



# MITCHELL HS

## HSC (PRELIMINARY)

### ASSESSMENT HANDBOOK 2025



This Assessment Handbook is issued to students in Year 11 in addition to the NSW Education Standards Authority Handbook '2025 Higher School Certificate Rules and Procedures'.

**STUDENTS ARE REQUIRED TO READ THE NESA HANDBOOK**

## A MESSAGE FROM THE PRINCIPAL



Dear Students and Parent/Carer(s),

As we commence the academic year, I am pleased to present you with the HSC (Preliminary) Assessment Handbook, an essential resource that will guide you through the assessment process and support your educational journey. This handbook is designed to help you navigate the expectations and opportunities that lie ahead.

Education is a choice that holds immense significance in shaping your future. By choosing to attend school, you are taking a pivotal step towards unlocking your potential and embracing countless opportunities for growth, learning, and personal development. It is imperative that you approach this choice with a sense of responsibility and purpose, cherishing the privilege of education and making the most of it.

As members of our school community, you are expected to wholeheartedly embrace this opportunity and strive to meet the high standards set by both our school and the New South Wales Education Standards Authority (NESA). Meeting these expectations is not merely a requirement; it is a vital component of your academic success. I urge each of you to commit fully to your studies, engage actively with your learning, and exert genuine effort in all that you do.

The journey of education is not without its challenges, but it is through diligent effort and perseverance that you will cultivate the skills and knowledge necessary to thrive. Your engagement and participation in class discussions, as well as in assessments, are crucial not only for your academic achievement but also for your personal growth and development.

I encourage you to read this handbook carefully and use it as a reference throughout the year. Remember, your teachers and the entire school staff are here to support you every step of the way. Let us embark on this academic year with determination and a shared commitment to excellence. Together, we can foster an environment where every student can flourish and achieve their fullest potential.

Let's make this year a fantastic one filled with learning, growth, and achievement!

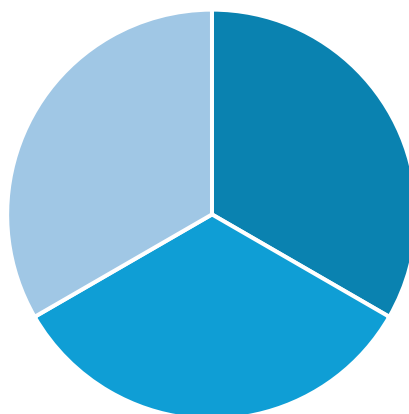
Kind regards



Elena Marinis  
Principal  
Mitchell High School

## ACADEMIC REQUIRMENTS FOR ALL STUDENTS AT MITCHELL HIGH SCHOOL

**COMPONENT 1**  
90% Attendance



**COMPONENT 2**  
Satisfactory Class work, Effort  
Application, Homework

**COMPONENT 3**  
Complete all School-Based  
Assessments

### Component 1: Attendance

1. Students are expected to attend a minimum of 90% of all classes. Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for leave or exemption (with evidence) for absences from school of more than 5 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.

### Component 2: Diligence and sustained effort

Students must study each course in Years 7-12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if they fail to work with diligence and sustained effort to complete the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school or specific classes, particularly if these are unexplained
- a recurring pattern of lateness or absences
- poor achievement in class tests, assignments or other assessment tasks caused by lack of application
- poor classroom behaviour that disrupts your own, and others' learning
- failure to submit assessment items
- failure to complete class work and homework
- proven cases of malpractice or cheating.

### Component 3: Formal Assessment

1. Students are expected to complete and submit ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly.



## THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must have:

- completed Year 10,
- attended a school recognised by NESA,
- completed HSC: All My Own Work,
- demonstrated the minimum standard of literacy and numeracy,
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC,
- and must undertake and make a serious attempt in all their HSC examinations.

### Requirements for the award of the HSC

Students must complete a pattern of study that includes:

- 4 units of Board Developed courses.
- at least 2 units of English.
- at least 3 courses of 2 unit value or greater (Board Developed or Board Endorsed).
- at least 4 subjects.

### Satisfactory Course Completion

**For satisfactory completion of HSC courses at Mitchell High School, students will be required to show evidence that they have:**

- ***been enrolled at this school for the required period of time for each course*** – 4 terms for HSC courses. Where a student has not met this requirement, the Principal will decide whether the student has made sufficient progress towards achieving the outcomes of the course and completing course requirements, including assessment.
- ***studied the required pattern of courses for the required time.*** This involves studying subjects totalling at least 12 units of HSC (Preliminary) courses and 10 units of HSC courses. In general, at this school, no student will be allowed to change their HSC pattern of study (including increasing unit values or changing levels within a course) after the end of the first term of study in an HSC course (i.e. end of Term 4). The Head Teacher Secondary Studies or Deputy Principal can only approve changes after these dates.
- ***met the course completion criteria for each HSC course studied which will be shown by:***
  - ***following the course developed or endorsed by NESA,***
  - ***applying themselves with diligence and sustained effort to the set tasks and experiences provided by the school and***
  - ***achieving some or all of the course outcomes. Students must make a genuine attempt to complete the course outcomes.*** This includes completion of all course work, assigned work, assessment, practical work and required fieldwork. Each course assessment schedule (from page 25) provides a brief task description of formal assessment tasks required to be completed to be successful in that course. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
- ***maintained a satisfactory level of class attendance.*** At this school, that is set at 90%. Although attendance will not be used by itself as an indicator of student progress, a student whose attendance falls below that level is at risk of not completing required course work, whether that attendance is explained or unexplained. ***Where the student has been able to maintain or make up work that was missed during absences, class teachers will use their professional judgement in determining whether the student is still at risk.*** In the case of extended leave or exemption (this is not recommended as it can result in the exclusion from the course) which has been approved by the Principal, the student is required to maintain a satisfactory level of course work and to negotiate with individual Faculty Head Teachers in regard to formal assessment. Extended leave WILL NOT be granted for examination weeks in the HSC (Preliminary) and HSC years.

- **made a genuine attempt (see below) at assessment tasks that contribute in excess of 50% of available marks** in courses where school-based assessment marks are submitted. This is IN ADDITION to any other set tasks and experiences for each course.
- **sat for and made a genuine attempt at the examination in those courses that include a compulsory examination.** Students who fail to do this will be notified by NESA and given the opportunity to respond to this determination. (See Appeals Processes (b) page 16)
- **completed mandatory work placement** in the case of those students studying VET Industry Curriculum Framework courses.
- **In the case of competency-based courses,** where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

#### **Genuine attempt:**

NESA does not have a definition of 'making a genuine attempt', instead refers to a 'serious attempt' and a 'non-serious attempt'. NESA tells us:

**(10.3.3)** For an HSC examination or HSC minimum standard attempt to be considered a serious attempt, students must:

- rite serious and thoughtful responses to exam questions.
- answer in English, unless specifically instructed otherwise.

**(10.3.4)** Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material:
  - abuse directed at a member of school staff, Presiding Officer or NESA, and/or
  - obscene symbols, drawings, or comments.
- responses containing answers considered to be deliberately silly, misleading or incorrect.

### **ELIGIBILITY TO STUDY STAGE 6 LIFE SKILLS COURSES**

- Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.
- Principals must make decisions about accessing Stage 6 Life Skills courses:
  - based on the needs of the individual student, for each course, and*
  - via [collaborative curriculum planning](#), and*
  - involving the individual student (where appropriate), their parents/carers, and their teachers.*
- Stage 6 Life Skills courses are not appropriate options for students:
  - who do not have an intellectual disability or an imputed intellectual disability*
  - experiencing significant unexpected and/or chronic health issues*
  - performing below their cohort*
  - who could access outcomes and content with appropriate adjustments and support*
  - with emotional and/or behavioural needs.*
- A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.
- A student studying any Stage 6 Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#).
- In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:
  - has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes <sup>(1)</sup>, and/or*
  - transfers from interstate or overseas, and/or*
  - has a deteriorating condition.*

### **SCHOOL BASED ASSESSMENT**

The same or equivalent tasks will be undertaken by all students in a course, regardless of which class they are in. Students must attend all timetabled lessons on the day before and the day that an assessment task is due to be handed in or on the day/time an assessment task takes place.

## 1. Information Provided to Students When Receiving an Assessment Task

- a. At the commencement of the Higher School Certificate students will be provided with an assessment handbook and assessment schedule for each course studied. In this document students will find a list of all assessment tasks to be completed throughout the course, the value (weighting) of each task, including the weighting of each component, and the Term and Week in which the task is due for submission or completion. This document will also be placed on the Year 11 Google classroom and the schools website.  
<https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html>
- b. Students will be given **written notification** (either through Google Classroom or in hard copy) and relevant information for each assessment task no less than 14 calendar days prior to the date the task will take place or is due to be handed in. Students will be provided with a **rubric or marking criteria** for every assessment task that outlines the components of an excellent response and provides criteria for each grade / mark level.
- c. **Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teacher immediately on their return to school.** They will be expected to complete the assessment task by the set time unless they negotiate an extension of time with the teacher that is approved by the Head Teacher under the provisions as set out in this booklet.
- d. **PLEASE CONSIDER:** When the class is issued with a written assessment notification students should consider whether they may need assistance with resources or completing the task. If so, students should make use of the school library and Librarian and / or the Learning Support Faculty and / or the homework centre and / or their study periods.

## 2. Completion and Submission of Assessment Tasks

- a. All online hand-in tasks must be submitted by 9am on the due date unless an extension of time has been pre-approved by the class teacher and Head Teacher.
- b. All tasks prepared in hard copy must be submitted during the allocated lesson period on the date it is due unless an extension of time has been pre-approved by the Head Teacher.
- c. Assessment tasks that are received after the deadline (except as per 2a or 2b) **will receive zero** unless supported by an illness/misadventure or special consideration application that has been approved. Work submitted late (without an approved request) does not have to be marked, although it will be recorded as an attempt if the class teacher believes it to be a genuine attempt.
- d. Failure to submit an assessment task will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an "N" in course records and an **N-Determination warning** will be issued. If the student has reason to apply for illness / misadventure to explain non-submission, this should be done immediately. (See pages 9-11 for illness/misadventure details)

### 3. Return of Assessment Tasks

- a. Marks and the task will be returned to students during a timetabled lesson. Students will not receive their mark via Google Classroom or other online means before the lesson allocated for returning the task.
- b. Students will be provided with a mark on each task, relative to the outcomes listed for assessment.
- c. Tasks will be marked and returned within **TWO weeks** of submission unless there are extenuating circumstances. Marking procedures will include consultation between teachers and double marking where appropriate to ensure consistency.
- d. Teachers and Head Teachers will review the mark distribution on each task to ensure procedural fairness.
- e. Teachers will provide feedback to each student on each assessment task as soon as possible. If a student has concerns about a mark or grade on a particular task, they are able to discuss these concerns with the teacher during that lesson and submit an appeal against marks awarded if necessary. *(See Appeals Processes (a) on page 16)*

### 4. Student Absence for a School-Based Assessment Task

- a. Failure to attend a scheduled assessment task (which may be an in-class activity, test or exam) without an approved illness misadventure, will automatically result in the task being recorded as a non-attempt and awarded zero. This will be shown as an “N” in course records and a **N-Determination warning** will be issued.
- b. Students who believe they have a claim for an illness / misadventure application should speak with the Head Teacher of the KLA, the Head Teacher Secondary Studies or the Year 11 Deputy Principal. Information about *illness / misadventure* can be found on pages 9-11 of this booklet.

### 5. Extension Of Time to Submit a Task

By careful organisation and planning students should be able to submit all tasks on time. At Mitchell High School there are very few acceptable reasons for an extension of time to be granted by the Head Teacher.

These are:

- a. One of the possible outcomes for an upheld appeal from an illness / misadventure application.
- b. In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be confirmed by the Principal.

### 6. Reporting Student Results

- a. Students will receive a mark and **assessment rank** at both reporting periods during the HSC course.
- b. Teachers may make available to students their rank order on individual assessment tasks. Where this is done, students will be advised that the rank order may be subject to change in the event of an appeal or an illness / misadventure claim.
- c. Student’s final assessment ranks will be made available via their Student Online account once all HSC examinations are finished. Students have the right to appeal their final assessment rank. *(See Appeals Processes (f) page 16.)*
- d. For students studying a course that has AN OPTIONAL HSC EXAMINATION (English Studies 1 and Mathematics Standard 1) the HSC mark reported on the NESA credential for those who sit for the exam is based on the HSC exam only. School-based assessment **does not contribute 50% of this mark** as it does for HSC courses that have mandatory exams.

## RESULTS OF ASSESMENT TASKS

The marks awarded to assessment tasks, in Board Developed Courses, are used to calculate the school-based assessment mark or grade for each course. These results are then forwarded to NESA at the end of Term 3 of the HSC year.

### Procedures for Determining Student's Final School-Based Course Assessment Mark

Individual tasks will be marked out of the mark allocated to the task in the assessment schedule and detailed in the assessment notification information. At the end of the course, in Term 3 of 2025, teachers will aggregate (add-up) these individual results. The aggregated mark is the one sent into NESA.

The school-based assessment mark makes up 50% of the final HSC mark.

### Procedures for Determining Final Grade in English Studies and Mathematics Standard 1

Students studying English Studies and / or Mathematics Standard 1 will have their school-based assessment reported on NESA documents as a grade (unless they sit for the optional examination). Grades are allocated based on the standards as set out in the Achievement Level Descriptions. The Achievement Level Descriptions describe the main features of a typical student's performance at the end of the course, at each grade (A, B, C, D or E) as measured against the syllabus objectives and course outcomes. Students can appeal the grade awarded. (*See Appeals Processes*)



## BOARD DEVELOPED VET COURSES

- VET courses are competency based. No internal assessment mark is required. The student's performance is judged against a prescribed standard, not against the performance of other students. A student is judged as either competent or not yet competent.
- These courses have a Higher School Certificate external assessment consisting of an optional written HSC Examination. The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF (Australian Qualifications Framework) accreditation.
- The mark achieved by a student in the examination is shown on the Record of Achievement and is used as the sole basis for determining the contribution of the course to the student's ATAR.

## **PROCEDURES TO BE IMPLEMENTED IF AN ASSESSMENT TASK PRODUCES AN INVALID OR UNRELIABLE TASK RESULT**

In exceptional circumstances, a completed task may be determined to be invalid or unreliable. This might occur when the task is found to be too easy or too hard for most students, or doesn't meet syllabus requirements, or the content or skills have not been taught previously or some extraordinary circumstance or situation results in some unforeseen disadvantage.

In the event that a task is considered to be invalid or unreliable the Head Teacher of the subject will undertake an investigation and bring their findings to the Principal. Upon receipt of this advice the Principal will convene the Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA).

The Assessment Review Panel may decide that the task will be:

- re-weighted and supplemented with an additional task
- redesigned and repeated
- compensated by some other means.

Where an additional task is given, both tasks will count towards the final assessment mark, but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the overall task weighting, however, will not change.

Students can appeal the decision of the Assessment Review Panel in writing within 2 school days of receiving the advice. An appeal must be based on new information and will be decided by the principal. (*See Appeals Processes*)

## DISABILITY PROVISIONS PREVIOUSLY KNOWN AS ‘SPECIAL PROVISIONS’

These provisions, in the HSC, are practical arrangements designed to help students who couldn’t otherwise make a fair attempt to show what they know under exam conditions. Disability provisions address students’ exam needs impacted by one or more of the following categories of disability – learning, medical, vision and hearing. These provisions, for the HSC, need to be applied for, and are granted solely on the basis of how a student’s exam performance is affected.

### Students may need provisions for medically diagnosed conditions:

- a permanent condition – such as diabetes, autism, vision impairment or reading difficulty
- a temporary condition – such as a broken arm
- an intermittent condition – such as panic attacks.

NESA requires students to have supporting evidence for any application for disability provisions for the HSC. The following documents will be required to support a student’s application for Disability Provisions:

- A Medical Provisions Form completed by an appropriate health professional
- Teacher Comments that outline the impact of the disability on the student’s ability to complete timed examinations
- A Student Declaration Form completed by the student in support of their own application
- Writing Samples required ONLY when applying for:
  - extra time to write for any reason
  - a writer for impaired writing speed or legibility
  - a computer for impaired speed of legibility.

It is not embarrassing to apply for disability provisions – they help students to show the HSC markers what they know and can do. At Mitchell High School, these are managed by HT Teaching and Learning and Learning Support Teachers. Students applying for Disability Provisions will be supported by these staff members to submit their application before the due date at the end of Term 1.

Sometimes an application for disability provision is declined by NESA. If that is the case students have the right to appeal the decision but must include new evidence to support the appeal. (See Appeals Processes)

In class, teachers at Mitchell High School make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. Adjustments are actions taken that enable a student with a disability to access syllabus outcomes and content on the same basis as their peers. The type of adjustment and support will vary according to the particular needs of the student and the requirements of the activity. Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe, specific technology or separate supervision.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Students need to understand that school-determined provisions or adjustments may not necessarily apply in the HSC examinations as what is assessed in school-based assessments may be different to HSC examinations.

## PRACTICES FOR STUDENTS IN YEARS 10-12 IN RELATION TO ILLNESS AND MISADVENTURE DURING ASSESSMENT TASKS OR EXAMINATIONS

The school's misadventure and illness procedures for Years 10-12 are underpinned by the NESA guidelines for the HSC. Source: <https://curriculum.nsw.edu.au/ace-rules/ace9/im-program>

Individual students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness / misadventure procedures. Assessment marks are intended to be a measure of a student's ability and progress in a subject. Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.

### What does 'illness / misadventure' specifically relate to?

- a) **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a cut hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.
- b) **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be; death of a friend or family member, involvement in a traffic accident, a house fire.

### Information about 'illness/misadventure'

Students and their parents are advised to carefully read the NESA 2025 Higher School Certificate Rules and Procedures document that is issued to every Year 11 student at the start of their Higher School Certificate studies.

The information in this NESA document relates directly to the time when the HSC Examinations are in progress in October/November 2025. Students seeking consideration for an illness / misadventure event during the HSC will need to complete and submit specific NESA forms and follow very specific guidelines. Students will be supported by the Head Teacher Secondary Studies and the Principal.

Throughout the four terms of the HSC learning and studying period, students will be made aware of the specific NESA procedures.

Should a student's illness / misadventure application to NESA following an incident that occurred during the 2025 HSC be declined, the student has the right to appeal. (See Appeals Processes (j) page 17.)

In addition, this Stage 6 Assessment Handbook outlines the specific procedures and practices for managing individual illness / misadventure at Mitchell High School. These will be reinforced with students at year meetings held during Years 10, 11 and 12.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness or incapacitation. In such circumstances the Head Teacher Secondary Studies can apply on behalf of the student. There will be regular communications with students in relation to acceptable uses of the illness and misadventure procedures.

## PROCEDURES FOR ILLNESS/MISADVENTURE IN RELATION TO SCHOOL-BASED ASSESSMENT

### a) For Students:

- a) The student must contact the classroom teacher / Head Teacher to advise that an illness/misadventure event has occurred on the day of the event if possible.
- b) In the case of illness, the student must submit a 'medical statement' or a medical certificate which will be part of the evidence attached to the application. If a student is unwell the day before and/or the day of an assessment task or examination, they must seek independent medical advice. NESA Rule (9.12)
- c) The completed application must be submitted within 2 school days of the date due of the assessment task or examination.
- d) Where possible, the student must complete and / or submit the task within 7 school days as evidence of a serious attempt.
- e) A student who has missed an exam will be required to undertake the task on the first day of their return to school.

### b) For Teachers:

- a) As soon as the incidence of student illness/misadventure is known, the teacher notes this in teacher / faculty records.
- b) Following advice on the outcome of the application from the Head Teacher Secondary Studies, the teacher should speak with the student and arrange for the student to complete or submit the task within 7 school days.
- c) In exceptional circumstances when the task cannot be completed, an estimate based on the class average, or marks derived from a comparable task that assessed comparable outcomes may be used. This is done at the end of the course.

### c) For Head Teacher (the decision maker)

- a) Confirms the need for an illness / misadventure application to be completed and submitted.
- b) Issues the link to the application to the student.
- c) Ensures the 'medical statement', medical certificate or other evidence is submitted.
- d) Ensures all other required documentation is submitted.
- e) Considers the student's application and makes the final decision – upheld or declined.
- f) Advises the student, the teacher, other key personnel and parents (where appropriate) of the outcome of the application.
- g) Where an application is declined the student will be informed of the reason for this decision. At this time the student will be advised of their right of appeal to the Assessment Review Panel. Such an appeal will require NEW EVIDENCE to be presented. (See Appeals Processes)
- h) Refers any complex requests or requests for 'multiple' applications (over the period of assessment) to the Principal for determination.



### Possible Outcomes from an Illness or Misadventure Application

- a) **ACCEPTED** - The student is given a substitute task to complete within a set period of time indicated in the response letter. The substitute task will be comparable, assessing comparable syllabus outcomes and making comparable demands on student time, skill and knowledge.
- b) **ACCEPTED** - An extension of time is granted for the student to complete the original task.
- c) **ACCEPTED** – Where it is clear that student performance on the task has been clearly impacted by the illness or misadventure, marks may be adjusted following consideration of student performance on comparable task/s with comparable knowledge and skill outcomes. This is done at the end of the course and the student is informed of their mark at this time.
- d) **ACCEPTED** - In exceptional circumstances, where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes. This should be done at the end of the course and with the approval of the Principal.
- e) **DECLINED** - Zero mark is given.
- f) **DECLINED** - N-Determination warning is issued.
- g) **DECLINED** - Other appropriate action taken and noted.

### What are UNACCEPTABLE grounds for an Illness or Misadventure Appeal?

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday (see page 3 maintained a satisfactory level of class attendance);
- misreading the due date of an assessment task;
- misreading an examination timetable;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which the school and NESA have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycemics event suffered by a diabetic student or a student who has been isolated but is still ill, panic attack) or further difficulties occur.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s);
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

## N-DETERMINATION PROCESSES FOR STUDENTS IN YEARS 10-12

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning will be given. When a student's work fails to meet the standard required of successful students as outlined throughout this assessment handbook and in the academic requirements for all students the following N-Determination processes will be used:

<b>Warning 1</b>	The teacher will interview the student, explain the reasons for the warning and advise the parent and guardian by telephone or text that an N-Determination warning will be emailed or posted home and request <b>the acknowledgement slip be returned</b> . At this time the student is informed of what needs to be completed to have the warning rescinded. <b>All required work must be completed within TWO weeks</b> and the class teacher must sign off that required work has been completed.
<b>Warning 2</b>	Following a further interview with the teacher, the Head Teacher will advise the parent or guardian by telephone or text that a second N-Determination warning will be emailed or posted home and request <b>the acknowledgement slip be returned to the Head Teacher</b> . At this time the student is informed of what needs to be completed to have the warning rescinded. <b>All required work must be completed within TWO weeks</b> . The class teacher or Head Teacher must sign off that the required work is complete.
<b>Warning 3</b>	<b>This is the final warning.</b> The Head Teacher Secondary Studies and Deputy Principal will interview the student with their parent/guardian. The Deputy Principal will issue the N-Determination warning and will explain what must be done to meet course requirements and avoid an N-Determination. An <b>acknowledgement slip must be signed at the interview</b> and all required work must be completed within TWO weeks. The class teacher must sign off that the required work has been completed.
<b>N-Determination</b>	<p>The Deputy Principal and Principal will interview the student and parent /guardian and issue the N-Determination. <b>The student and accompanying adult will be advised of the appeals process and of any ways in which outstanding course work and assignments can be completed.</b> (See <i>Appeals Processes (e)</i> page 16.) NESA will be advised.</p> <p>The deadlines for 'N' Determinations to be finalised are published each year by NESA. Students will be advised on this timeframe.</p> <p><b>A student who receives an N-Determination may not meet requirements for the award of the Record of School Achievement for Years 10-11, HSC (Preliminary) for Year 11 or HSC for Year 12. The course will not appear on the Record of Achievement and students will not be able to attend the graduation.</b></p>

The way to avoid an N-Determination is to maintain 90% attendance, complete all class work, be an active participant in all of the learning activities prepared for the class, complete and submit all assessment tasks and make a genuine attempt at any test or examination.

### Overall RoSA WARNINGS for students under the age of 17

Where a student's overall attendance, behaviour, completion of work falls below the level required, the student will be issued with the 'DP Formal Warning – Unsatisfactory Participation towards the NSW Record of School Achievement'. Students will receive TWO WARNINGS and then the RoSA will be withheld.

## ACADEMIC INTEGRITY IN SCHOOL-BASED ASSESSMENT

### HONESTY IN HSC ASSESSMENT – THE STANDARD OF SCHOLARSHIP (ACE Rule 2.2 [19-21])

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC assessment and exams.

The honesty of students in completing assessment tasks, exams and tests, underpins the integrity of the Higher School Certificate.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice, or cheating.

Schools must record all malpractice offences in the HSC school-based assessment tasks in the Malpractice Register in Schools Online.

## PRACTICES IN RELATION TO MALPRACTICE

Malpractice in any form, including plagiarism, misrepresentation, collusion and breach of assessment conditions is unacceptable. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their ROSA. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

**Should malpractice be suspected, students will be required to demonstrate that the submitted work is entirely their own.**

### Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. It can include:

- copying in an exam from another student or using information secretly brought into an examination room
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and / or source
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- using information derived from Generative AI software that is not allowed or not acknowledged through appropriate referencing.

### Unauthorised Use of Generative AI is Plagiarism

The use of Generative AI will be clearly stated for each assessment task on the assessment notification. This statement **will either approve the use of AI or make clear that AI should not be used** by students in any form throughout the assessment task. AI is not to be used in conjunction with examinations or tests of any kind. In those cases where students may be allowed to use Generative AI it will be in a limited capacity and the ways in which students can use AI will be outlined on the assessment notification. AI must be referenced appropriately in these situations.

**Students will also be asked to provide a record of their original work, the prompts given to the AI and the response or modifications to the student work based on the responses of the AI. Use of AI for reasons not stated will be counted as plagiarism even if appropriate referencing has been provided.**

Similarly, if the use of AI has been restricted for an assessment task and its use is detected, this will also be counted as plagiarism even if appropriate referencing has been provided.

### Misrepresentation is when:

A student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include:

- making up journal entries for a project
- submitting falsified or altered documents
- referencing incorrect or non-existent sources
- contriving false explanation to explain work not handed in by the due date.

### Collusion is when:

A student inappropriately collaborates with another student, groups of students, person, organisation, or entity to produce work that was meant for individual assessment. It can include:

- sharing answers to an assessment with other students
- submitting work that has been substantially contributed to by another person, such as a student, parents, coach or subject expert
- contract cheating by outsourcing work to a third party
- unauthorised use of artificial intelligence technologies.

Students have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

### A breach of assessment conditions is when:

A student fails to follow the instructions of the examination supervisor or deliberately ignores examination rules and procedures or disrupts other students in the examination.

### School procedures in a suspected case of malpractice

1. If a student is suspected of **plagiarism**, their class teacher will request information about all unacknowledged work to check that the work is entirely that of the student. The student may need to:
  - prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
  - answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.
2. If a student is suspected of **misrepresentation**, their class teacher will request the student to supply verification from an external authority or the production of documents that affirm the authenticity of the information presented.
3. If a student is suspected of collusion the class teacher may conduct an investigation involving interviewing other students, comparing the submitted work against that of other students, interrogating the student's knowledge and arguments put forward in the response submitted for marking.
4. If a student **breaches assessment conditions** they will be reported to the Head Teacher of the KLA and may receive zero for the task.
5. If the teacher believes a case for malpractice exists, they will take all information, including all documents gathered in the process to date, to the Head Teacher of the KLA.
6. If the Head Teacher of the KLA believes a case for malpractice exists, the Head Teacher Secondary Studies and the Deputy Principal will review all documentation and if necessary, conduct further investigations, seeking additional information from the class teacher, Head Teacher and students. The Deputy Principal prepares a recommendation for the Principal.



### Consequence of a proven case of malpractice

Where there is evidence that a student's work contains content that has been plagiarised from an unacknowledged source a penalty will be applied. Using software available to the school to calculate the percentage of the task that has been plagiarised the teacher will apply these school-agreed procedures:

**If 25% or less of the total content of the task has been found to be plagiarised, the student's mark will be reduced by that amount. If more than 25% of the task has been found to be plagiarised, the student will receive a zero mark.**

Where there is evidence of malpractice involving misrepresentation or collusion, the student will face a consequence such as:

- loss of marks proportionate to the percentage of the assessment task that was found to have been misrepresented or created through collusion
- receiving zero marks
- completing a separate, additional task under strict supervision with a reduced maximum mark.

The final decision will be made by the Principal.

Where malpractice has been established, the Head Teacher Secondary Studies will issue a 'Letter of Concern for malpractice / plagiarism'.

### Student appeals concerning malpractice

Once the decision is communicated to the student in writing, they will have the right to appeal. The appeal must be in writing within 2 school days of receipt of the malpractice letter. This will be considered by a meeting of the Assessment Review Panel, which will be extended to include a member of the Parents and Citizens Association (or Principal Representatives). The decision made by this group will be final. (See Appeals Processes)

The Principal will add the student's name to the NESA Malpractice Register.

At Mitchell High School students are supported to prevent malpractice in many ways such as:

- assisting Year 10 students while they complete the HSC: All My Own Work program.
- explicitly learning about the behaviours that relate to honesty and integrity.
- being given clear requirements and expectations with each assessment task in writing; teachers go over these in class.
- allocating class time for planning and drafting various stages of the task.
- using 'check-in' lessons where students share progress to date on a task and receive feedback.
- submitting notes or drafts with their final task if required.

learning how to acknowledge sources used in a task and the preparation of a bibliography (see pages 20-22 of this handbook).

## APPEALS PROCESSES

Schools and students may appeal against decisions concerning certain aspects of the assessment process. Mitchell High School has an Assessment Review Panel comprising the Principal, Head Teacher of KLA, Head Teacher Secondary Studies, and an independent member (usually a Head Teacher of an alternate KLA). At times membership will be extended to ensure transparency.

The appeals processes are outlined below under the various NESA categories.

### a) Student appealing marks allocated to an individual assessment task (ACE Rule 2.1. [37 & 38])

- Students have the right to appeal about marks allocated for an individual assessment task.
- Students wishing to lodge a dispute should take their written appeal to the Faculty Head Teacher or the Head Teacher Secondary Studies within 2 school days after the task is returned.
- The appeal must be based only on what was submitted for marking and must relate to the marking criteria.
- The school Assessment Review Panel will consider the appeal and make a decision within 14 calendar days from the task being returned.
- This decision is final.

### b) Student appeals against NESA decision to withhold a course result because of a non-serious attempt

- Once notified, the student has an opportunity to formally respond to the determination.
- Student must submit a response within the timeframe provided in the NESA correspondence.
- In their response student should justify why they should receive a result in the course. Supporting documentation may be submitted for consideration in the review.
- Students who fail to respond or who provide insufficient reasons are subject to review by the NESA Examination Rules Committee (ERC). The ERC may impose penalties such as a zero or reduced marks for the exam and/or course cancellation. The student may end up being ineligible for the HSC.

### c) Student appeals concerning malpractice

- In the event of a student receiving a decision from the Assessment Review Panel indicating that they have been involved in a proven case of malpractice they will have the right to appeal.
- The appeal must be in writing and handed to the Principal within 2 school days of receipt of the malpractice letter.
- The appeal will be considered by a meeting of the Assessment Review Panel, with extended membership to include 2 School Captains (or Principal Representatives).
- The decision made by this group will be final.

### d) Student appeals against an invalid or unreliable task determination

- In the event of a task being deemed as invalid or unreliable a student or group of students may appeal this decision in writing to the Academic Review Panel within 2 school days.
- The decision of the panel is final.

### e) Student appeals against 'N' determinations for non-completion of particular courses

- In the case of an 'N' determination, the student can appeal directly to the Principal and if unsuccessful, may further appeal to NESA.
- The student and parent / carer will be informed of this process at the meeting when the 'N' determination is applied; a relevant appeal form will be provided at this time.

### f) Student appeals against assessment rankings in HSC courses

In the case of HSC final assessment rankings students can appeal to the Assessment Review Panel for a review based on a student's rank order placement during the course. The appeal may only focus on procedures for determining the final school-based assessment mark for the course. Such a review can only consider whether:

- the weightings of assessment tasks followed NESA requirements,
- the school complied with its own published assessment program when deciding the student mark or there was a clerical or calculation error in finalising the assessment mark.

- If the appeal to the Assessment Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Secondary Studies.

**g) Student appeals against final Stage 6 grades**

- In the case of HSC final grades students can appeal to the Assessment Review Panel for a review of the grade awarded at the end of the course drawing on evidence that the grade awarded in the course was inconsistent with the progressive reporting from the school. Such a review can only consider whether:
- the weightings of assessment tasks followed NESA requirements,
- the school complied with its own published assessment program when deciding the student mark or
- there was a clerical or calculation error in finalising the assessment mark.
- If the appeal to the Assessment Review Panel is unsuccessful, the student can appeal to NESA using the NESA appeals form supplied by the Head Teacher Secondary Studies.

**h) Student appeals against the withholding of Higher School Certificate or RoSA credentials by NESA**

- In the case of the withholding of the HSC or RoSA, students can write directly to NESA.

**i) Student appeals against school decision in relation to illness / misadventure application**

- If a student has further evidence to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision to the Assessment Review Panel within 2 school days of receiving written confirmation of the decision.
- Students need to provide a statement of what they are appealing with new evidence and detail to support the statement and attach all new documentation.
- This decision is final.

**j) Student appeals against NESA decisions in relation to illness / misadventure application**

- If a student has further evidence to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision by emailing [studentsupport@nesa.nsw.edu.au](mailto:studentsupport@nesa.nsw.edu.au) and request a review of the original decision.
- Students need to provide a statement of what they are appealing with new evidence and detail to support the statement and attach all new documentation.

**k) School appeals against NESA decision in relation to disability provisions applications**

- In the case of a school appeal (on behalf of an individual student) to NESA in relation to a decision about a disability provision application, the Principal (or delegate) should prepare the appeal within 14 days of receipt of the NESA decision.
- The appeal must include the reason why the decision is considered unacceptable referring to evidence supplied in the original application and NEW supporting evidence.

**l) Group appeals for specific incidences of illness or misadventure that impact the performance of a significant number of students**

- Where it is apparent that a group appeal needs to be submitted to NESA resulting from an unexpected event or occurrence, this will be coordinated and managed by the Head Teacher Secondary Studies.
- Special consideration (for example, impact of COVID) group applications will be coordinated by the Principal.

## YEAR 11 EXAMINATION RULES AND PROCEDURES

These are the key procedures that will be applied for any exam situation at Mitchell High School.

### A. It is expected that all students will:

- follow the direction and supervision of the examination supervisors when ‘assembling for, undertaking, and leaving an exam or test session’.
- attend examinations in full school uniform.
- be punctual to all examinations. All students are expected to arrive 30 minutes before the starting time of the exam.
- read their exam timetable carefully. Misreading the timetable is not grounds for misadventure.
- bring the correct equipment to each examination. Students should write in black pen; it is advised that students bring spare black pens to each examination. Students may bring a ruler, highlighters, pencils and a sharpener into the examination room as well as a bottle of water in a clear bottle (no label). Pencil cases must be clear plastic. Borrowing equipment is not allowed during the examination. Students are permitted to wear a non-electronic watch into the examination room but once they take their seat it must be taken off and placed on their desk in clear view.
- ensure that the calculator they bring into the examination room is approved by NESA. Checking with your Mathematics teacher will be a good idea.
- attend and make a genuine attempt at every examination. Where a teacher believes a non-serious attempt has been made, the student may not satisfy course requirements and receive an “N” Determination.
- follow the examination instructions in relation to READING TIME. Students are not to commence the examination during this time.
- contact the school immediately if they are ill on the day of an examination or unable to get to school on time for an examination. If such a situation arises students must ensure they have relevant documentation (medical certificate, police report) to support a claim of illness or misadventure.

### B. Students must not:

- bring paper or any printed material (including the examination timetable) or correction fluid (white-out) into the examination room.
- bring food or drink (other than water in a clear bottle) into the examination room without prior arrangement and related medical reasons.
- have a mobile phone, headphones, smart / electronic watch or any other electronic device on their person.
- If found with one, it will be confiscated. This may place the exam in jeopardy.
- These devices must be switched off and placed in a bag which is left at the back of the examination room.
- If an electronic device in a bag makes a noise or vibrates, the owner will be putting their examination in jeopardy.

There are serious consequences for:

- cheating in an exam
- disobeying school and NESA rules for exam conduct
- not making a genuine or serious attempt across a range of questions in each exam.

Each of these offences places the student at risk of reduced marks, course cancellation or not gaining an HSC. The decision will be made by the Principal.

## RIGHTS AND RESPONSIBILITIES

School Responsibilities	Student Responsibilities
<ul style="list-style-type: none"> <li>Students will be provided with the current Mitchell High School Year 11 HSC Assessment Handbook containing the assessment schedule.</li> <li>Ensuring the assessment schedule for each course includes the full list of assessments, brief task description, the weighting of the task and the term/week the task is due.</li> <li>Provide students with copy of CONFIRMATION OF ENTRY for confirmation and signature or correction.</li> <li>Students will be provided with a copy of the scope and sequence for each course.</li> <li>Assessment task notifications will be provided in writing to each student and will include the following information: <ul style="list-style-type: none"> <li>the components of the task and their respective weightings;</li> <li>the weight value of the task in relation to the total weighted mark for the course;</li> <li>the outcomes being assessed;</li> <li>precise details of when the task is due or will take place;</li> <li>detailed information about the task and its requirements, including means of submission.</li> </ul> </li> <li>Assessment task notifications and associated relevant documents (such as marking rubrics or scaffolds) will be provided no later than 14 calendar days prior to the due date or when the task will take place. Class teachers retain a signed copy or register of Google Classroom acknowledgement of the task. The Trial Examination Timetable will act as notification for those courses using the exam as an assessment task.</li> <li>Wherever possible, time may be set aside for students to complete tasks in class.</li> <li>Assessment tasks will be marked and returned to students within 2 weeks after submission unless there are extenuating circumstances.</li> <li>Provide meaningful written and / or verbal feedback which is constructive, focusing on what the student did well, where the student needs to improve and what is needed for this improvement to occur.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to sign a register to indicate receipt of the 2025 Higher School Certificate RULES AND PROCEDURES and the Mitchell High School Year 11 HSC Assessment Handbook.</li> <li>Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice that are found in All My Own Work, HSC Rules and Procedures Guide (2025), and other places.</li> <li>Students are required to attend the meeting where NESA and school documents are issued and signing the register of receipt to acknowledge that they have listened to an explanation of NESA requirements, school policies and procedures and assessment schedules.</li> <li>To review and sign as accurate the CONFIRMATION OF ENTRY listing every course they are studying in the HSC. Should the entry be inaccurate, report this immediately to the Head Teacher Secondary Studies.</li> <li>Students are required to acknowledge receipt of assessment notification information either by signing a hard copy or by opening the electronic copy posted in the relevant Google Classroom.</li> <li>Students absent when assessment task notification and associated documents are distributed should follow-up with their class teacher to ensure clear understanding of the task.</li> <li>Students are required to submit tasks, as per the instructions outlined on the assessment task notification sheet, no later than 9.00am.</li> <li>When submitting a task for marking students are required to sign the assessment task notification indicating <i>'This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information.'</i></li> <li>Students should use teacher feedback on assessment tasks to guide further improvement.</li> </ul>



<ul style="list-style-type: none"> <li>• The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission and non-completion of assessment tasks.</li> <li>• Students will be advised in writing when they are not meeting NESA course requirements. The notification will include details of what needs to be done to rectify the situation.</li> <li>• Students will be informed of their rights in relation to appeals.</li> </ul>	<ul style="list-style-type: none"> <li>• If required students are to initiate and follow the school procedures around illness, misadventure and special consideration in relation to submitting a task.</li> <li>• In the event of the issuing of an 'N' Determination warning for a course based on incomplete course work or failure to submit course work or assessment tasks, students will be required to complete the task/s listed and submit to the teacher within the designated time.</li> <li>• To seek assistance when needed. This may be in relation to:           <ul style="list-style-type: none"> <li>– resources needed to complete the task (speak to the class teacher)</li> <li>– understanding what is being taught (speak to the class teacher)</li> <li>– completing an assessment task (seek assistance from the Learning Support Faculty)</li> <li>– lodging an appeal (go to the Head Teacher).</li> </ul> </li> </ul>
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## REFERENCING

### What is referencing?

It is a way to acknowledge the work/writing/ideas of others that you use within your writing. Using references shows how widely you have researched and tells the reader the evidence you have found which supports what you are writing. By acknowledging other people's research, you are also avoiding plagiarism, which is the theft of ideas.

### How do you reference?

There are two main types of referencing systems that you are likely to use at Mitchell High School:

- **Author, Date system**, otherwise known as the Harvard system.
- **Footnoting**, otherwise known as the Oxford system.

Each system will achieve the same result to show who's work you have used in constructing your own piece of work. Both systems generally require two elements which are:

- an annotation in your body text (either the author's name and date or a number) to acknowledge exactly where you used someone else's idea.
- a full reference presented as detailed information about the source you are referring to such as dates, names of books or websites, URLs or publisher names.

### Why should I reference?

You must reference the work of others, so you do not get accused of cheating. It is always expected that you would borrow other people's ideas or even words (in a quote) as long as you acknowledge them through a reference.

You do not need to reference ideas that are common knowledge. For example, you do not need to reference the idea that the sky is blue. You would need to reference where you found the information about Raleigh scattering, the process which causes the sky to be blue through scattering light. You need to reference this as it is specialised knowledge that was researched and not commonly known.

### Examples of how to reference

Following are brief summaries on how to use each system and links to websites that have further examples for different types of information sources. You may want to double check with your teacher for each subject exactly what their expectations are likely to be. They may require more information than what is presented here.

Some further information can be found on the school's Library Website, and you can always ask the help of the Librarian as well.

### AUTHOR – DATE (Harvard) How to do an in-text reference (citation)

You need to show in the body of your text exactly where you used the ideas of other people. This is easy to show with a quote, but when you paraphrase or talk about an idea, you need to acknowledge the source by using a citation. This is usually in the form of the author's last name and the date. This is enough information for the reader of your work to find the full reference in the list at the end of your writing.

### In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment (Turner 2016).

OR

Turner (2016) argues that curriculum and assessment policies of a school are best analysed through anonymous staff surveys.

### How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

### For a website you should include:

Organisation (day month year) Title of web page, Website/Organisation, accessed date.

Example:

Al Jazeera English, (7 March 2019), Mass grave discovered in Iraq's northern Kirkuk province, YouTube, accessed 15 May 2019. <https://www.youtube.com/watch?v=SsZ6jtiWFEk>

### For a book you should include:

Author (year) Title of book: subtitle of book, edition, volume, (Editor/Reviser/Translator/Compiler), Publisher, Place of publication

example:

Friedman M (2005), Trying is not good enough, FPSI Publishing, San Bernadino.

### For Generative AI you should include:

Owner, year Name of Generative AI tool (version), [Large language model], Retrieval Month, Day, Year, from Generative AI tool website.

Example:

OpenAI, 2024, ChatGPT (Version 4.0), [Large language model], Retrieved June 16, 2024, from <https://openai.com/chatgpt/>.

Further information:

[https://www.deakin.edu.au/students/studying/study-support/referencing#tab\\_\\_harvard-harvard-explained](https://www.deakin.edu.au/students/studying/study-support/referencing#tab__harvard-harvard-explained)

### FOOTNOTING (Oxford)

Footnoting operates in a similar way by acknowledging the use of other author's ideas in your text. This is done through a numbered system where superscript (small) numbers are used within the text instead of breaking the flow of your writing with the authors name and date, like the Harvard system.

There will be a list of these references at the bottom of the page, along with a full reference list at the end of your writing to fully acknowledge and give information about the sources.

### In text citation example (from a body paragraph):

It is best practice for school staff to be anonymously surveyed about the school's approach to curriculum and assessment<sup>1</sup>. It is also the school's responsibility to ensure that teachers understand and enact existing policies<sup>2</sup>. All schools will survey staff differently and this is not a new idea<sup>3</sup>.

(footnotes at the bottom of the page will look like this for a book)

1 M. Friedman, Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).

(footnotes at the bottom of the page will look like this for a website)

2 Queensland Curriculum and Assessment Authority, '8.4 Developing a school assessment policy', Queensland Curriculum and Assessment Authority (12 Dec 2021), <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>, accessed 18 Oct 2022.

(footnotes at the bottom of the page will look like this for AI)

3 OpenAI, ChatGPT (Version 4.0), (2024), <https://openai.com/chatgpt/>, retrieved 16 June 2024

### How to complete a reference list

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

Please remember that if you have been allowed to use Generative AI you must include a reference and other supporting material including original script, prompts and the modifications used. This may form part of your reference or as an additional appendix.

### For a website you should include:

Author, 'Title of Web Page', Title of Website (Day Month year), URL, accessed date.

Example:

Al Jazeera English, Mass grave discovered in Iraq's northern Kirkuk province, YouTube (7 March 2019), <https://www.youtube.com/watch?v=SsZ6jtiWFEk>, accessed 15 May 2019.

For a book you should include:

Author, A., Title of Book (Place: Publisher, year), page.

Example:

Friedman, F., Trying is not good enough, (San Bernadino: FPSI Publishing, 2005).

For Generative AI you should include:

Owner, Name of Generative AI tool (version), date, [Large language model], URL, Retrieved Day Month Year

Example:

OpenAI, ChatGPT (version 4.0), 2024, [Large language model], <https://openai.com/chatgpt/>, retrieved 16 June 2024.

Further information:

[https://www.deakin.edu.au/students/studying/study-support/referencing#tab\\_\\_oxford-oxford-explained](https://www.deakin.edu.au/students/studying/study-support/referencing#tab__oxford-oxford-explained)

Ancient History Course Outcomes HSC (Preliminary)				
A student:				
AH11-1	describes the nature of continuity and change in the ancient world			
AH11-2	proposes ideas about the varying causes and effects of events and developments			
AH11-3	analyses the role of historical features, individuals and groups in shaping the past			
AH11-4	accounts for the different perspectives of individuals and groups			
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world			
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument			
AH11-7	discusses and evaluates differing interpretations and representations of the past			
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources			
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history			
Ancient History HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	AH11-6, AH11-7 AH11-9, AH11-10	AH11-3, AH11-4 AH11-5, AH11-6 AH11-8, AH11-9	AH11-1, AH11-2 AH11-6, AH11-7 AH11-9	
Components				Weighting %
Knowledge and 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		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
TOTAL %	30%	30%	40%	100%



Biology Course Outcomes HSC (Preliminary)				
A student:				
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation			
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information			
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information			
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
BIO11/12-5	analyses and evaluates primary and secondary data and information			
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes			
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms			
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			
Biology HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Enzyme Practical Investigation	Depth Study	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	BIO11-1, BIO11-4 BIO11-5, BIO11-6 BIO11-8	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-11	BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	
Components				Weighting %
Skills in working scientifically	15	25	20	60
Knowledge and understanding of course content	10	10	20	40
TOTAL %	25%	35%	40%	100%

Business Studies Course Outcomes HSC (Preliminary)				
A student:				
P1	describes the nature of business, its role in society and types of business structure			
P2	explains the internal and external influences on businesses			
P3	describes the factors contributing to the success or failure of small to medium enterprises			
P4	assesses the processes and interdependence of key business functions			
P5	examines the application of management theories and strategies			
P6	analyses the responsibilities of business to internal and external stakeholder			
P7	plans and conducts investigations into contemporary business issues			
P8	evaluates information for actual and hypothetical business situations			
P9	communicates business information and issues in appropriate formats			
P10	applies mathematical concepts appropriately in business situations			
Business Studies HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Research and In Class Report	Yearly Examination	
Timing	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P3, P5, P8, P9	P1, P4, P7, P9, P10	P1, P2, P3, P4, P5 P6, P8 P10	
Components `				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
TOTAL %	30%	30%	40%	100%

Chemistry				
Course Outcomes HSC (Preliminary)				
A student:				
CH11-1	discusses and evaluates questions and hypotheses for scientific investigation			
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information			
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information			
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
CH11-5	analyses and evaluates primary and secondary data and information			
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
CH11-7	explores the properties and trends in the physical, structural and chemical aspects of matter			
CH11-8	communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships			
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions			
CH11-11	analyses the energy considerations in the driving force for chemical reactions			
Chemistry				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Module 1 Practical Skills Test (Separation Techniques)	Module 2 Depth Study (Research/Practical)	Yearly Examination Modules 1, 2, 3, 4	
Timing	Term 1 Week 8	Term 1 Weeks 6-10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	CH11-1, CH11-2 CH11-4, CH11-5 CH11-6, CH11-7 CH11-8	CH11-1, CH11-3 CH11-7, CH11-2 CH11-5, CH11-10	CH11-6, CH11-9 CH11-10, CH11-11	
Components `				Weighting %
Skills in working scientifically	25	25	10	60
Knowledge and understanding of course Content	5	5	30	40
TOTAL %	30%	30%	40%	100%

## Community and Family Studies

### Course Outcomes HSC (Preliminary)

A student:

<b>P1.1</b>	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
<b>P1.2</b>	proposes effective solutions to resource problems
<b>P2.1</b>	accounts for the roles and relationships that individuals adopt within groups
<b>P2.2</b>	describes the role of the family and other groups in the socialisation of individuals
<b>P2.3</b>	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
<b>P2.4</b>	analyses the inter-relationships between internal and external factors and their impact on family functioning
<b>P3.1</b>	explains the changing nature of families and communities in contemporary society
<b>P3.2</b>	analyses the significance of gender in defining roles and relationships
<b>P4.1</b>	utilises research methodology appropriate to the study of social issues
<b>P4.2</b>	presents information in written, oral and graphic form
<b>P5.1</b>	applies management processes to maximise the efficient use of resources
<b>P6.1</b>	distinguishes those actions that enhance wellbeing
<b>P6.2</b>	uses critical thinking skills to enhance decision making

### Community and Family Studies HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Resource Management</b> Written Task	<b>Individuals and Groups</b> Written Tasks	<b>Yearly Examination</b> Written Paper	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1.1, P1.2, P4.2 P5.1, P6.1, P3.2 P4.1	P2.1, P2.3, P4.1 P4.2, P1.2, P3.2 P6.2	P1.1, P1.2, P1.3 P1.4, P1.5, P2.2 P2.4, P3.1, P3.2 P4.1, P4.2, P5.1 P6.1, P2.1, P2.3 P6.2	
Components `				Weighting %
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>TOTAL %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

Dance				
Course Outcomes HSC (Preliminary)				
A student:				
P1.1	understands dance as the performance and communication of ideas through movement and in written and oral form			
P1.2	understands the use of dance terminology relevant to the study of dance as an artform			
P1.3	develops the skills of dance through performing, composing and appreciating dance			
P1.4	values the diversity of dance as an artform and its inherent expressive qualities			
P2.1	identifies the physiology of the human body as it is relevant to the dancer			
P2.2	identifies the body’s capabilities and limitations			
P2.3	recognises the importance of the application of safe dance practice			
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination			
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices			
P2.6	values self-discipline, commitment and consistency in technical skills and performance			
P3.1	identifies the elements of dance composition			
P3.2	understands the compositional process			
P3.3	understands the function of structure as it relates to dance composition			
P3.4	explores the elements of dance relating to dance composition			
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition			
P3.6	structures movement devised in response to specific concept/intent			
P3.7	values their own and others’ dance activities as worthwhile			
P4.1	understands the socio-historic context in which dance exists			
P4.2	develops knowledge to critically appraise and evaluate dance			
P4.3	demonstrates the skills of gathering, classifying and recording information about dance			
P4.4	develops skills in critical appraisal and evaluation			
P4.5	values the diversity of dance from national and international perspectives			
Dance				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance Task	Composition Task	Yearly Examination	
Timing	Term 1	Term 2	Term 3	
Outcomes Assessed	P1.1, P1.2, P1.3, P1.4 P2.1, P2.2, P2.3, P2.4 P2.5, P2.6	P1.1, P1.2, P1.3, P1.4 P3.1, P3.2, P3.3, P3.4 P3.5, P3.6, P3.7	P1.1, P1.2, P1.3 P1.4, P1.4, P4.2 P4.3, P4.4, P4.5	
Components				Weighting %
Performance	40			40
Composition		30		30
Appreciation			30	30
TOTAL %	40%	30%	30%	100%

Drama	
Course Outcomes HSC (Preliminary)	
<b>A student:</b>	
<b>P1.1</b>	develops acting skills in order to adopt and sustain a variety of characters and roles
<b>P1.2</b>	explores ideas and situations, expressing them imaginatively in dramatic form
<b>P1.3</b>	demonstrates performance skills appropriate to a variety of styles and media
<b>P1.4</b>	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
<b>P1.5</b>	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
<b>P1.6</b>	demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P1.7</b>	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration*
<b>P1.8</b>	recognises the value of individual contributions to the artistic effectiveness of the whole*
<b>P2.1</b>	understands the dynamics of actor-audience relationship
<b>P2.2</b>	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
<b>P2.3</b>	demonstrates directorial and acting skills to communicate meaning through dramatic action
<b>P2.4</b>	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
<b>P2.5</b>	understands and demonstrates the commitment, collaboration and energy required for a production*
<b>P2.6</b>	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance*
<b>P3.1</b>	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
<b>P3.2</b>	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
<b>P3.3</b>	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
<b>P3.4</b>	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest*
*Outcomes are values and attitudes. While they are included in the syllabus, they are not assessed in the Preliminary assessment program.	

Drama				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Group Performance and Logbook	Directorial Concept and IP Portfolio	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1.1, P1.3, P1.5, P2.3	P1.4, P1.6, P2.1, P2.2	P3.1, P3.2, P3.3	
Components				Weighting %
Making	15	25		40
Performing	20	10		30
Critically studying	5	5	20	30
<b>TOTAL %</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>



Economics				
Course Outcomes HSC (Preliminary)				
A student:				
P1	demonstrates understanding of economic terms, concepts and relationships			
P2	explains the economic role of individuals, firms and government in an economy			
P3	describes, explains and evaluates the role and operation of markets			
P4	compares and contrasts aspects of different economies			
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy			
P6	explains the role of government in the Australian economy			
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments			
P8	applies appropriate terminology, concepts and theories in economic contexts			
P9	selects and organises information from a variety of sources for relevance and reliability			
P10	communicates economic information, ideas and issues in appropriate forms			
P11	applies mathematical concepts in economic contexts			
P12	works independently and in groups to achieve appropriate goals in set timelines			
Economics				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Assignment and In-Class Essay	Stimulus-Based Assignment	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1, P7, P9, P10, P12	P1, P7, P8, P9, P10 P12	P1, P2, P3, P4, P5, P6 P7, P8, P10, P11 P12	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Stimulus based skills	5	10	5	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20
TOTAL %	30%	30%	40%	100%

Engineering Studies Course Outcomes HSC (Preliminary)				
A student:				
P1.1	identifies the scope of engineering and recognises current innovations			
P1.2	explains the relationship between properties, uses and applications of materials in engineering			
P2.1	describes the types of materials, components and processes and explains their implications for engineering development			
P2.2	describes the nature of engineering in specific fields and its importance to society			
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice			
P3.2	develops written, oral and presentation skills and applies these to engineering reports			
P3.3	applies graphics as a communication tool			
P4.1	describes developments in technology and their impact on engineering products			
P4.2	describes the influence of technological change on engineering and its effect on people			
P4.3	identifies the social, environmental and cultural implications of technological change in engineering			
P5.1	demonstrates the ability to work both individually and in teams			
P5.2	applies management and planning skills related to engineering			
P6.1	applies knowledge and skills in research and problem-solving related to engineering			
P6.2	applies skills in analysis, synthesis and experimentation related to engineering			
Engineering Studies HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Engineering Report 1	Engineering Report 2	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P4.1, P4.2, P4.3, P6.1	P2.1, P3.2, P3.3, P4.1 P6.2	P1.1, P1.2, P2.2, P3.1 P3.3, P4.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
TOTAL %	30%	30%	40%	100%

English Advanced Course Outcomes HSC (Preliminary)				
A student:				
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure			
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning			
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts			
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments			
EN11-6	investigates and explains the relationships between texts			
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds			
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning			
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner			
English Advanced HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading to Write Imaginative Response and Reflection	Module A Analytical Writing	Yearly Examination Reading to Write and Module B	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	EN11-1, EN11-2 EN11-3, EN11-7 EN11-8, EN11-9	EN11-1, EN11-2 EN11-5, EN11-9	EN11-1, EN11-3 EN11-4, EN11-6	
Components				Weighting %
Listening, viewing and presenting	15		15	30
Speaking and representing		40		40
Reading, writing and representing	15		15	30
TOTAL %	30%	40%	30%	100%

## English as an Additional Language/Dialect (EAL/D)

### Course Outcomes HSC (Preliminary)

#### A student:

<b>EAL11-1A</b>	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL11-1B</b>	communicates information, ideas and opinions in familiar personal, social and academic contexts
<b>EAL12-1B</b>	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
<b>EAL11-2</b>	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL11-3</b>	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
<b>EAL11-4</b>	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
<b>EAL11-6</b>	investigates and explains the relationships between texts
<b>EAL11-7</b>	understands and assesses the diverse ways texts can represent personal and public worlds
<b>EAL11-8</b>	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
<b>EAL11-9</b>	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## English as an Additional Language/Dialect (EAL/D)

### HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Module A: Language Texts and Contexts</b> Multimodal Presentation	<b>Wide Reading Journal</b> Reflective Response	<b>Yearly Examination</b> Modules B and C	
Timing	Term 2 Week 10	Term 3 Week 7	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	EAL11-1A, 1B, 2 3 4, 5, 6, 7, 8	EAL11-1A, 1B, 2 3 4, 5, 6, 7, 8, 9	EAL11-1A, 1B, 2, 3 4 5, 6, 7, 8, 9	
Components				Weighting %
Speaking and representing				<b>40</b>
Reading and writing				<b>30</b>
Reading, writing and representing				<b>30</b>
<b>TOTAL %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

English Standard Course Outcomes HSC (Preliminary)				
A student:				
EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure			
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning			
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts			
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments			
EN11-6	investigates and explains the relationships between texts			
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds			
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning			
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner			
English Standard HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Reading to Write Imaginative Response and Reflection	Module A Analytical Writing	Yearly Examination Reading to Write and Module B	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	EN11-1, EN11-2 EN11-3, EN11-7 EN11-8, EN11-9	EN11-1, EN11-2 EN11-5, EN11-9	EN11-1, EN11-3 EN11-4, EN11-6	
Components				Weighting %
Listening, viewing and presenting	15		15	30
Speaking and representing		40		40
Reading, writing and representing	15		15	30
TOTAL %	30%	40%	30%	100%

## English Studies

### Course Outcomes HSC (Preliminary)

**A student:**

<b>ES11-1</b>	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
<b>ES11-2</b>	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b>	gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b>	composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b>	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES11-17</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b>	identifies and describes relationships between texts
<b>ES11-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
<b>ES11-10</b>	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

### English Studies HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Achieving Through English</b>	<b>Portfolio</b> All Modules	<b>Yearly Examination</b> All Modules	
Timing	Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	ES11-1, 3, 5	ES11-6, 7, 10	ES11-2, 4, 8, 9	
Components				Weighting %
Listening, viewing and presenting	30		10	<b>40</b>
Multimodal presentation		20		<b>20</b>
Reading, writing and representing		20	20	<b>40</b>
<b>TOTAL %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## English Extension 1

### Course Outcomes HSC (Preliminary)

**A student:**

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

## English Extension 1

### HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Module: Text, Culture and Value</b> Imaginative Response	<b>Module: Text, Culture and Value</b> Multimodal Response	<b>Yearly Examination</b>	
Timing	Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	EE11-1, EE11-2 EE11-3	EE11-1, EE11-4 EE11-5, EE11-6	EE11-1, EE11-2 EE11-3, EE11-5	
Components				Weighting %
Listening, viewing and presenting				<b>30</b>
Speaking and representing				<b>40</b>
Reading, writing and representing				<b>30</b>
<b>TOTAL %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



## Enterprise Computing

### Course Outcomes HSC (Preliminary)

**A student:**

<b>EC-11-01</b>	describes how systems are used in a range of enterprises
<b>EC-11-02</b>	describes the function of data and information within enterprise computing systems
<b>EC-11-03</b>	describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
<b>EC-11-04</b>	describes how data is used in enterprise computing systems
<b>EC-11-05</b>	applies tools and resources to analyse datasets
<b>EC-11-06</b>	explains how innovative technologies have influenced enterprise computing systems
<b>EC-11-07</b>	explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
<b>EC-11-08</b>	selects and uses tools and resources to design and develop an enterprise computing system
<b>EC-11-09</b>	documents the management and evaluates the development of an enterprise solution
<b>EC-11-10</b>	investigates the effectiveness of an enterprise computing system
<b>EC-11-11</b>	communicates an enterprise computing solution to an intended audience

### Enterprise Computing HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Interactive Media and UX Project	Networking Systems and Social Computing Project	Formal Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	EC-11-04, EC-11-08 EC-11-09, EC-11-11	EC-11-01, EC-11-03 EC-11-04, EC-11-06 EC-11-07, EC-11-09	EC-11-01, EC-11-02 EC-11-03, EC-11-05 EC-11-06, EC-11-07 EC-11-08, EC-11-09 EC-11-10, EC-11-11	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of information systems	15	25	10	50
<b>TOTAL %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

## Exploring Early Childhood

### Course Outcomes HSC (Preliminary)

**A student:**

<b>1.1</b>	analyses prenatal issues that have an impact on development
<b>1.2</b>	examines major physical, social-emotional, behavioural, cognitive and language development of young children
<b>1.3</b>	examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
<b>1.4</b>	analyses the ways in which family, community and culture influence the growth and development of young children
<b>1.5</b>	examines the implications for growth and development when a child has special needs
<b>2.1</b>	analyses issues relating to the appropriateness of a range of services for different families
<b>2.2</b>	critically examines factors that influence the social world of young children
<b>2.3</b>	explains the importance of diversity as a positive issue for children and their families
<b>2.4</b>	analyses the role of a range of environmental factors that have an impact on the lives of young children
<b>2.5</b>	examines strategies that promote safe environments
<b>3.1</b>	evaluates strategies that encourage positive behavior in young children
<b>4.1</b>	demonstrates appropriate communication skills with children and / or adults
<b>4.2</b>	interacts appropriately with children and adults from a wide range of cultural backgrounds
<b>4.3</b>	demonstrates appropriate strategies to resolve group conflict
<b>5.1</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>6.1</b>	demonstrates an understanding of decision making processes
<b>6.2</b>	critically examines all issues including beliefs and values that may influence interactions with others

### Exploring Early Childhood HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Pregnancy and Childbirth</b> Class Test	<b>Child Growth and Development</b> Media Presentation	<b>Play and the Developing Child</b> Childcare Activity	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	1.1, 1.4, 2.1, 5.1 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2 2.3, 2.4, 4.1, 4.2, 5.1	1.3, 1.4, 2.1, 2.2 2.3, 2.4 4.2, 6.2	
Components				Weighting %
Knowledge and understanding	30	10	10	<b>50</b>
Skills		25	25	<b>50</b>
<b>TOTAL %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

Food Technology HSC (Preliminary) Course Outcomes				
A student:				
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods			
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors			
P2.1	explains the role of food nutrients in human nutrition			
P2.2	identifies and explains the sensory characteristics and functional properties of food			
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups			
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate			
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food			
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection			
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups			
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products			
P5.1	generates ideas and develops solutions to a range of food situations			
Food Technology HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Food Availability and Selection</b> Written and Practical Task	<b>Food Quality</b> Investigation	<b>Yearly Examination</b>	
Timing	Term 1 Weeks 8 & 9	Term 2 Week 9	Term 3 Weeks 9 & 10	
Outcomes Assessed	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1 P4.4	P1.1 to P5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluation	15	15	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10		30
TOTAL %	35%	35%	30%	100%

Health and Movement Science (HMS) HSC (Preliminary) Course Outcomes				
A student:				
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians			
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians			
HM-11-03	analyses the systems of the body in relation to movement			
HM-11-04	investigates movement skills and psychology to improve participation and performance			
HM-11-05	collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts			
HM-11-06	analysis: analyses the relationships and implications of health and movement concepts			
HM-11-07	communication: communicates health and movement concepts to audiences and contexts, using a variety of modes			
HM-11-08	creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts			
HM-11-09	problem-solving: proposes and evaluates solutions to health and movement issues			
HM-11-10	research: analyses a range of sources to make conclusions about health and movement concepts			
Health and Movement Science (HMS) HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Collaborative Investigation</b> Health for Individuals and Communities	<b>Research Task</b> The Body and Mind in Motion	<b>Yearly Examination</b>	
Timing	Term 2 2025 Week 2	Term 3 2025 Week 2	Term 3 2025 Week 8	
Outcomes Assessed	HM-11-01, HM-11-02 HM-11-05, HM-11-07 HM-11-08, HM-11-10	HM-11-03, HM-11-04 HM-11-06, HM-11-07 HM-11-08, HM-11-09 HM-11-10	HM-11-01, HM-11-02 HM-11-03, HM-11-04 HM-11-06, HM-11-07 HM-11-08, HM-11-09	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	25	20	15	60
TOTAL %	35%	30%	35%	100%

## Industrial Technology – Timber Products and Furniture Technologies / Multimedia Technologies HSC (Preliminary) Course Outcomes

**A student:**

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

### Industrial Technology – Timber Products and Furniture Technologies / Multimedia Technologies HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Industry Study	Project	Yearly Examination	
Timing	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1.1, P3.2, P5.1 P6.1, P6.2, P7.1 P7.2	P1.2, P2.1, P2.2 P3.1, P3.3, P4.1 P4.2, P4.3, P5.2	P1.1 to P7.2	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	40
Knowledge and skills in the management, communication and production of projects	20	20	20	60
<b>TOTAL %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## Investigating Science

### HSC (Preliminary) Course Outcomes

**A student:**

<b>INS11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>INS11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>INS11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11-8</b>	identifies that the collection of primary and secondary data initiates scientific investigations
<b>INS11-9</b>	examines the use of inferences and generalisations in scientific investigations
<b>INS11-10</b>	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
<b>INS11-11</b>	describes and assesses how scientific explanations, laws and theories have developed
<b>INS12-12</b>	develops and evaluates the process of undertaking scientific investigations
<b>INS12-13</b>	describes and explains how science drives the development of technologies
<b>INS12-14</b>	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
<b>INS12-15</b>	evaluates the implications of ethical, social, economic and political influences on science

### Investigating Science HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study	Model Presentation	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	INS11-1, INS11-2 INS11-3, INS11-4 INS11-5, INS11-6 INS11-7	INS11-8, INS11-9 INS11-10, INS11-11	INS11-5, INS11-6 INS11-8, INS11-9 INS11-10, INS11-11	
Components				Weighting %
Skills in working scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## Languages: French Beginners

### HSC (Preliminary) Course Outcomes

**A student:**

<b>1.1</b>	establishes and maintains communication in French
<b>1.2</b>	manipulates linguistic structures to express ideas effectively in French
<b>1.3</b>	sequences ideas and information
<b>1.4</b>	applies knowledge of the culture of French-speaking communities to interact appropriately
<b>2.1</b>	understands and interprets information in texts using a range of strategies
<b>2.2</b>	conveys the gist of and identifies specific information in texts
<b>2.3</b>	summarises the main points of a text
<b>2.4</b>	draws conclusions from or justifies an opinion about a text
<b>2.5</b>	identifies the purpose, context and audience of a text
<b>2.6</b>	identifies and explains aspects of the culture of French-speaking communities
<b>3.1</b>	produces texts appropriate to audience, purpose and context
<b>3.2</b>	structures and sequences ideas and information
<b>3.3</b>	applies knowledge of diverse linguistic structures to convey information
<b>3.4</b>	applies knowledge of the culture of French-speaking communities to the production of texts

## Languages: French Beginners

### HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assessment Task	Assessment Task	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	2.1, 2.2, 2.3, 2.4 2.5, 2.6	1.2, 1.3, 1.4, 3.2 3.3	2.1, 2.2, 2.3, 2.4 2.5, 2.6, 1.2, 1.3 1.4, 3.2, 3.3	
Components				Weighting %
Listening skills	20		10	<b>30</b>
Speaking skills		10	10	<b>20</b>
Reading skills	20		10	<b>30</b>
Writing skills		10	10	<b>20</b>
<b>TOTAL %</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>



Legal Studies Course Outcomes HSC (Preliminary)				
A student:				
P.1	identifies and applies legal concepts and terminology			
P.2	describes the key features of Australian and international law			
P.3	describes the operation of domestic and international legal systems			
P.4	discusses the effectiveness of the legal system in addressing issues			
P.5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			
P.6	explains the nature of the interrelationship between the legal system and society			
P.7	evaluates the effectiveness of the law in achieving justice			
P.8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents			
P.9	communicates legal information using well-structured responses			
P.10	accounts for differing perspectives and interpretations of legal information and issues			
Legal Studies HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and In-Class Essay	Law Reform Essay	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1, P3, P8, P9	P4, P5, P6, P8, P9	P1, P2, P3, P4, P5 P6, P7, P8, P9	
Components				Weighting %
Knowledge and understanding	15	15	30	60
Research	10	10		20
Communication	5	5	10	20
TOTAL %	30%	30%	40%	100%

## Mathematics Advanced

### Course Outcomes HSC (Preliminary)

**A student:**

<b>MA11-1</b>	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	uses the concepts of functions and relations to model, analyse and solve practical problems
<b>MA11-3</b>	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
<b>MA11-4</b>	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
<b>MA11-5</b>	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
<b>MA11-6</b>	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
<b>MA11-7</b>	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
<b>MA11-8</b>	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
<b>MA11-9</b>	provides reasoning to support conclusions which are appropriate to the context

### Mathematics Advanced HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Open Task	Assignment	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	MA11-1, MA11-2 MA11-9	MA11-1, MA11-3 MA11-4, MA11-8 MA11-9	MA11-1 to MA11-9	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	15	20	50
<b>TOTAL %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Topics	Subtopics
Functions	F1 Working with Functions
Trigonometric Functions	T1 Trigonometry and Measure of Angles T2 Trigonometric Functions and Identities
Calculus	C1 Introduction to Differentiation
Exponential and Logarithmic Functions	E1 Logarithms and Exponential
Statistical Analysis	Probability and Discrete Probability Distribution

## Mathematics Extension 1

### Course Outcomes HSC (Preliminary)

**A student:**

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

## Mathematics Extension 1

### HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research and In-Class Essay	Law Reform Essay	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	P1, P3, P8, P9	P4, P5, P6, P8, P9	P1, P2, P3, P4, P5 P6, P7, P8, P9	
Components				Weighting %
Understanding fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>
Topics		Subtopics		
Functions		ME-F1 Further Work with Functions ME-F2 Polynomials		
Trigonometric Functions		MET1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities		
Calculus		Me-C1 Rates of Change		

## Mathematics Standard 1 and 2

### Course Outcomes HSC (Preliminary)

**A student:**

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

### Mathematics Standard 1 and 2 HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Open Task	Assignment	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	MS11-1, MS11-3 MS11-4, MS11-6 MS11-10	MS11-2, MS11-5 MS11-6, MS11-9 MS11-10	MS11-1 to MS11-10	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	15	20	50
<b>TOTAL %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Topics	Subtopics
Algebra	MS-A1 Formulae and Equations
Financial Mathematics	MS-A2 Linear Relationships
Measurement	MS-M1 Applications of Measurement
Financial Mathematics	MS-M2 Working with Time
Statistical Analysis	MS-F1 Money Matters MS-S1 Data Analysis MS-S2 Relative Frequency and Probability

Modern History Course Outcomes HSC (Preliminary)				
A student:				
MH11-1	describes the nature of continuity and change in the modern world			
MH11-2	proposes ideas about the varying causes and effects of events and developments			
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past			
MH11-4	accounts for the different perspectives of individuals and groups			
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern word			
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument			
MH11-7	discusses and evaluates differing interpretations and representations of the past			
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources			
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms			
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history			
Modern History HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Study	Historical Investigation	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	MH11-1, MH11-3 MH11-4, MH11-5 MH11-7, MH11-9 MH11-10	MH11-3, MH11-4 MH11-5, MH11-6 MH11-7, MH11-9	MH11-1, MH11-2 MH11-3, MH11-4 MH11-5, MH11-6 MH11-7, MH11-8 MH11-9	
Components				Weighting %
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	10	5	20
TOTAL %	30%	30%	40%	100%

Music 1 Course Outcomes HSC (Preliminary)				
A student:				
P1	performs music that is characteristic of the topics studied			
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied			
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied			
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles			
P5	comments on and constructively discusses performances and compositions			
P6	observes and discusses concepts of music in works representative of the topics studied			
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied			
P8	identifies, recognises, experiments with and discusses the use of technology in music			
P9	performs as a means of self-expression and communication			
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities			
P11	demonstrates a willingness to accept and use constructive criticism			
Music 1 HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance and Viva Voce Topic 1: Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Composition Portfolio and Aural Analysis Topic 2: Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	Viva Voce and Student Devised Aural Analysis Topic 3: Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	
Outcomes Assessed	P1, P2, P5, P6, P8	P3, P4, P6, P7, P8	P2, P4, P5, P6, P8	
Components				Weighting %
Performance	25			25
Composition		25		25
Musicology	10		15	25
Aural		15	10	25
TOTAL %	35%	40%	25%	100%

Numeracy CEC Course Outcomes HSC (Preliminary)				
A student:				
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts			
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems			
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions			
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems			
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature			
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability			
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance			
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design			
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations			
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts			
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts			
Numeracy CEC HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Assignment	Assignment	Assignment	
Timing	Term 1 Weeks 8 & 9	Term 2 Weeks 7 & 8	Term 3 Weeks 6 & 7	
Outcomes Assessed	N6-1.1, N6-2.3 N6-3.2	N6-1.2, N6-1.3 N6-3.1	N6-1.2, N6-2.3 N6-3.1	
Components				Weighting %
Understanding fluency and communication	15	15	20	50
Problem-solving, reasoning and justification	15	15	20	50
TOTAL %	30%	30%	40%	100%
Year 11 Topics 1.1 Whole numbers 1.2 Operations with whole numbers 1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables		Module 2- Content Areas 2.1 Fractions and decimals 2.2 Operations with fractions and decimals 2.3 Metric relationships 2.4 Length, mass and capacity 2.5 Chance		



## Society and Culture

### Course Outcomes HSC (Preliminary)

**A student:**

<b>P1</b>	identifies and applies social and cultural concepts
<b>P2</b>	describes personal, social and cultural identity
<b>P3</b>	identifies and describes relationships and interactions within and between social and cultural groups
<b>P4</b>	identifies the features of social and cultural literacy and how it develops
<b>P5</b>	explains continuity and change and their implications for societies and cultures
<b>P6</b>	differentiates between social and cultural research methods
<b>P7</b>	selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>P8</b>	plans and conducts ethical social and cultural research
<b>P9</b>	uses appropriate course language and concepts suitable for different audiences and contexts
<b>P10</b>	communicates information, ideas and issues using appropriate written, oral and graphic forms

### Society and Culture HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Contemporary Social Issue Research Task	Cross-Generational Study	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9, & 10	
Outcomes Assessed	P1, P6, P8, P9, P10	P1, P2, P3, P5, P8 P10	P1, P2, P3, P4, P6 P9	
Components				Weighting %
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methods	15	15		30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>TOTAL %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Software Engineering Course Outcomes HSC (Preliminary)				
A student:				
SE-11-01	describes methods used to plan, develop and engineer software solutions			
SE-11-02	explains how structural elements are used to develop programming code			
SE-11-03	describes how current hardware, software and emerging technologies influence the development of software engineering solutions			
SE-11-04	applies safe and secure practices to collect, use and store data			
SE-11-05	describes the social, ethical and legal implications of software engineering on the individual, society and the environment			
SE-11-06	applies tools and resources to design, develop, manage and evaluate software			
SE-11-07	implements safe and secure programming solutions			
SE-11-08	applies language structures to refine code			
SE-11-09	manages and documents the development of a software project			
Software Engineering HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Software Project	OOP Practical in Class Test	Final Year 11 Examination	
Timing	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 8, 9, & 10	
Outcomes Assessed	SE-11-01, SE-11-02 SE-11-03, SE-11-04 SE-11-06, SE-11-07	SE-11-01, SE-11-02 SE-11-03, SE-11-04 SE-11-06, SE-11-07 SE-11-09	SE-11-01, SE-11-02 SE-11-03, SE-11-04 SE-11-05, SE-11-06 SE-11-07, SE-11-09	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Knowledge and skills in the design and development of software solutions	15	15	20	50
TOTAL %	30%	30%	40%	100%

## Sports, Lifestyle and Recreational Studies

### Course Outcomes HSC (Preliminary)

#### A student:

<b>H1.1</b>	applies the rules and conventions that relate to participation in a range of physical activities
<b>H1.2</b>	explain the relationship between physical activity, fitness and healthy lifestyle
<b>H1.3</b>	demonstrates ways to enhance safety in physical activity
<b>H1.4</b>	investigates and interprets the patterns of participation in sport and physical activity in Australia
<b>H1.5</b>	critically analyses the factors affecting lifestyle balance and their impact on health status
<b>H1.6</b>	describes administrative procedures that support successful performance outcomes
<b>H2.1</b>	explains the principles of skill development and training
<b>H2.2</b>	analyses the fitness requirements of specific activities
<b>H2.3</b>	selects and participates in physical activities that meet individual needs, interests and abilities
<b>H2.4</b>	describes how societal influences impact on the nature of sport in Australia
<b>H2.5</b>	describes the relationship between anatomy, physiology and performance
<b>H3.1</b>	selects appropriate strategies and tactics for success in a range of movement contexts
<b>H3.2</b>	designs programs that respond to performance needs
<b>H3.3</b>	measures and evaluates physical performance capacity
<b>H3.4</b>	composes, performs and appraises movement
<b>H3.5</b>	analyses personal health practices
<b>H3.6</b>	assesses and responds appropriately to emergency care situations
<b>H3.7</b>	analyses the impact of professionalism in sport
<b>H4.1</b>	plans strategies to achieve performance goal
<b>H4.2</b>	demonstrates leadership skills and a capacity to work cooperatively in movement context
<b>H4.3</b>	makes strategic plans to overcome the barriers to personal and community health
<b>H4.4</b>	demonstrates competence and confidence in movement contexts
<b>H4.5</b>	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
<b>H5.1</b>	accepts responsibility for personal and community health
<b>H5.2</b>	willingly participates in regular physical activity
<b>H5.3</b>	values the importance of an active lifestyle
<b>H5.4</b>	values the features of a quality performance
<b>H5.5</b>	strives to achieve quality in personal performance

### Sports, Lifestyle and Recreational Studies HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Resistance Training	Outdoor Recreation	Practical	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2	
Outcomes Assessed	H5.2.1, H52.2 H52.3 H53.2, H54.4	H51.3, H53.6, H54.1	H51.1, H51.2, H52.1 H52.2, H53.3	
Components				Weighting %
Assessment	25	25		<b>50</b>
Practical Performance			50	<b>50</b>
<b>TOTAL %</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>	<b>100%</b>

## Studies of Religion II

### Course Outcomes HSC (Preliminary)

**A student:**

<b>P1</b>	describes the characteristics of religion and belief systems
<b>P2</b>	identifies the influence of religion and belief systems on individuals and society
<b>P3</b>	investigates religious traditions and belief systems
<b>P4</b>	examines significant aspects of religious traditions
<b>P5</b>	describes the influence of religious traditions in the life of adherents
<b>P6</b>	selects and uses relevant information about religion from a variety of sources
<b>P7</b>	undertakes effective research about religion, making appropriate use of time and resources
<b>P8</b>	uses appropriate terminology related to religion and belief systems
<b>P9</b>	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

## Studies of Religion II

### HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Infographic and Extended Response	Research and Viva Voce	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9, & 10	
Outcomes Assessed	P1, P2, P6, P7, P8	P1, P4, P8, P6, P9	P1, P2, P4, P5, P6 P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	15	<b>20</b>
<b>TOTAL %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## Hospitality

Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2025 -2026  
Training Packages Tourism, Travel and Hospitality  
School: Mitchell High School



**Education**  
Public Schools

RTO – NSW Department of Education RTO 90333  
Assessment Schedule Year 11 – 2025

Assessment task for SIT20332 certificate II in hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 1 Safety in the Kitchen	Task 2 Service Please	Yearly Examination
Code	Unit of competency	HSC Examinable	Term 2 Week 8	Term 4 Week 2	Term 3 Weeks 8,9 & 10
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

Depending on the achievement of competency, the possible qualification at completion of year 11 is a statement of attainment towards SIT20322Certificate II in hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC Examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Visual Arts				
Course Outcomes HSC (Preliminary)				
A student:				
P1	explores the conventions of practice in artmaking			
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience			
P3	identifies the frames as the basis of understanding expressive representation through the making of art			
P4	investigates subject matter and forms as representations in artmaking			
P5	investigates ways of developing coherence and layers of meaning in the making of art			
P6	explores a range of material techniques in ways that support artistic intentions			
P7	explores the conventions of practice in art criticism and art history			
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art			
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art			
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed			
Visual Arts				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Documenting Practice</b> Documentary analysis of a selected artist’s practice. Submission of an artwork demonstrating how this analysis has informed developments in the student’s artmaking practice	<b>Investigating Artmaking Practice</b> Investigating Artmaking Practice- Still life artwork using painting as an expressive form. VAPD with written account of how forms and subject matter have been used to represent significant ideas	<b>Yearly Examination</b> Art Criticism and Art History Written Examination	
Timing	Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 8, 9, 10	
Outcomes Assessed	P1, P2, P3, P7, P8	P4, P5, P6	P9, P10	
Components				Weighting %
Artmaking	10	40		50
Critical and Historical Study	20		30	50
TOTAL %	30%	40%	30%	100%

Work Studies				
Course Outcomes HSC (Preliminary)				
A student:				
1	investigates a range of work environments			
2	examines different types of work and skills for employment			
3	analyses employment options and strategies for career management			
4	assesses pathways for further education, training and life planning			
5	communicates and uses technology effectively			
6	applies self-management and teamwork skills			
7	utilises strategies to plan, organise and solve problems			
8	assesses influences on people’s working lives			
9	evaluates personal and social influences on individuals and groups			
Work Studies				
HSC (Preliminary) Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Resume and Interview Skills Task	Workplace Issues Media File	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8, 9, & 10	
Outcomes Assessed	3, 4, 5, 7	1, 5, 8, 9	1, 5, 6, 8, 9	
Components				Weighting %
Knowledge and understanding		20	10	30
Skills	40	10	20	70
TOTAL %	40%	30%	30%	100%



# **MITCHELL HS**

***We Inspire***

***We Motivate***

***We Care***

***We Teach***

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