment Schedule

| Week | Term One | | Term Two | |
|------|--|--|--|---|
| 1 | | | English Extension 1 SLR (weeks 1-5) | |
| 2 | | | Design and Technology SLR (weeks 1-5) | |
| 3 | SLR (weeks 3-7) | | Physics SLR (weeks 1-5) | |
| 4 | SLR (weeks 3-7) | | SLR (weeks 1-5) Visual Arts | |
| 5 | SLR (weeks 3-7) | | SLR (weeks 1-5) | |
| 6 | Marine Studies SLR (weeks 3-7) | | Maths Advanced | |
| 7 | IT – Timber/Multimedia SLR (weeks 3-7) | | Ancient History English Studies Maths Ext 1 | |
| 8 | Biology CAFS English Studies Food Technology (8 & 9) | | Biology CAFS Legal Studies Marine Studies | |
| 9 | Earth and Environmental Science Drama Society and Culture Visual Arts Food Technology (8 & 9) | | Business Studies Earth and Environmental Science English Advanced English Extension 1 English Standard French Beginners | Maths Standard Drama PDHPE Society and Culture Food technology French Continuers |
| 10 | Aboriginal Studies Ancient History Business Studies Chemistry PDHPE French Beginners French Continuers | English Advanced English Standard Legal Studies Maths Advanced Maths Ext 1 Maths Standard | Aboriginal Studies Geography Modern History Visual Design | |
| 11 | Geography Modern History Visual Design | | | |



Semester Two Assessment Schedule

| Week | Term Three |
|------|--|
| 1 | Chemistry |
| 2 | Chemistry |
| 3 | SLR (weeks 3-10) |
| 4 | Physics SLR (weeks 3-10) |
| 5 | Design and Technology SLR (weeks 3-10) |
| 6 | SLR (weeks 3-10) SLR Research Task |
| 7 | IT – Timber/Multi Media Drama SLR (weeks 3-10) |
| 8 | English Studies SLR (weeks 3-10) Visual Design Marine Studies |
| 9 | Aboriginal Studies |
| 10 | Ancient History Biology Business Studies Chemistry CAFS Construction – VET Cert II Design and Technology Earth and Environmental Science English Advanced English Extension 1 English Standard French Beginners French Continuers Geography Hospitality IT – Timber/Multi Media Legal Studies Maths Advanced Maths Ext 1 Maths Standard Modern History Drama PDHPE Physics Society and Culture Visual Arts Food Technology SLR (weeks 3-10) No exam |



Illness Misadventure AND Appeal Process

1

For in-class tasks, contact the school to say you are going to miss or be late for an assessment task

T: 02 4284 8266 OR E: bulli-h.school@det.nsw.edu.au

Begin completing **STAGE 6 ILLNESS MISADVENTURE and APPEAL FORM**

All take home tasks are still required to be handed in by the due date and time

2

Collect evidence such as a medical certificate, police report, statutory declaration signed by a Doctor, Justice of the Peace, Police etc and attach to **STAGE 6 ILLNESS MISADVENTURE and APPEAL FORM**. Ensure date corresponds with the date of assessment task

3

Contact the school to inform when you are returning to school and organise time to submit or complete task

T: 02 4284 8266

E: bulli-h.school@det.nsw.edu.au

4

FIRST DAY OF RETURN TO SCHOOL

Contact the Teacher or Head Teacher to indicate you have returned to school and schedule when you will complete the task. Complete the online illness misadventure form and attach any supporting evidence

FINALISE AND SUBMIT **STAGE 6 ILLNESS MISADVENTURE and APPEAL FORM**

5

Students will be notified of the decision of their appeal via email and post within 2 weeks of the date of submission.

Students can appeal the decision, in writing, to the Senior Review Panel by emailing the school at bulli-h.school@det.nsw.edu.au

Staff to follow the **N-award warning process** for all students who fail to submit tasks by the due date and time if no Illness Misadventure and Appeal Form has been lodged by the student

Information for parents and students

What is an assessment?

- A series of tasks which students undertake so the school can compile a mark to forward to NESA (NSW Education Standards Authority). This mark is used in the calculation of the final mark in the HSC Course.
- It is a mark compiled by the school, which measures students' achievement relative to other students throughout each course studied.

Why have an school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those partsof courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination result.

What will be assessed?

- Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate thinking.

How will these assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedules):

- Oral / Aural Tests
- Assignments
- Class Test
- Reports
- Extended Response
- Depth Studies
- Class Notes
- Practical Work
- Fieldwork
- Research
- Practical Examinations
- Portfolios
- Formal Examinations
- Lectures and Presentations



Stage 6: HSC Assessment Policy

How will marks and grades be determined?

Students will be informed of their marks and rankings for individual assessment tasks as they are marked.

In some Stage 6 courses, students are assigned an A-E grade. In these courses, all students who complete the course receive a grade representing their overall achievement on both formal and informal school-based assessment. Teachers will make an on-balance judgement of a student's performance, based on the performance band descriptors for that course.

A. Schedule of Assessment Tasks:

A1. Tasks will occur frequently throughout the course, starting in Term 4, 2024, at the start of Year 12 courses.

A2. All students will be emailed an Assessment Schedule Handbook indicating the assessment week(s) for each HSC course. The assessment schedule will also be located on the Year 12 Google Classroom. Students may request a hard copy from the Deputy Principal. Students will confirm their understanding of the assessment policy handbook requirements through the submission of a Google Form by Week 4, Term 4.

A3. Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

B. Satisfactory Completion of Courses

B1. This will occur when the student has:

1. Followed the course developed/endorsed by NESAs.
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. Achieved the course outcomes.



HSC Assessment Policy

B2. Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the student and parent/carer in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given in writing. Students whose attendance is poor may not satisfy course completion criteria. The principal is the final arbitrator on any matters that arise regarding the final HSC Assessments.

C. Failure to complete an Assessment Task - Zero Mark:

C1. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items will receive zero unless there are extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See point D). A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student may be N-Determined and therefore not able to be awarded an HSC.

C2. If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

C3. Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their HSC and will be referred to the Deputy Principal for disciplinary action.

D. Absent for an Assessment Task:

D1. If a student is absent for a task, they must see their teacher or Head Teacher on the first day they return to school and submit a completed ***Illness/Misadventure and Appeal Form***. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided. Medical certificates cannot be supplied by parents or relatives, as per the Medical Council of NSW's 'Medical Certificate Guidelines 2012'

D2. Students must be present on the day their assessment task is due, whether or not the task is submitted in person or electronically.

D3. If a student knows they are going to be absent, they must submit an ***Illness/Misadventure and Appeal Form*** ***at least one week prior to the due date*** with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.



HSC Assessment Policy

D4. Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.

D5. Misadventure will be declined for holidays or travel during school time.

D6. If absent for a task, the teacher will provide the student an opportunity to complete the task by either:

1. Providing an extension of time to complete the original assessment task, providing this does not compromise the validity of the task, OR
2. Providing the student with a substitute assessment task. The substitute assessment task may include informal assessment tasks.

In exceptional circumstances where the student cannot complete the task, the principal may decide to provide an estimate, based on completed comparable assessment tasks.

D7. A student must attend school and all set classes for the full day of an assessment task, unless there are very extenuating circumstances. A student who attends only for the task itself or just to submit the task is jeopardising their HSC. The student must submit an Illness/Misadventure Form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.

D8. Where a student is absent for non-medical reasons, a satisfactory explanation in writing must be provided on an Illness/Misadventure Form and submitted to the Head Teacher of the faculty. Absence due to a family holiday will not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances. Consideration will only be given if approved leave is granted due to:

1. national or state representation in a sport, arts or educational program
2. employment in the entertainment industry
3. representation in a Representative School Sport Pathway event.

D9. Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.

D10. Students are expected to attend all lessons. If non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.



HSC Assessment Policy

D11. Problems of any nature are referred to the appropriate faculty Head Teacher.

D12. Misadventure forms must be completed online and all relevant documents must be attached. The Head Teacher will give a recommendation prior to review by the Senior Review Panel. Once a determination has been made, the Head Teacher will inform the student of the outcome.

E. Invalid or Unreliable Tasks:

E1. In the unlikely event that a task or components of a task, are deemed to be invalid or unreliable, the Senior Executive will determine whether the task will form part of the assessment for the course or if an additional component or alternative task will be issued.

F. Malpractice (e.g., cheating, copying) in Assessment Tasks:

F1. To be eligible for an HSC, students are required to complete the mandatory HSC All My Own Work program. Students are reminded that all work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will receive a zero mark. All cases of malpractice are recorded in NESAs Malpractice Register.

F2. Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

1. copying of someone else's work in part or in whole, and presenting it as their own
2. colluding with peers, and submitting similar work to other students
3. using material directly from books, journals, CDs or the internet without reference to the source
4. building on the ideas of another person without reference to the source
5. buying, stealing or borrowing another person's work and presenting it as their own
6. submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
7. using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement



Stage 6: HSC Assessment Policy

8. paying someone to write or prepare material
9. breaching school examination rules
10. cheating in an HSC examination
11. using non-approved aids during an assessment task
12. contriving false explanations to explain work not handed in by the due date
13. assisting another student to engage in malpractice.

Artificial Intelligence:

F3. Students are encouraged to use technology as a tool for learning and research but are not to use it to gain an unfair advantage. Students are prohibited from using **Artificial Intelligence (AI) programs** or any other automated means to complete or perform academic tasks unless otherwise directed by their teacher. The use of AI or other technology to assist in the completion of assignments must be disclosed and approved by the teacher before submission. This should be recorded on the notification register. In the case of suspected plagiarism students will be required to provide evidence that all unacknowledged work is entirely their own. Students should recognise the capabilities and limitations of AI. For example:

1. AI should not be used to replace critical thinking and decision-making skills.
2. Any AI generated responses should be checked against reliable sources to ensure that facts are accurate and do not contain harmful bias.
3. When required, use of AI should be appropriately referenced.

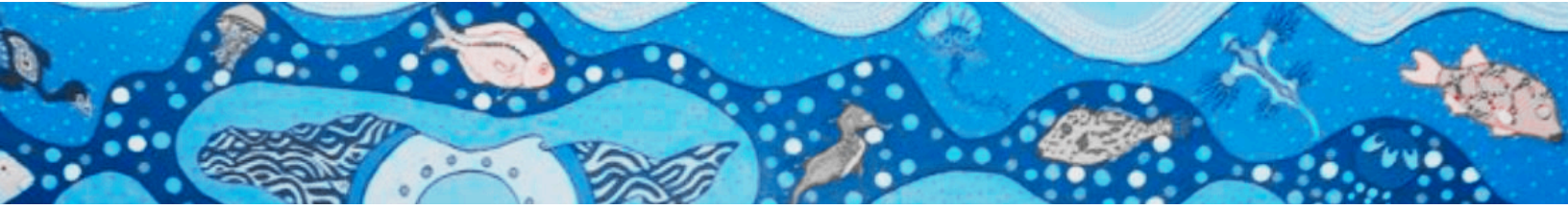
F4. Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

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, 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
- 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 plagiarism is determined by the panel additionally:

- the students name will be recorded on the malpractice register in NESAs via schools online potentially placing their HSC in jeopardy.

F5 Malpractice Process

(5 school day turnaround from notification in Sentral)

1. Class teacher;

- identifies suspected malpractice
- informs Head Teacher
- makes a Sentral entry (confidential) and notifies the Deputy Principal

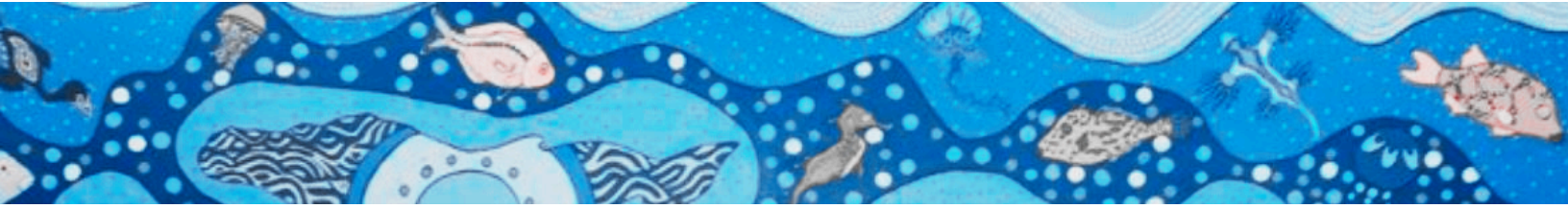
2. Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents

2a. If the student agrees to malpractice, then an appropriate consequence will be issued

2b. If student disagrees to malpractice.

Student approaches Deputy Principal and requests a review

3. Deputy Principal forms panel. This may consist of HT Secondary Studies and another Head Teacher (excluding the Faculty HT from the course involved) and gathers all information



4. The Senior Review panel analyses the information gathered and interviews:

- the student (support person offered)
- the class teacher
- the head teacher (as required)

The Senior Review panel makes their decision

5. DP convening the Senior Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer

6. If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online

7. Student informed they can follow the Appeals process if they want to appeal the outcome

G. Use of Technology:

G1. When completing a task on a computer it is a student’s responsibility to make sure there is more than one copy in case there is a problem accessing the task or print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.

G2. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.

G3. Google Classroom is Bulli High School’s virtual learning environment, allowing students to access work, collaborate and gain feedback from teachers. The school uses a range of plagiarism detectors to guard against accidental or intentional malpractice.

G4. Teachers may also require students to submit their tasks through the Turn It In program.



Stage 6: HSC Assessment Policy

H. Appeal Process:

Appealing marks or malpractice:

H1. In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to their teacher within 1 week of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 1 week of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

The teacher will refer the matter to the Head Teacher, if necessary.

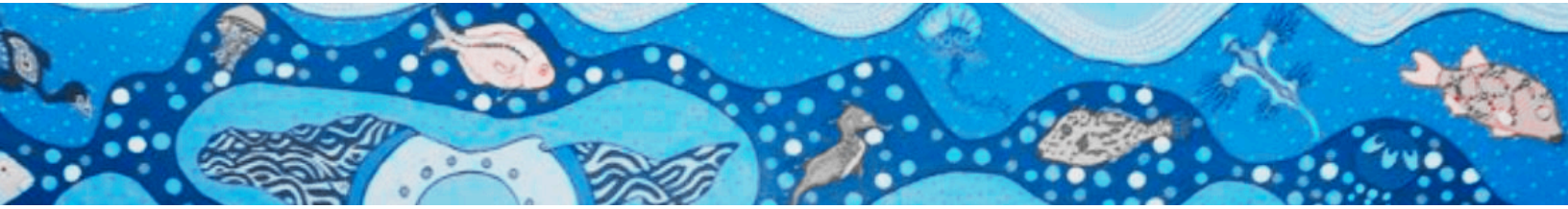
H2. Where no agreement is reached, the issue should be discussed with the Head Teacher. An Illness Misadventure and Appeal Form with evidence may be requested by the Head Teacher before their decision is made.

H3. If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Senior Review Panel for a final determination. The Senior Review Panel will consist of the relevant Deputy Principal, Head Teacher Secondary Studies and an independent Head Teacher.

To Appeal Final Grade or Rank:

H4. School Based Appeals Process

1. Student has concerns regarding the outcome of a process relating to assessment.
2. Student completes the online Stage 6 - Illness/Misadventure and Appeals Form.
3. The Deputy Principal refers the appeal to the Principal
4. The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information
5. The Appeals panel assesses the information gathered and a decision is made
6. The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer
7. The Principals decision is final



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 NESAs requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Bulli High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

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

H5. Appeal to NESAs against final assessment rank

Students can appeal their final assessment rank in a course if they believe it is not correct. This appeal needs to be directed to the deputy principal for a review. You can appeal to NESAs if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals with NESAs. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered.

Read more about the appeals process in the HSC Rules and Procedures Guide.



Disability Provisions

NESA (NSW Education Standards Authority) may provide disability provisions for students in the HSC examinations. Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results. It is not embarrassing to apply for or use provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.
- Students may need provisions for:
 - a. A permanent condition, such as diabetes or reading difficulty.
 - b. A temporary condition, such as a broken arm, or
 - c. An intermittent condition, such as back pain when sitting for long periods.
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment including tests.
- Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Bulli HS will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

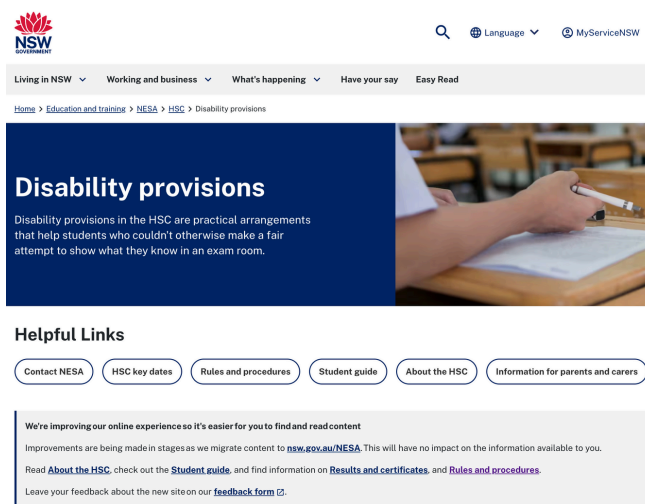


Disability Provisions

Applying for Disability Provisions

- If you wish to seek disability provisions, you must speak to your Deputy Principal / HT Welfare / Year Adviser / Learning Support Team.
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if the criteria is met.
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled. This decision is in line with NESA requirements for schools.
- Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.
- Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>



The screenshot shows the NESA website page for Disability Provisions. The page features the NSW Government logo, a search bar, and navigation links. The main content area has a blue header with the title "Disability provisions" and a sub-header "Disability provisions in the HSC are practical arrangements that help students who couldn't otherwise make a fair attempt to show what they know in an exam room." Below this is a "Helpful Links" section with buttons for "Contact NESA", "HSC key dates", "Rules and procedures", "Student guide", "About the HSC", and "Information for parents and carers". At the bottom, there is a notice about migrating content to nsw.gov.au/NESA and a feedback form link.



Higher School Certificate (HSC) Minimum Standards

All NSW students who complete the HSC in 2020 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through a 45-minute online tests across three domains:

- An adaptive, multiple choice reading test
- An adaptive, multiple choice numeracy test
- A test for writing based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test

From Year 10 onwards students get up to four times per year to sit each minimum standard reading, writing or numeracy test. At least 30 calendar days are required before re-attempting a test in the same domain. There are several support options within the school to assist students in achieving the minimum standard. Students must meet the HSC minimum standard in reading, writing and numeracy only once.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work, and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.

Higher School Certificate (HSC) Minimum Standards

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. Additional Information can be found at:

[HSC Minimum Standard](#)

[Skills needed to meet the HSC Minimum Standard](#)

[HSC Minimum Standard resources](#)



Language ▾

MyServiceNSW

Living in NSW ▾ Working and business ▾ What's happening ▾ Have your say Easy Read

[Home](#) > [Education and training](#) > [NESA](#) > [HSC](#) > [Minimum standard](#) > Resources

HSC minimum standard resources

The HSC minimum standard tests require students to show their skills in numeracy, reading and writing. Find available resources, including sample questions and answers, to prepare for the tests.



On this page

[The HSC minimum standard](#)

[Sample questions and demonstration tests](#)

[Practice tests](#)

[Resources for schools and teachers](#)

Minimum standard

Skills needed

Resources ^

[HSC minimum standard: Disability Provisions, Exemptions and Appeals](#)

Taking the tests ▾

[Download as PDF](#)

[Print this page](#)

[Share this page](#)

The HSC minimum standard

The HSC minimum standard is set at Level 3 of the [Australian Core Skills Framework \(ACSF\)](#). Students need to attain Level 3 or 4 in short online numeracy, reading and writing tests to meet the HSC minimum standard.

Students are assessed on the skills defined in the ACSF and the [achievement level descriptions](#) for numeracy, reading and writing.

Learn more about the [skills needed](#) to meet the HSC minimum standard. Additional information, support and resources are available in [Schools Online](#) to help schools implement the HSC minimum standard and the associated tests.

Sample questions and demonstration tests

To help schools, parents and students understand the skills required to meet the HSC minimum standard, view the sample questions and demonstration tests.

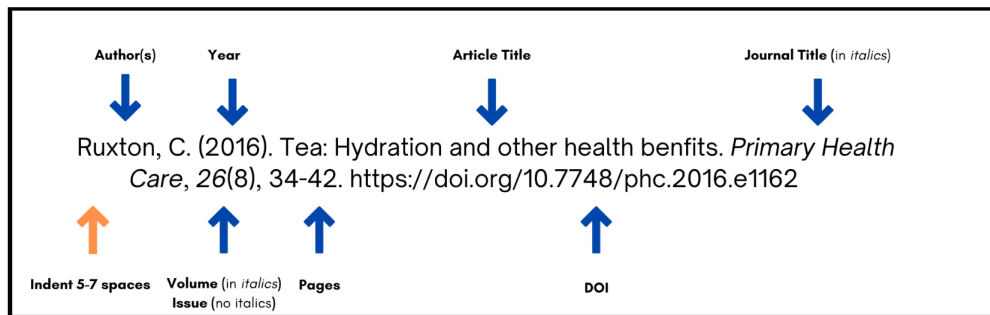
The questions cover achievement from ACSF Level 2 to Level 4, as described in the [achievement level descriptions](#).

These questions are similar to the types of questions students will be asked in the minimum standard tests. The demonstration tests help students understand the look and feel of the online tests.



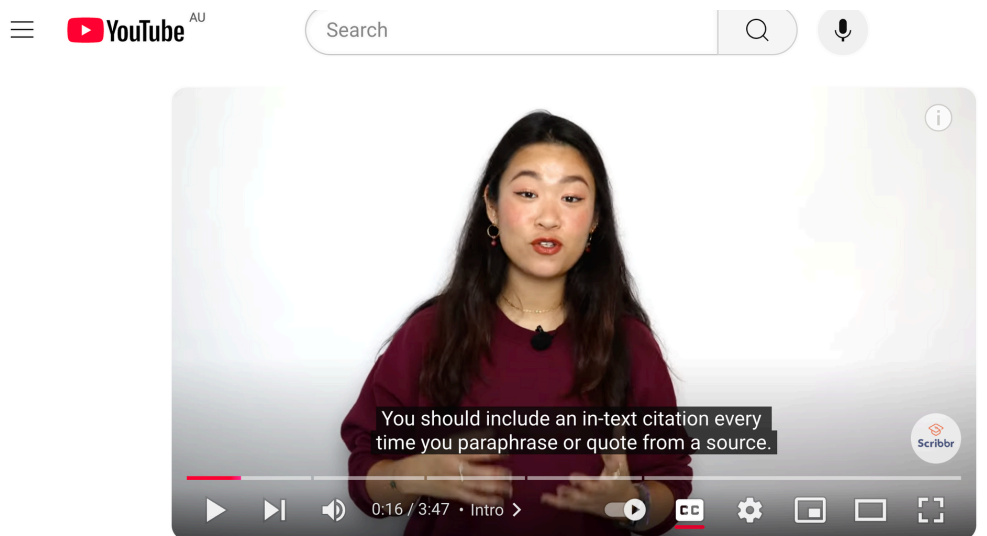
Referencing Policy

Assessments which require referencing must include a list of all resources students have used in their research. Referencing could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed alphabetically in the Reference List according to the Author’s last name. At Bulli High School the format that is advised is APA 7. APA is an author-date style with two key components. The purpose of referencing is to acknowledge the source and enable the reader to trace the sources.



The following video will provide more information on referencing

[Click here](#)



APA 7th Edition: The Basics of APA In-text Citations | Scribbr 🎓

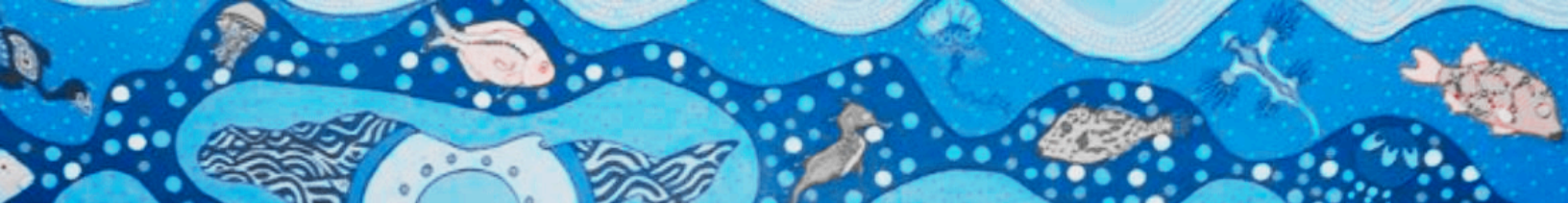


Key words and levels of thinking skills



Key Word Definitions

| | |
|--------------------------------------|---|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results, or size |
| Calculate | Ascertain/determine from given facts, figures, or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluate) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts, or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |



Senior Students' Unsatisfactory Participation in Learning

Rationale:

A Senior Student at Bulli High School is expected to apply sustained effort and diligence in all experiences always offered by the school so that course outcomes are met.

To accomplish this, students are expected to complete set tasks and assessments to a satisfactory standard.

It is encouraged that students seek assistance from their teacher to complete all tasks and should difficulties arise seek clarification prior to the work's due date. Any work submitted must be your own unless the task requires a group effort.

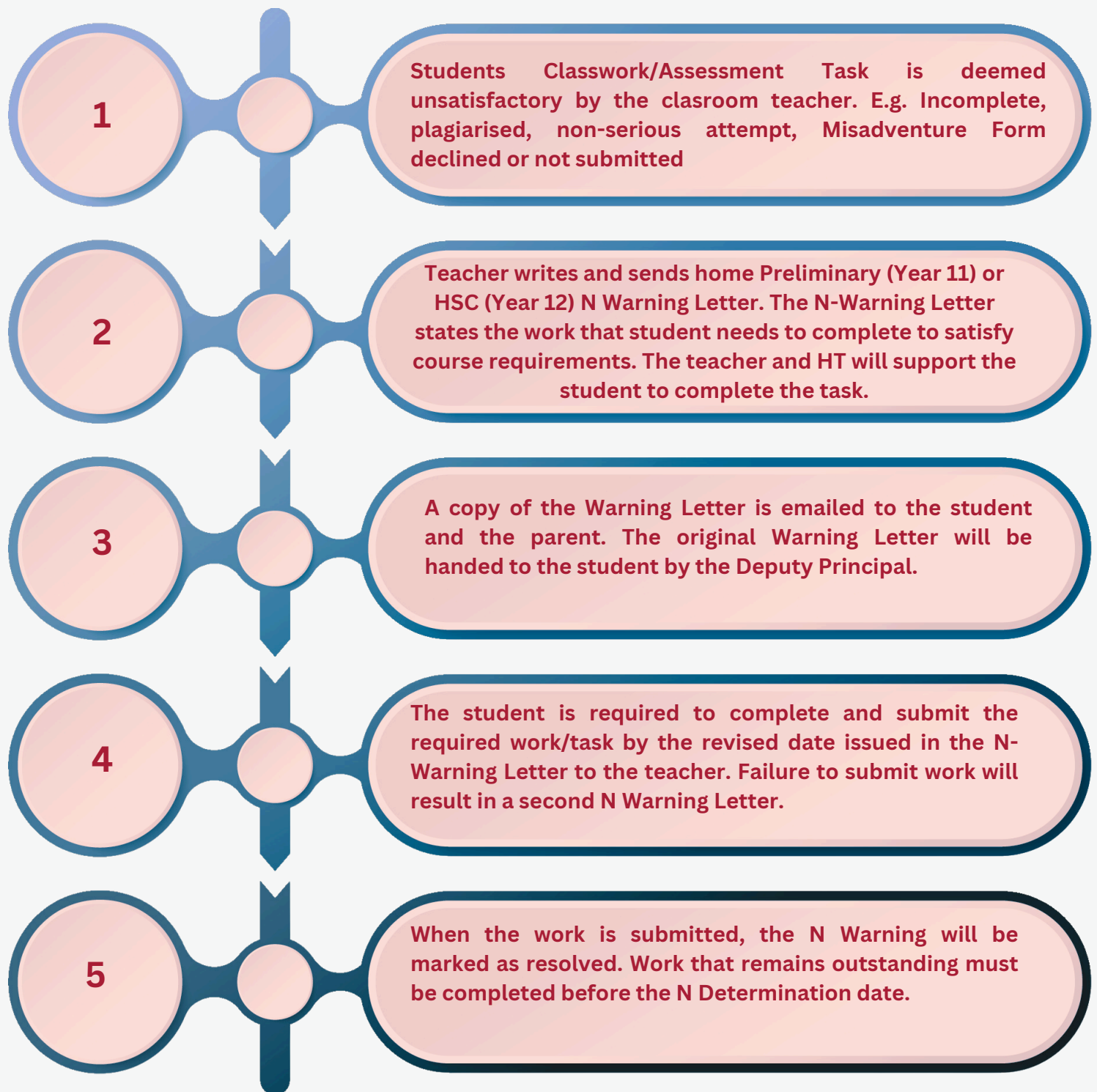
Procedure:

NESA requires TWO warnings in a subject for a student, along with 50% of course weighting, in order for an N determination to be made by the principal at the end of a course. An 'N' warning letter is not issued for disciplinary reasons.

When a student is not meeting the course requirements due to class work and/or assessment tasks, the N-warning Process is followed (see flow chart on next page).



N-warning Process



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



Senior Students Support

The school provides support, advice, and strategies for our senior students. This is to assist all students to successfully complete both the Preliminary and HSC courses by:

- Establishing a Senior school culture based on academic success.
- Providing Senior students with a smooth transition to post-school world.
- Recognising and respecting Senior students as young adults and leaders of the school.
- Providing ongoing progress monitoring to students and parents.
- Recognising and celebrating achievement in a structured adult way.
- Creating a welfare and discipline system for Seniors that is distinct from the juniorschool.
- Identifying students experiencing difficulties with Senior school and assisting them in seeking solutions.

The Senior Rights and Responsibilities (R & R) are a code of conduct outlining the student's rights and his/her responsibilities to ensure a learning environment that supports diligence and sustained effort.

Students may be required to attend an interview with the Deputy Principal if they display:

- A documented pattern of non-satisfactory completion*,
- Non serious attempts to meet course objectives*, or
- Non-compliance with NSW Education Standards Authority (NESA) requirements for the award of a Higher School Certificate*.

* as per 8.4.1 in DET Suspension and Expulsion of School Students Procedures.

This may result in:

- Loss of senior privileges and/or
- Referral to support services (Careers, Counsellors, etc)
- Suspension/expulsion from school (serious breaches)



Bulli High School

Senior Students’ Rights and Responsibilities

A Senior Student enrolled at Bulli High School understand that my purpose for being at school is to achieve personal success.

Being a senior means enjoying the following Rights while accepting the following Responsibilities

| Rights | Responsibilities |
|--|--|
| To learn in a safe environment | To act safely and encourage others to do so To respect the property of others and of the school |
| To be treated fairly and with respect | To treat others fairly and with respect |
| To be recognised and valued as an individual | To value and respect each other’s differences |
| To learn in an enjoyable environment | To come to school prepared and ready to learn To help others to learn To approach work in a positive way |
| To learn in a clean and healthy environment | To keep our school clean and help others to keep it clean To keep our school a smoke free zone |
| To have privileges which are not extended to junior students | To use senior privileges maturely and in keeping with the school’s rules To act as positive role model for younger students |
| To be treated as a mature young adult | To conduct myself as a mature young adult To treat staff with the respect due to professional adults |
| To achieve success and fulfil my academic potential | To complete all classwork, homework, and assessment tasks to the best of my ability To make a sustained and genuine effort in all set tasks and experiences in each course, provided by the school |
| To expect that our school has an excellent reputation in our community | To speak positively about our school and be proud of it To wear the senior uniform everyday To follow the school’s rules To behave in a way that enhances our school’s excellent reputation To contribute and maintain a positive sense of school spirit |

Senior Students' Privileges and Procedures Agreement

Bulli High school will treat its Senior Students as mature and responsible individuals. This means that attitudes which reflect this status will be adopted by staff. At the discretion of the school, senior students will enjoy the following privileges providing the procedures are followed.

| Year | Privilege | Procedure |
|--|--|--|
| Year 11 & Year 12 | A distinctive Senior uniform | As per school rules |
| | Study periods. | Report to the Library and sign in via Kiosk. Students can use this time to see teachers, Careers Adviser or Counsellor provided they have permission from the teacher and indicate on the Kiosk entry. |
| | Library access to computers & resources during study periods | As per library rules |
| | Early finish on Wednesday, exceptions may apply e.g., Extension or Senior Study | Students may leave the school and go home |
| Year 12 Only & Year 11 Tafe | The ability to sign in late or out early when no timetabled lesson for periods 1 or 5. | A parent letter confirming days arriving late or leaving early will be issued, signed & returned via the Deputy Principal. Students with no timetabled period 1 or 5 may sign out and go home or indicate where they are in the school (e.g., library, art room 1, etc), at the front office |

The school will provide every support to assist its senior students in reaching their potential. Our aim is to make their time at Bulli High School a positive, enjoyable, and beneficial experience while helping them to achieve personal success.

Senior Study Period Expectations



Senior students have the privilege of a study period when no lesson exists on their timetable. This occurs when a Yr 12 student drops a subject or for Yr 11/12 TAFE students. Study periods will be in the library with a support teacher.

Study Periods have the following Expectations:

- Normal library rules apply of noise level and procedures. i.e., No food.
- Students must be engaged in schoolwork. That is, private or small group study.
- Students may see subject teachers providing they have made a prior arrangement and indicate on Kiosk where they are.
- No phones
- Students may use their device (i.e., laptop/iPad) to play music or research via earphones. However, if students are off task e.g., watching movies, playing games etc staff will take the student's headphones and/or device for the lesson (staff to record this on Sentral) and the student is expected to do other schoolwork. If this becomes a continual problem staff need to speak to the relevant Deputy Principal for further support and action.
- Students can access the Careers Adviser or Counsellor during this time, provided this has been pre-arranged and recorded on SENTRAL.
- If students are not using their time according to the second point above:

Step 1 - Normal teacher intervention – move the student (e.g., on their own), ask them to take out alternate work, sit with you, negotiate to move the student to a junior class.

Step 2 - Continual disobedience - speak to the Head Teacher Secondary Studies for further support and action.

Step 3 - Referral to Deputy Principal

- If students need a computer:

Step 1 - Use the computers in the library if available.

Step 2 - Loan a computer through the library, student must have their library card.



Information from NESA regarding Examinations

Equipment for the Examinations

A. You may only take equipment listed below into the examination room:

- Black pens
- Pencils, erasers, and a sharpener (use pencils where specifically directed)
- A ruler marked in millimetres and centimetres
- Highlighter pens
- A clear bottle of water
- A non-programmable watch, which you must take off, place in clear view on your desk and not touch during the exam. Programmable watches, including smartwatches, will not be allowed in the examination room.

B. All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.

C. It is your responsibility to be aware of, and provide, the equipment you can bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You are not allowed to borrow equipment during examinations.

D. You must NOT bring any of the following into the examination room:

- A mobile phone or smartwatch
- Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g., iPads, etc), music players or electronic dictionaries.
- Paper or any printed or written material (including your examination timetable)
- Dictionaries, except where permitted in Language examinations.
- Correction fluid or correction tape.

E. You are expected to provide specific equipment (such as a calculator) for specific examinations. The list of equipment for specific HSC examinations is available on Students Online. Where equipment is listed for an examination, it means that there may be questions that require the use of this equipment. If an item is listed as optional, it means that there will not be questions for which the item is essential, but you may bring and use if you wish.



Information from NESA regarding Examinations

Examination Room Procedures

A. You must sit at the desk showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

B. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.

C. Reading time for examination papers is as follows:

- 10 minutes of reading time for Paper 1 of the examination in all 2-unit English courses
- 10 minutes of reading time for all written modern Languages examinations for Beginners, Continuers, Heritage, Background Speakers and Extension courses
- 5 minutes of reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

D. You must:

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding officers and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- Write your examination centre number and student number on all writing booklets, question and answer booklets and answer sheets, unless that information is pre-filled.
- Write clearly, preferably with black pen. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.



Information from NESAs regarding Examinations

- Stop writing immediately when told to do so by the supervisor.
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before you leave the examination desk.

E. You must NOT:

- Begin writing until instructed to do so by the presiding officer or supervisor.
- Write your name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other student.
- Leave the examination room during the examination, except in an emergency. If you must leave and want to return and resume the examination, you must be supervised while you are absent from the examination room.
- Leave (finish) the examination until one hour after the start of the examination. Note that some schools do not allow any student to leave the examination early.
- Leave (finish) the examination during the last 15 minutes of the examination.
- Remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher.

Conduct during the Examinations

A. You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.



Information from NESAs regarding Examinations

B. The presiding officer and supervisors oversee students:

- When assembling before an examination, during the examination and after the examination until all students have left. You must always follow the supervisors' instructions and behave in a polite and courteous manner.
- All students must attend TAFE during the examination period. If their examination conflicts with TAFE they must attend the exam as a priority and notify the TAFE provider accordingly.

C. You must NOT:

- Take a mobile phone or programmable watch or device, including smart watches or air pods into the examination room.
- Take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs.
- Speak to any person other than a supervisor during an examination.
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
- Attend an examination while under the influence of alcohol or illegal drugs.
- Take into the examination room, or refer to during the examination, any books or notes, this handbook, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable.
- Eat in the examination room, except as approved by NESAs, e.g., for diabetic students.
- Take any writing booklets, whether used or not, from the examination room.

D. If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to NESAs. The penalty may be cancellation of the course concerned, or of all courses, and consequently you may be ineligible for a Higher School Certificate.



Information from NESA regarding Examinations

E.If you do not make a serious attempt at an examination, you will not receive a result in that course. Cancellation of a course will make you ineligible for the award of the Higher School Certificate if this reduces your completed courses to less than 10 units. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the attention of NESA examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

F.Actions that may be illegal may be reported to the police.

Illness Misadventure Applications for HSC Examinations

A.If illness or misadventure prevents you from attending an examination, or affected your performance in the examination, it is your right and responsibility to lodge an illness/misadventure application. You must inform the school or presiding officer prior to the exam commencing.

B.Application forms and an Information Guide for Students are available from the presiding officer or your principal. These documents provide further details of application procedures. It is important that you follow the instructions provided.

C.You must retain the acknowledgement slip from the illness/misadventure application form signed by the presiding officer or principal.

D.The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. It does not cover:

- Difficulties in preparation or loss of preparation time.
- Alleged deficiencies in teaching.
- Loss of study time or facilities prior to the formal study vacation.
- Misreading of the timetable.



Information from NESA regarding Examinations

- Misreading of examination instructions.
- Failure to enter for the examination in the correct course.
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period conditions for which you have been granted disability provisions, unless you experience further difficulties.
- Courses that are undertaken as a self-tuition student.
- Attendance at a sporting or cultural event.

E. It is important that you attend the examinations where possible, even in the case of illness/misadventure. NESA will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You should consult your principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.

F. If your application is upheld, you will be awarded the higher of your examination mark and a mark derived from your assessment mark or unaffected components of your examination.

G. You must lodge any illness/misadventure application for HSC written examinations with NESA shortly after the examination in question. Application for practical examinations, performances or submitted works must be lodged within one week of the date of the examination, performance, or submission.

H. Late applications will be considered only in exceptional circumstances. You will be notified of the results of your application on the same day as the release of your examination results.

Further information can be found on the NESA website:

[Rules and Procedures](#)



Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) Courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.



Vocational Education and Training (VET) Courses

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination that must be completed in order to be included in ATAR calculations.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Vocational Education and Training (VET) Courses

Student Reviews/Appeals in VET Courses

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way, and
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET Supervisor (DP), the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions based on the evidence a student has submitted:

- The assessment did not follow the school policy and procedures relating to competency- based assessment. In this instance the student will be allowed to resubmit her evidence or be given an opportunity to be reassessed, or
- The assessment did follow the school policy and procedures relating to competency-based assessment. In this instance the determination will stand, and the student will not be allowed to resubmit or be given another opportunity for reassessment.

Vocational Education and Training (VET) Courses

The student may appeal to the Registered Training Organisation through the Regional office if they believe the school process has been unfair. The RVEC will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to ASQA.

Click [here](#) for more information.



NSW Education Standards Authority

- KINDERGARTEN – YEAR 10
- YEAR 11 – YEAR 12
- TEACHER ACCREDITATION
- REGULATION
- ABOUT
- LOG IN

[NESA home](#) > [Year 11 – Year 12](#) > [Learning areas](#) > VET

- Learning areas
- English ▾
 - Mathematics ▾
 - Science ▾
 - Technological and Applied Studies ▾
 - HSIE ▾
 - Creative Arts ▾
 - PDHPE ▾
 - Languages ▾
 - VET ▾
 - Automotive ▾
 - Business Services ▾
 - Construction ▾
 - Electrotechnology ▾
 - Entertainment Industry ▾
 - Financial Services ▾
 - Hospitality ▾
 - Human Services ▾
 - Information and Digital Technology ▾
 - Primary Industries ▾
 - Retail Services ▾
 - Tourism, Travel and Events ▾
 - Industry Curriculum Frameworks ▾
 - Applying for endorsement (VET BEC)
 - Stage 6 VET Board Endorsed courses ▾
 - Course exclusions
 - School-based apprenticeships and traineeships
 - Recognition of prior learning
 - Syllabus revisions

Vocational Education and Training (VET) Stage 6

Print
 Download
 Share
>

The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

NESA package and endorse courses based on qualifications from national Training Packages or accredited courses.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

For NSW school students in Years 9–12 VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification ([Certificate or Statement of Attainment](#)).

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR).

Read information and advice about [VET courses and students with disability](#).

Industry Curriculum Frameworks

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

Select a framework below to view the syllabus, associated documents, examination materials and support materials:

Contact information

For more information contact:
curriculum@nesa.nsw.edu.au

STAGE 6 ILLNESS MISADVENTURE AND APPEAL ONLINE FORM

 Print form



Stage 6 - Illness/Misadventure and Appeal form

Bulli High School

Student Information



HSC Course - Illness/Misadventure and Appeal Form

Illness Misadventure appeal procedures at Bulli High School are based on NESAs rules. Illness-misadventure appeals can apply to all types of assessment tasks used to calculate the school-based assessment mark and rank. Students who become ill or suffer a misadventure that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal.

Students may also use this form to appeal the outcome of a school-based assessment task.

Students must complete this form if they:

- Are absent on the day of an exam or assessment task or partially absent the day of an exam or assessment task
- Believe Illness-Misadventure affected the performance in an exam or task
- Are seeking an extension of the due date for a task
- Are appealing the result of an assessment task

Student Full Name *

Email address *

Year Group *

Date of Birth *

Course Information

Assessment Task *

Teacher Name *

Subject *

This application is to request *

Reason for consideration. Provide as much detail as possible, including the impact on your performance if you completed the task. *

Parent/Carer name *

Signature *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)

Date *

Supporting Documentation *

Supporting documentation is required when submitting this application. Appeals will not be considered without appropriate documentation.

I confirm that the above information is true and correct. *

ASSESSMENT TASK NOTIFICATION



Faculty:

Preliminary/HSC Course:

Assessment Task **Number** Notification

Title of Task:

Task Weighting:

Date Task Issued:

Date due and time:

Bulli High School Assessment Policy

- If a student is absent for a task, they must see their teacher or Head Teacher on the first day they return to school and submit a completed [Illness/Misadventure Form](#). Reasons for the absence must be stated and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided.
- Students must be present on the day their assessment task is due, whether it is submitted in person or electronically.
- If a student knows they are going to be absent, they must submit an [Illness/Misadventure Form](#) **at least one week prior to the due date** with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.
- Approved leave does not infer approved illness misadventure. Students are still required to submit their **task** by the due date.
- **Misadventure** will be declined for holidays or travel during school time.
- **Artificial Intelligence** is prohibited unless you have sought permission from your teacher and reference in your task.

Disability Provisions

- If you have been granted disability provisions and you wish to use them for this assessment task, you should contact either your class teacher or the Head Teacher of this Faculty at least **one week before** the assessment task due date to make arrangements.

Outcomes Assessed:

- List syllabus outcomes being assessed with code
- Ensure syllabus outcomes reflect the assessment guidelines for that task.

Nature of Task:

- Explain here what the student needs to do to prepare and complete the task
- For examinations and tests, describe each section, equipment required, marks allocated for each section and length of the task

Marking Criteria:

- Provide marking criteria on how students will be assessed (where appropriate).
-



CHANGE IN ASSESSMENT TASK

Dear Parent/ Carer,

Unfortunately, it has been necessary for a change to be made concerning an assessment task that appears in the assessment guidelines and assessment calendar.

This is a notification that:

Subject:

Year:

Assessment Task:

Due Date:

has had the following changes made to it:

New Due Date:

The value of the task and assessment components remains unchanged.

If you wish to inquire about this change, please ring the classroom teacher or faculty head teacher on (02) 4284 8266.

Class Teacher(s):

Head teacher:

Date:

Staff can download a copy [here](#).



| BOARD DEVELOPED COURSE: ABORIGINAL STUDIES | | | KLA: HSIE | |
|--|--------------------------------------|---|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Essay / Report | International Indigenous Community Study | Yearly Examination | |
| Task Overview | Report on student's topic of choice. | Research task on an international Indigenous community. | 2-hour examination covering the majority of work studied. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 10 | Term 3 Weeks 9 - 10 | |
| Outcomes | P1.1, P2.1, P2.2, P4.1, P4.3 | P1.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3 | P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3 | |
| Components | | | | |
| Knowledge and understanding of course content | 5 | 15 | 20 | 40% |
| Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5 | 5 | 5 | 15% |
| Research and inquiry methods, including aspects of the local community case study | 5 | 15 | - | 20% |
| Communication of information, ideas and issues in appropriate forms | 15 | 5 | 5 | 25% |
| Total | 30 | 40 | 30 | 100% |



| BOARD DEVELOPED COURSE: ANCIENT HISTORY | | | KLA: HSIE | |
|--|---|--|--|------------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | In-class Test/Source Analysis | Historical Investigation | Yearly Examination | Weighting |
| Task Overview | Content knowledge and source analysis questions based on Tutankhamun's Tomb | Historical research project consisting of a research proposal, analysis of source reliability and a written essay. | 2-hour examination covering key course work studied. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 7 | Term 3 Weeks 9 - 10 | |
| Outcomes | AH: 11-1, 11-4, 11-6, 11-7 | AH: 11-2, 11-5, 11-8, 11-9 | AH: 11-1, 11-3, 11-9, 11-10 | |
| Components | | | | |
| Knowledge & understanding of course content | 15 | - | 25 | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | 5 | 5 | 20% |
| Historical inquiry and research | 5 | 15 | - | 20% |
| Communication of historical understanding in appropriate forms | - | 10 | 10 | 20% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: BIOLOGY | | | KLA: SCIENCE | |
|---|--|---|--|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Depth Study Data Analysis | Practical Investigation | Yearly Examination | |
| Task Overview | Ecosystems | Action of Enzymes | 2-hour written examination | |
| Proposed Week | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 9 - 10 | |
| Outcomes | BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-12 | BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8 | BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11 | |
| Components | | | | |
| Skills in working scientifically | 25 | 25 | 10 | 60% |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: BUSINESS STUDIES | | | KLA: HSIE | |
|---|--|---|--|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1: Business Report | Task 2: Extended Response | Task 3: Yearly Examination | Weighting |
| Task Overview | Writing task (Business report based on a hypothetical case study). | At home research and In-class extended response (Completed in timetables lesson). | 2-hour written examination covering Topics 1, 2 and 3 of the course. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | P2, P7, P9 | P4, P6, P8 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | |
| Stimulus –based skills | 10 | 5 | 5 | 20% |
| Inquiry and research | 5 | 5 | 10 | 20% |
| Communication of business information, ideas and issues | 5 | 10 | 5 | 20% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: CHEMISTRY | | | KLA: SCIENCE | |
|--|---|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Data Analysis | Depth Study | Yearly Examination | Weighting |
| Task Overview | Analysis of Secondary Data – Quantitative Chemistry | Design, perform and report on a first-hand investigation and respond to skills-based questions | 2-hour written examination | |
| Proposed Week | Term 1 Week 10 | Term 3 Weeks 1 and 2 | Term 3 Weeks 9 - 10 | |
| Outcomes | CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9 | CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10 | CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11 | |
| Components | | | | |
| Skills in working scientifically | 20 | 30 | 10 | 60% |
| Knowledge and understanding of course content | 10 | - | 30 | 40% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: COMMUNITY AND FAMILY STUDIES (CAFS) | | | KLA: PDHPE | |
|--|---|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Film Study | Report | Yearly Examination | |
| Task Overview | Apply knowledge and understanding of resource management to characters and circumstances within the film. | Written task on a female leader: leadership style <ul style="list-style-type: none"> ▪ effectiveness ▪ adaptability ▪ flexibility | 2-hour written examination – multiple choice, short and extended responses. | |
| Proposed Week | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 9 - 10 | |
| Outcomes | P1.2, P4.2, P5.1, P6.1 | P2.1, P2.3, P4.1, P4.2 | P1.1-1.2; P2.1-2.4; P3.1-3.2; P4.1-4.2; P5.1; P6.1-6.2 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 25 | 15 | 60% |
| Total | 30 | 35 | 35 | 100% |



| | | | | |
|---|---|---|--|---|
| VET COURSE: CONSTRUCTION PATHWAYS Certificate II (VET Course) | | | KLA: TECHNOLOGY (VET) | |
| Units: 2 (ATAR Optional) | | | YEAR 11 2025 | |
| <p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognized vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency-based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full Certificate II credential, all units of competency must be achieved, or a statement of attainment will be awarded.</p> | | | | |
| Assessment Task | Task 1 | Task 2 | Weighting | All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority |
| Task Overview | Mandatory completion of 35 hours of industry work placement | Yearly Examination. 2 hour written examination assessing course content. | | |
| Proposed Date | Dates vary dependent on student sourced placements | Term 3 2025 Weeks 1 - 2 | | |
| Total | N/A | 100 | 100% | |
| Units of Competency | | | | |
| CPCCWHS1001 Prepare to work safely in the construction industry CPCCCM1001 Undertake basic estimation and costing CPCCOM1015 Carry out measurements and calculations CPCCOM2001 Read and interpret plans and specifications CPCCPM1013 Plan and organise work CPCCBL2001 Handle and prepare bricklaying and blocklaying materials CPCCBL2002 Use bricklaying and blocklaying tools and equipment | | | CPCCCM2006 Apply basic levelling procedures CPCCCA2002 Use carpentry tools and equipment CPCCCM2005 Use construction tools and equipment CPCCCA2011 Handle carpentry materials CPCCVE1011 Undertake a basic construction project CPCCOM1012 Work effectively and sustainably in the construction industry | |



| BOARD DEVELOPED COURSE: DESIGN AND TECHNOLOGY | | | KLA: TAS | |
|---|--|--|--|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| Task Overview | Preliminary Project 1 | Preliminary Project 2 | Designer Case Study / Yearly Examination 1 ½ hour written examination | |
| Proposed Week | Term 2 Week 2 | Term 3 Week 5 | Term 3 Weeks 9 - 10 | |
| Outcomes | P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2 | P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2 | P1.1, P2.1, P2.2, P4.3, P5.2, P6.1 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 20 | 30 | 10 | 60% |
| Total | 30 | 40 | 30 | 100% |



| BOARD DEVELOPED COURSE: Drama | | | KLA: CAPA | |
|-------------------------------|--|---|---|---|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| Task Overview | Performance and Logbook A group devised performance work demonstrating elements of drama and the process of play building using dramatic forms & performance styles. A reflective journal on the elements of drama & the process of vocal/movement practice, improvisation, performance style and dramatic forms used to develop the performance piece. | Production Elements Application of the elements of technical production in performance. | Yearly Exam Yearly Exam & Presentation of Individual Project: Monologue Performance | |
| | Proposed Week | Term 1 Week 9 Performance and logbook | Term 2 Week 9 | Term 3 Week 7 Individual Project, Yearly Exam Week 9/10 |
| Outcomes | P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P3.1 | P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6 | P1.1, P1.2, P1.3, P1.4, P1.5, P1.7, P1.8 P3.1, P3.2, P3.2, P3.4 | |
| Components | | | | |
| Making | 20 | 10 | 10 | 40% |
| Performing | 10 | 10 | 10 | 30% |
| Critically Studying | 10 | | 20 | 30% |
| Total | 40 | 20 | 40 | 100% |



| BOARD DEVELOPED COURSE: EARTH AND ENVIRONMENTAL SCIENCE | | | KLA: SCIENCE | |
|---|--|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1: Practical Examination | Task 2: Research Depth Study | Task 3: Yearly Examination | Weighting |
| Task Overview | Practical test based on some aspects of practical work covered in Module 1-Earth's Resources | Students will conduct a field work investigation and produce an Environmental Management Report about the introduced species in the Illawarra. | 2-hour examination consisting of multiple choice, short answer and extended response questions. | |
| Proposed Week | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | EES11/12-1, EES11/12-2 | EES11/12-2, EES11/12-3, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-11 | EES11-8, EES11-9, EES11-10, EES11-11 | |
| Components | | | | |
| Skills/Research | 20 | 30 | 10 | 60% |
| Knowledge and understanding of course content | 10 | - | 30 | 40% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: ENGLISH ADVANCED | | | KLA: ENGLISH | |
|---|---|---|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1: Written response with reflection statement <i>Reading to Write</i> | Task 2: Multimodal Presentation | Task 3: Yearly Examination | Weighting |
| Task Overview | Students will compose a written response, based on their knowledge and understanding of their prescribed text. Students will also complete a reflection statement that identifies their learning strengths and needs. In their reflection statement they will explain how their knowledge and understanding of the prescribed text have influenced their writing process. | Students will complete a multimodal presentation that requires them to demonstrate their knowledge, understanding and skills across a range of modes. | Students will sit for a formal Yearly Examination. Paper 1 – Common Module (1 ½ hrs) +10 minutes reading time Paper 2 – Modules A & B (1 hr 30 m) + 10 minutes reading time | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | EN11-1, EN11-2, EN11-4, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9 | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 | |
| Components | | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: ENGLISH EXTENSION 1 | | | KLA: ENGLISH | |
|---|---|--|---|-------------|
| UNITS: 1 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1: Critical Response and Reflection Task | Task 2: Independent Research Project (multimodal presentation) | Task 3: Yearly Examination | Weighting |
| Task Overview | Students will compose a critical response based on their knowledge and understanding of the prescribed module. They will also submit a self-reflection piece. | Students undertake an Independent Research Project that culminates in a multimodal presentation. | Students will sit for a formal 2-hour Yearly Examination. | |
| Proposed Week | Term 2 Week 1 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-3, EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE-4, EE11-5 | |
| Components | | | | |
| Knowledge and understanding of complex texts and of how and why they are valued | 15 | 20 | 15 | 50% |
| Skills in complex analysis, sustained composition and independent investigation | 15 | 20 | 15 | 50% |
| Total | 30 | 40 | 30 | 100% |



| BOARD DEVELOPED COURSE: ENGLISH STANDARD | | | KLA: ENGLISH | |
|--|--|---|--|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1: Written response with reflection statement - <i>Reading to Write</i> | Task 2: Multimodal Presentation | Task 3: Yearly Examination | Weighting |
| Task Description | Students will compose a written in-class response, based on their knowledge and understanding of their prescribed text. Students will also complete a reflection statement that identifies their learning strengths and needs. In their reflection statement they will explain how their knowledge and understanding of the prescribed text have influenced their writing process. | Students will complete a multimodal presentation that requires them to demonstrate their knowledge, understanding and skills across a range of modes. | Students will sit for a formal Yearly Examination. Paper 1 – Common Module (1 ½ hrs) Paper 2 – Modules A & B (1 hr 20 m) | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | EN11-1, EN11-2, EN11-4, EN11-5, EN11-9 | 1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9 | 1-1, EN11-3, EN11-5, EN11-6, EN11-8 | |
| Components | | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 20 | 50% |
| Total | 30 | 30 | 40 | 100% |



| BOARD ENDORSED COURSE: ENGLISH STUDIES | | | KLA: ENGLISH | |
|---|---|--|---|------------------|
| UNITS: 2 (ATAR Optional) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Written Report on Community Engagement | Multimodal Presentation | Collection of Classwork | Weighting |
| Task Description | Mandatory Module: <i>Achieving through English</i> Students will research and report on a variety of career options. | Elective Module. Students will prepare and deliver a 5-minute presentation based on two texts studied in the ' <i>On the Road</i> ' module. | Various Modules Students will submit a writing portfolio of classwork completed throughout the course. | |
| Proposed Week | Term 1 Week 8 | Term 2 Week 7 | Term 3 Week 8 | |
| Outcomes | ES11-1, ES11-4, ES11-5, ES11-6 | ES11-2, ES11-3, ES11-6, ES11-7, ES11-8 | ES11-1, ES11-4, ES11-5 ES11-7, ES11-9 | |
| Components | | | | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50% |
| Skills in: • comprehending texts • Communicating ideas • using language accurately, appropriately and effectively | 15 | 15 | 20 | 50% |
| Total | 30 | 30 | 40 | |



| BOARD DEVELOPED COURSE: Food Technology | | | KLA: Technology | |
|---|---|---|---------------------------------------|------------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Research and Practical Testing Food Quality | Menu Development and Nutritional Evaluation Nutrition | Final Exam All Topics | Weighting |
| Task Overview | | | | |
| Proposed Week | Term 1 Week 8-9 | Term 2 Week 9 | Term 3 Week 9-10 | |
| Outcomes | P2.2, P3.2, P4.1, P4.4, P5.1 | P2.1, P3.1, P3.2, P4.2, P4.3, P5.1 | P1.1, P1.2, P2.1, P2.2, P3.1, P4.4 | |
| Components | | | | |
| Knowledge and understanding of course content | | 10 | 30 | 40% |
| Knowledge and skills in designing, researching, analysing and evaluating | 10 | 10 | 10 | 30% |
| Skills in experimenting with and preparing food by applying theoretical concepts | 20 | 10 | | 30% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: FRENCH BEGINNERS | | | KLA: LANGUAGES | |
|--|--|--------------------------------------|------------------------|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Name of Task | Task 1 | Task 2 | Task 3 | Weighting |
| Task Description | Reading & Responding Q&A with Teacher | Listening, Reading and Responding | Yearly Examination | |
| Proposed Date | Term 1 Week 11 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Subject Outcomes | 1.1, 1.2, 2.1, 2.2 | 2.3, 2.4, 3.1, 3.2 | 1.2, 1.3, 2.3, 2.4,3.3 | |
| Components | | | | |
| Listening | - | 20 | 10 | 30% |
| Reading | 20 | - | 10 | 30% |
| Speaking | 10 | - | 10 | 20% |
| Writing | - | 10 | 10 | 20% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: FRENCH CONTINUERS | | | KLA: LANGUAGES | |
|---|--|--------------------------------------|------------------------|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Name of Task | Task 1 | Task 2 | Task 3 | Weighting |
| Task Description | Reading & Responding Q&A with Teacher | Listening, Reading and Responding | Yearly Examination | |
| Proposed Date | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Subject Outcomes | 1.1, 1.2, 3.1, 3.2 | 2.1, 2.3, 3.3, 3.4 | 1.4, 2.2, 3.5, 4.1 | |
| Components | | | | |
| Listening | - | 20 | 10 | 30% |
| Reading | 20 | - | 10 | 30% |
| Speaking | 10 | - | 10 | 20% |
| Writing | - | 10 | 10 | 20% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: GEOGRAPHY | | | KLA: HSIE | |
|---|---|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Minnamurra Fieldwork and Research Essay | Senior Geography Project | Yearly Examination | |
| Task Overview | Conduct Fieldwork, use of tools and skills. Research information and complete an essay. | Students select a local environmental issue and conduct field work. Deliver a report and presentation of findings. | 2-hour examination covering the majority of work studied. | |
| Proposed Week | Term 1 Weeks 9 - 11 | Term 2 Ongoing assessment Presentation due Week 10 | Term 3 Weeks 9 - 10 | |
| Outcomes | GE11.1, GE11.2, GE11.4, GE11.5 | GE11.3, GE11.4, GE11.7, GE11.8, GE11.9 | GE11.2, GE11.5, GE11.8, GE11.9 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Geographical tools and skills | 5 | 10 | 5 | 20% |
| Geographical inquiry and research, including fieldwork | 10 | 10 | - | 20% |
| Communication of Geographical information, ideas, and Issues in appropriate form | 5 | 10 | 5 | 20% |
| Total | 30 | 40 | 30 | 100% |



| BOARD DEVELOPED COURSE: HEALTH AND MOVEMENT SCIENCE | | | KLA: PDHPE | |
|---|--|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | In-class Task | Collaborative Investigation | Yearly Examination | Weighting |
| Task Overview | Focuses on content within Core 2, examining the body and the mind motion and related concepts | | 2-hour examination covering the majority of work studied. | |
| Proposed Week | Term 1 Weeks 9 - 11 | Term 2 Ongoing assessment Presentation due Week 10 | Term 3 Weeks 9 - 10 | |
| Outcomes | GE11.1, GE11.2, GE11.4, GE11.5 | GE11.3, GE11.4, GE11.7, GE11.8, GE11.9 | GE11.2, GE11.5, GE11.8, GE11.9 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Geographical tools and skills | 5 | 10 | 5 | 20% |
| Geographical inquiry and research, including fieldwork | 10 | 10 | - | 20% |
| Communication of Geographical information, ideas, and Issues in appropriate form | 5 | 10 | 5 | 20% |
| Total | 30 | 40 | 30 | 100% |



| | | | | |
|--|---|---|--|---|
| VET COURSE: HOSPITALITY Certificate II in Cookery | | | KLA: TECHNOLOGY (VET) | |
| Units: 2 (ATAR Optional) | | | YEAR 11 2025 | |
| <p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognized vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency-based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full Certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p> | | | | |
| Assessment Task | Task 1 | Task 2 | Weighting | All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority |
| Task Overview | Mandatory completion of 35 hours of industry work placement | Yearly Examination. 2 hour written examination assessing course content. | | |
| Proposed Date | Dates vary dependent on student sourced placements | Term 3 2025 Weeks 1 - 2 | | |
| Total | N/A | 100 | 100% | |
| Units of Competency | | | | |
| SITXFSA005, Use hygienic practices for food safety SITXWHS005, Participate in safe work practices SITHCCC023, Use food preparation equipment SITHCCC027, Prepare dishes using basic methods of cookery SITHCCC034, Work effectively in a commercial kitchen SITHKOP009, Clean kitchen premises and equipment SITXINV006, Receive, store and maintain stock | | | SITHCCC025, Prepare and present sandwiches SITXFSA006, Participate in safe food handling practices SITXCCS011, Interact with customers SITXCOM007, Show social and cultural sensitivity SITHCCC024, Prepare and present simple dishes SITHCCC026, Package prepared foodstuffs | |



| BOARD DEVELOPED COURSE: INDUSTRIAL TECHNOLOGY (MULTI-MEDIA and TIMBER) | | | | KLA: TAS |
|---|--|---|---|---------------------|
| UNITS: 2 (ATAR) | | | | YEAR 11 2025 |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Industry Study | Design Project | Yearly Examination | Weighting |
| Task Overview | Students investigate and complete a documented Industry Study related to the specified industry. | Students design and manufacture/produce a project in response to a stated need and prepare specified aspects of a management folio. | 1½ hours written examination based on knowledge and skills outcomes, core design and management, industry study, workplace communications and an Industry specific focus. | |
| Proposed Date | Term 1 Week 7 | Term 3 Week 7 | Term 3 Weeks 9 - 10 | |
| Syllabus Outcomes | P1.1, P1.2, P5.1, P6.2, P7.1 P7.2 | P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2 | P1.1, P1.2, P3.1, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1 | |
| Components | | | | |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and the techniques used by, the focus area | 10 | 10 | 20 | 40% |
| Knowledge, skills and understanding in designing, managing, problem solving, communicating and safe use of manufacturing processes and techniques through the production of projects | 10 | 30 | 20 | 60% |
| Total | 20 | 40 | 40 | 100% |



| BOARD DEVELOPED COURSE: LEGAL STUDIES | | | KLA: HSIE | |
|--|--|--|---|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Media Portfolio | Research Task | Yearly Examination | |
| Task Overview | <i>The Legal System</i> Media File & In-class component | <i>The Individual and the Law</i> Research Task | 2-hour examination covering most of the work studied. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 8 | Term 3 Weeks 9 - 10 | |
| Outcomes | P2, P3, P4, P8, P9 | P1, P5, P6, P8, P10 | P1, P4, P6, P7, P9 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40% |
| Analysis and evaluation | 5 | 5 | 10 | 20% |
| Inquiry and research | 10 | 10 | - | 20% |
| Communication of legal studies information, ideas and issues | 5 | 5 | 10 | 20% |
| Total | 30 | 30 | 40 | 100% |



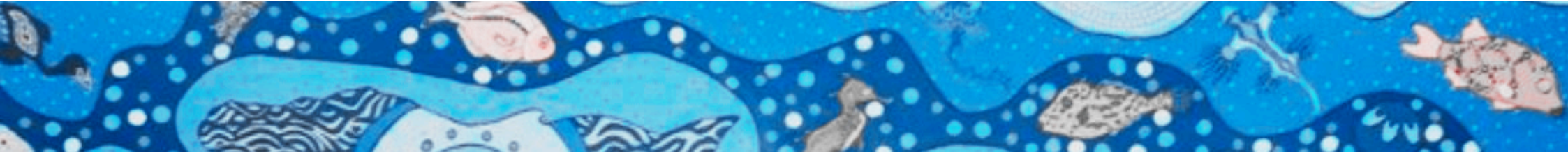
| BOARD ENDORSED COURSE: MARINE STUDIES | | | KLA: SCIENCE | |
|--|--|--|-----------------------------|-------------|
| UNITS: 2 (NON-ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Marine Employment | Local Area Study | Portfolio | Weighting |
| Task Overview | Students research a marine career path of their choice and write a report describing the area and explaining what skills and training would be required. | Students conduct a detailed study of their local area, highlighting the marine and aquatic ecosystems present and relating the effects of the land, its use and human population in these systems. It provides an ideal opportunity to put previously acquired investigative skills into practice. | Boat Construction Portfolio | |
| Proposed Week | Term 1 Week 6 | Term 2 Week 8 | Term 3 Week 8 | |
| Outcomes | 1.2, 2.3, 4.1, 4.2 | 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4 | | |
| Components | | | | |
| Skills in working scientifically | 15 | 25 | 20 | 60% |
| Knowledge and understanding of course content | 5 | 15 | 20 | 40% |
| Total | 20 | 40 | 40 | 100% |



| BOARD DEVELOPED COURSE: MATHEMATICS EXTENSION 1 | | | KLA: MATHEMATICS | |
|--|--|------------------------------|----------------------------|------------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | In-class test | Test of Limited Scope | Yearly Examination | |
| Task Description | Test done in normal lesson time – maximum of 1 hour duration | In-class Test | 2-hour formal examination. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 7 | Term 3 Weeks 9 - 10 | |
| Syllabus Outcomes | ME11 – 1,2,5,6,7 | ME11 – 1,2,3,4,5,6,7 | ME11 – 1,2,3,4,5,6,7 | |
| Components | | | | |
| Understanding, Fluency and Communication | 10 | 15 | 25 | 50% |
| Problem Solving, Reasoning and Justification | 10 | 15 | 25 | 50% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: MATHEMATICS ADVANCED | | | KLA: MATHEMATICS | |
|--|--|-----------------------|----------------------------|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | In-class test | Test of Limited Scope | Yearly Examination | Weighting |
| Task Description | Test done in normal lesson time – maximum of 1 hour duration | In- class test. | 2-hour formal examination. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 7 | Term 3 Weeks 9 - 10 | |
| Syllabus Outcomes | MA11- 1,2,3,8 | MA11- 1,2,3,5,7,8 | MA11 – 1,2,3,4,5,6,7,8 | |
| Components | | | | |
| Understanding, Fluency and Communication | 10 | 15 | 25 | 50% |
| Problem Solving, Reasoning and Justification | 10 | 15 | 25 | 50% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: MATHEMATICS STANDARD | | | KLA: MATHEMATICS | |
|--|--|---------------------------------|--|-------------|
| UNITS: 2 (ATAR if attempting Standard 2 in Year 12, ATAR Optional if attempting Standard 1 in Year 12) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 In-class | Task 2 Test of Limited Scope | Task 3 Yearly Examination | Weighting |
| Task Description | Test done in normal lesson time – maximum of 1 hour duration Chapters 1, 2, 3 & 4 | In- class test | 2-hour formal examination. Formal written examination assessing course content. | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Syllabus Outcomes | MS11-1, 2, 5, 6, 8, 10 | MS11-3, 4, 5, 9, 10 | All outcomes | |
| Components | | | | |
| Understanding, Fluency and Communication | 15 | 15 | 20 | 50% |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: MODERN HISTORY | | | KLA: HSIE | |
|--|---|---|---|------------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Research Task/ In-class Response | Historical Investigation | Yearly Examination | |
| Task Overview | Questions given to students based on Contestability and the first case study. | Historical research project consisting of a report and oral presentation. | 2-hour examination covering the majority of work studied. | |
| Proposed Week | Term 1 Week 11 | Term 2 Week 10 | Term 3 Weeks 9 - 10 | |
| Outcomes | MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.8, MH1.9 | MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.8, MH1.9 | MH1.1, MH1.2, MH1.3, MH1.4, MH1.5, MH1.6, MH1.7, MH1.9 | |
| Components | | | | |
| Knowledge and understanding of course content | 5 | 5 | 25 | 35% |
| Source-based skills | 5 | 5 | 5 | 15% |
| Historical inquiry and research | 5 | 20 | - | 25% |
| Communication of historical understanding | 5 | 10 | 10 | 25% |
| Total | 20 | 40 | 40 | 100% |



| BOARD DEVELOPED COURSE: MUSIC 1 | | | | KLA: CAPA |
|--|--|---|--|---------------------|
| UNITS: 2 (ATAR) | | | | YEAR 11 2025 |
| NAME OF TASK | Task 1 | Task 2 | Task 3 | |
| Task Description | Musicology 25% Performance 10% Methods of Notating Music | Composition 25% Performance 15% Music of Small Ensemble | Aural Skills 25% Australian Music | |
| Proposed Date | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 9-10 | |
| Syllabus Outcomes | P1, P2, P4, P5, P6, P7, P8 | P1, P3, P7, P8, P10 P11 | P4, P5, P6, P9 | |
| Course Components | | | | Weighting |
| Performance | 10 | 15 | - | 25% |
| Composition | - | 25 | - | 25% |
| Musicology | 25 | - | - | 25% |
| Aural | - | - | 25 | 25% |
| Total | 35 | 40 | 25 | 100% |



| BOARD DEVELOPED COURSE: PHYSICS | | | | KLA: SCIENCE |
|--|---|--|--|---------------------|
| UNITS: 2 (ATAR) | | | | YEAR 11 2025 |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | Depth Study | Skills and Data Task | Yearly Examination | Weighting |
| Task Overview | Depth Study | Skills and Data Task | 2-hour written examination based on content studied. | |
| Proposed Week | Term 2 Week 3 | Term 3 Week 4 | Term 3 Weeks 9 - 10 | |
| Outcomes | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-8, PH11/12-9, PH11/12-10, PH11/12-11 | PH11/12-5, PH11/12-6, PH11/12-8, PH11/12-9 | PH11/12-1 – PH11/12- 10 | |
| Components | | | | |
| Skills in working scientifically | 25 | 25 | 10 | 60% |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40% |
| Total | 30 | 30 | 40 | 100% |



| BOARD DEVELOPED COURSE: SOCIETY AND CULTURE | | | KLA: HSIE | |
|---|--------------------------------------|-------------------------------------|---|------------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | |
| | The Social and Cultural World | Personal and Social Identity | Yearly Examination | Weighting |
| Task Overview | Cultural Research Task | In-class extended response | 2-hour written examination covering all aspects of the course | |
| Proposed Week | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 9 - 10 | |
| Outcomes | P1, P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P9, P10 | P1, P2, P3, P4, P5, P6, P9, P10 | |
| Components | | | | |
| Knowledge and understanding of course content | 10 | 10 | 30 | 50% |
| Application and evaluation of social and cultural research | 10 | 10 | 5 | 25% |
| Communication of information, ideas and issues in appropriate forms. | 10 | 10 | 5 | 25% |
| Total | 30 | 30 | 40 | 100% |



| BOARD ENDORSED COURSE: SPORT, LIFESTYLE AND RECREATION | | | | KLA: PDHPE | |
|--|---|--|---|---|-------------|
| UNITS: 2 (NON-ATAR) | | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
| | Aquatics | Athletics | Practical skills – Team Games | Outdoor education | |
| Task Overview | Technique and proficiency of aquatic skills | Complete online course, workbook and officiate at Athletics Carnival | Ongoing skill and technique assessment in a variety of team games | Research task – planning an expedition. | |
| Proposed Week | Term 1 Weeks 3 - 7 | Term 2 Weeks 1 - 5 | Term 3 Weeks 3 - 10 | Term 3 Week 6 | |
| Outcomes | P1.3, P2.2, P2.5 | P1.1, P1.3, P1.6, P2.3, P2.5, P3.3, P4.4 | P1.1, P1.3, P2.1, P3.1-3.2, 4.1, P4.4 | P1.6, P2.1-2.3, P2.5, P3.1, P3.6 | |
| Components | | | | | |
| Knowledge and Understanding | 10 | 5 | - | 30 | 40% |
| Skills | 15 | 15 | 30 | - | 60% |
| Total | 25 | 20 | 30 | 30 | 100% |



| BOARD DEVELOPED COURSE: VISUAL ARTS | | | KLA: CAPA | |
|-------------------------------------|--|--|--|-------------|
| UNITS: 2 (ATAR) | | | YEAR 11 2025 | |
| Assessment Task | Task 1 | Task 2 | Task 3 | Weighting |
| | Artmaking Practice, Frames and Conceptual Framework | Artmaking Practice | Artmaking Practice & Yearly Examination | |
| Task Overview | V.A.P.D: documentation of course work and development of skills, ideas and techniques towards the production of artworks: /20 critical response: 20 | 2D Artmaking Practice - /50 Written response. /25 | Artmaking – 3D/4D forms VAPD -supporting material; /50 End of course exam; /50 | |
| Proposed Week | Term 1 Week 9 | Term 2 Week 4 | Term 3 Weeks 9 - 10 | |
| Outcomes | P1, P2, P3, P4, P5, P6, P7, P9, P10 | P1, P2, P3, P4, P5, P6, P8 | P1 - P10 | |
| Components | | | | |
| Art History and Criticism | 15 | 15 | 20 | 50% |
| Artmaking | 10 | 20 | 20 | 50% |
| Total | 25 | 35 | 40 | 100% |



| BOARD ENDORSED COURSE: VISUAL DESIGN | | | KLA: CAPA | |
|--------------------------------------|---|--|---|-----------|
| UNITS: 2 (NON-ATAR) | | | YEAR 11 2025 | |
| | Task 1 | Task 2 | Task 3 | |
| Assessment Task | Visual Elements and Principles of Design of Card Design Task | Design Practice | Container Design | Weighting |
| Task Overview | Design Journal: documentation of class work and understanding of the Visual Elements and Principles of Design. Research Task | Students will study and explore a series of 2D design forms which will be documented in their Design Journal. Students will develop a major 2D design work. | Design Journal: documentation of class work and understanding of Design practices. Container Design – ceramics. 3D Major Design: /50 Journal /20 | |
| Proposed Week | Term 1 Week 11 | Term 2 Week 10 | Term 3 Week 8 | |
| Outcomes | DM3, DM4, DM5, DM6, CH2, CH3 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | |
| Components | | | | |
| Making | 20 | 20 | 30 | 70% |
| Historical and Critical | 10 | 10 | 10 | 30% |
| Total | 30 | 30 | 40 | 100% |