



# YOUNG HIGH SCHOOL

## Year 11 HSC Assessment Policy 2024

An information guide for parents and students



YOUNG HIGH SCHOOL

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REACH FOR THE STARS

Growth Resilience Empathy Acceptance Teamwork

# YEAR 11 ASSESSMENT SCHEDULE 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>						Biology English Standard	SLR PDHPE Ancient History	English Studies Maths Advanced English Advanced	Business Studies CAFS	Geography Legal Studies Maths Standard	Music
<b>Term 2</b>	Modern History Textiles and Design	IT Timber IT Multimedia		Maths Standard	SLR PDHPE	English Standard Ancient History	English Studies Modern History	English Advanced	Legal Studies Music	Maths Advanced	
<b>Term 3</b>	Textiles and Design	Biology	Geography	Business Studies	English Studies	CAFS IT Timber IT Multimedia		Exams	Exams		

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# INTRODUCTION

The following material is provided for the information of students at Young High School and their parents/carers regarding Year 11 assessment tasks, school requirements and NSW Educational Standards Authority (NESA) requirements for satisfactory course completion. Students and parents/carers should be aware that student achievement in assessment tasks during the year directly contributes to final Year 11 assessment marks submitted to NESA for every student.

## What are assessment tasks?

Assessment tasks are designed to measure your performance in meeting the objectives of each course. The assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, projects, and school examinations. The type of assessment tasks used will vary from course to course, and will be those considered most appropriate for measuring student achievement of the syllabus objectives. At this school, students will be required to complete a number of assessment tasks in each Year 11 course. Schools are required to assess each student's actual performance, not their potential performance. Thus, assessment marks cannot be modified to take into account possible effects of illness or absences for other reasons.

## How does the NESA use the assessment marks?

The school uses the assessment marks to provide a grade to NESA for all courses of study undertaken by Year 11 students except for Vocational Courses. The assessment grades is shown on the student's Record of School Achievement (ROSA).

## Are the assessment tasks the same in all schools?

No. For each Board Developed Course, NESA has issued guidelines for the assessment process in that course and each school develops an assessment program in accordance with these guidelines. For those Board Endorsed Courses for which it has distributed the syllabus, NESA has issued guidelines for the assessment processes to be used. For those courses written in schools and endorsed by NESA, they have approved the methods to be used to assess student performance.

## How will I know what tasks I need to complete?

The assessment program for each Yr 11 course is outlined in this booklet. This program indicates when the tasks are scheduled, the percentage each task contributes to the overall assessment, and the type of task involved. Precise details about each task will be provided to you, by the class teacher, as the time for each task approaches. If you are absent when these details are given to the class as a whole, then it is your responsibility to obtain this information from the teacher.

## Is it possible to gain zero for an assessment task?

It is possible for a student to score zero for an assessment task. Some of the situations are listed here:

- the standard of work submitted is such that no marks are awarded;
- the task is of an ongoing nature and is not completed and submitted by the scheduled date;
- you are absent when an assessment task is done and have no legitimate reason for being absent;
- you are guilty of some form of malpractice in relation to the completion of the task.

## When and to whom do I hand in my assessment tasks?

In cases where the assessment task requires you to hand in material, the material must be handed to the class teacher during class or if no class is scheduled on the day it is to be handed in by 3:10 pm to the class teacher or the appropriate Head Teacher and a receipt will be issued. It is not sufficient to ask that the material be placed on the class teacher's desk. It is the student's responsibility to obtain and retain the receipt.

## What happens if I am absent from school when an assessment task is scheduled?

If you are absent from school on the day an assessment task is done, or is due to be handed in, the following procedures apply. Notes, indicating reasons for absence, should be signed by your parent or carer.

- If you know in advance that you will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note should be brought to the class teacher indicating the reason for the absence. The task must then be submitted before the due date. This should be done as early as possible so that appropriate alternative arrangements can be made for in class assessment tasks.
- If you are absent from school on the day an assessment task is to be done or is due to be handed in you will be awarded zero. If you have a valid reason for missing this scheduled date then an Assessment Task Special Consideration Form must be completed, indicating the reason for not completing the task at the set time. This should be submitted to the class teacher on the first day you return to school together with a medical certificate or a statutory declaration. (This is in addition to the note brought for attendance purposes.)
- Should our records show that you are consistently absent from school on the day on which an assessment task is to be done, or is due to be handed in, or on days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, you and your parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- If you feel that you have been unfairly treated, there is a process to enable you to appeal against the decision. To do this you must complete the Student Appeal Form and submit along with your reasons for appealing in writing to the Deputy Principal.

## What happens if I want extra time to complete an assessment task?

Students are generally NOT granted extra time to complete an assessment task. However, if you feel as though you have a valid reason for requesting this extension you need to complete an Assessment Task Special Considerations form detailing your reasons for the request.

This request is to be made **at least two days** before the due date. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks.

## What happens if I do not submit an assessment task on the due date, and I am at school that day?

Where an assessment task is submitted after the due date the task will receive a zero mark. However, it is still required to be submitted so that you can demonstrate that you have met all course outcomes.

Your teacher will produce an 'N' award warning letter the day the task is due and not submitted. The only way this can be lifted is by submitting the task after the date due.

## What happens if I believe my work has not been fairly marked?

If for any reason you disagree with the marks awarded for a particular assessment task, then you should discuss this with your teacher at the time the mark is made known to you. Should this discussion fail to resolve the matter then you should complete a Student Appeal Form and consult with the Head Teacher concerned. When required, the Principal (or delegate) will become involved and make a determination either individually or via an Assessment Panel convened by the Principal and consisting of the Principal, the Deputy Principal, and a Head Teacher from outside of the faculty involved. The ruling of this panel will be final.

## Can times for assessment tasks be changed?

The schedule of assessment tasks included in this booklet attempts to spread the tasks over the available time. Under exceptional circumstances and through consultation with the Principal, a teacher may alter this schedule. Students cannot appeal or request the schedule to be changed.

## Do all tasks given in the course count towards the final assessment?

Some tasks which are given may not count towards the actual assessment. However parents may be informed of your failure to complete tasks whether they form part of the assessment program or not. Often these "non- assessable" tasks are used by teachers to allow you to develop the skills required to better complete your assessment tasks.

## What are the consequences of being given an 'N' determination in a course?

If you are given an 'N' determination in a course then that course will not count as part of your Year 11 study. If you choose to undertake the minimum 10 units of study after the Year 12 Half Yearly examinations just one "N" determination will reduce your number of units to less than the required minimum (10 units) to allow you to qualify for the award of the Higher School Certificate. This is one reason we recommend you carry 12 units of study for the HSC at Young High School.

## What are the NESA rules for satisfactorily completing a course?

For you to be considered to have satisfactorily completed a course there must be sufficient evidence that you have:

- Followed the course developed or endorsed by NESA
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Regular attendance throughout the year. This is critical to enable you to achieve the course outcomes and to do well in the HSC.

Your performance in class, and in both assessable and "non-assessable" tasks, will be used to determine whether or not you have satisfactorily completed a particular course. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient for a student to be declared satisfactory; tasks worth in excess of 50% must be completed. In the case of competency-based courses, it is a matter for the Principal to determine whether attempts made by the students to complete the course are genuine.

Where students are studying a course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. Whilst NESA does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. All such warnings must relate the absences to specific unsatisfactory completion of course requirements.

Where there is a requirement for a mandatory work place learning component of a course all conditions including the number of mandatory hours and all documentation required must be submitted.

## Is it possible to appeal if I am considered not to have met the course requirements?

If you are deemed to have not satisfactorily completed a course then you may appeal against this decision. This appeal has to be made to the Principal and must state the reasons for making the appeal. The Principal will then determine a course of action to consider the appeal.

The outcome may be that:

- There is sufficient evidence that you have satisfied the requirements of the course; or
- There is insufficient evidence that you have satisfied the requirements of the course.

If after the school appeal you are still considered to have not met the course requirements then you may appeal to NESA. In such cases the school sends to NESA your written appeal plus all school documents related to both written and verbal warnings you have received.

## Are the Vocational Courses assessed differently?

For all vocational courses there are competencies which students are expected to achieve. The assessment for these courses is based primarily on whether or not you have achieved some or all of the competencies for that particular course.

## Is workplace learning compulsory?

Where there is a requirement for a mandatory workplace learning component of a course all conditions including the number of mandatory hours and all documentation required must be submitted.

Attendance to all classes contributes to a demonstration that you are Work Ready. Failure to attend class may be used to determine that you are not Work Ready and therefore ineligible to attend work placement. This may prevent you completing your work placement and as a result receiving an 'N' determination in your subject.

## Life Skills Assessment

Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt explicit assessment tasks they are required to meet the NESA requirements for course completion as previously outlined.

# WHAT IS MALPRACTICE?

All students have completed the 'All My Own Work' Program and have registered to indicate their understanding and acceptance of its contents. It is not acceptable to cheat in an Assessment Task and it is not acceptable to know that cheating occurs and do nothing about it.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in a zero mark and disciplinary action may occur.

Malpractice includes, but is not limited to:

- taking time off school prior to a task's due date.
- copying someone else's work in part or in whole and presenting it as their own source (that is, plagiarism, see note below).
- using material (printed or otherwise) without reference to the source also plagiarism.
- building on the ideas of another person without acknowledgement of the source including computer generated responses which include AI software.
- buying, stealing or borrowing any portion of another's work and presenting it as their own.
- submitting work to which another person e.g. parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- breaching school examination rules (that is, cheating in exams).
- using non-approved aides during assessment tasks.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice, for example lending your work to another.
- having any notation written on the body, clothing or any object brought into an assessment room, communicating with any person other than a supervisor during a task, e.g. speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Cheating during examination type tasks will usually result in the cancellation of the paper in whole or part and a zero-mark awarded for the paper or part. Proven dishonesty in relation to other assessment tasks will result in a zero mark.

Teachers will bring cases of suspected malpractice to the attention of their faculty Head Teacher. Evidence will be collected and collated and presented to the Assessment Review Committee. This committee will comprise the faculty Head Teacher, one other Head Teacher and the Deputy Principal. The committee will determine the extent of the malpractice and make subsequent recommendations of penalties to the Principal.

Proven cases of malpractice will be included on a register collated by the NSW Educational Standards Authority. Malpractice in assessment tasks may incur an N Determination letter being issued.

Note : Plagiarism is a form of proven dishonesty. Plagiarism from the Internet, other educational computer programs including computer generated responses which include AI software or any other information source is not acceptable. When using such sources always reference them in the Bibliography and acknowledge direct quotes using appropriate referencing procedures. Plagiarism will result in zero marks for part or whole of the Assessment task.





## 2 UNIT COMPULSORY SUBJECT CHOICES

# ENGLISH ADVANCED

		Task 1	Task 2	Task 3
<b>Task Description</b>		Reading to Write Module – Imaginative and Reflective Writing	Narratives that shape our World - Multimodal Presentation	Yearly Examination – Comprehension and Critical Writing
<b>Week Due</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8-9
<b>Outcomes Assessed</b>		EA11-1, EA11-3, EA11- 4, EA11-5, EA11-6, EA11-9	EA11-2, EA11-3, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	20	15
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# ENGLISH ADVANCED

## Course Outcomes

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

# ENGLISH STANDARD

		Task 1	Task 2	Task 3
<b>Task Description</b>		Reading to Write - Imaginative Text with Reflection	Contemporary Possibilities – Multimodal Presentation	Yearly Examination - Comprehension and Critical Writing
<b>Week Due</b>		Term 1 Week 6	Term 2 Week 6	Term 3 Week 8-9
<b>Outcomes Assessed</b>		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	20	15
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# ENGLISH STANDARD

## Course Outcomes

Outcome	Description
EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effect 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 relationship between texts
EN11-7	Understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# ENGLISH STUDIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Achieving through English - Written responses	Multimodal presentation	Portfolio of work
<b>Week Due</b>		Term 1 Week 8	Term 2 Week 7	Term 3 Week 5
<b>Outcomes Assessed</b>		ES11.1, ES11.4, ES11.10	ES11.5, ES11.6, ES11.9	ES11.2, ES11.3, ES11.7, ES11.8
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language, accurately, appropriately and effectively</li> </ul>	<b>50</b>	15	15	20
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# ENGLISH STUDIES

## Course Outcomes

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





## 2 UNIT SUBJECT CHOICES

# ANCIENT HISTORY

		Task 1	Task 2	Task 3
<b>Task Description</b>		Investigating Ancient History	Historical Investigation	Yearly Examination
<b>Week Due</b>		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8-9
<b>Outcomes Assessed</b>		AH11-1, AH11-9, AH11-10	AH11-2, AH11-4, AH11-5, AH11-6, AH11.8 AH11-9	AH11-3, AH11-6, AH11-7, AH11-9
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>40</b>	20		20
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	10	5
Historical inquiry and research	<b>20</b>	5	15	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	10
<b>Weighting</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

# ANCIENT HISTORY

## Course Outcomes

Outcome	Description
AH11-1	Describes the nature of continuity and change in the ancient world
AH11-2	Proposes ideas about the varying causes and effects of events and developments
AH11-3	Analyses the role of historical features, individuals and groups in shaping the past
AH11-4	Accounts for the different perspectives of individuals and groups
AH11-5	Examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	Analyses and interprets different types of sources for evidence to support a historical account or argument
AH11-7	Discusses and evaluates differing interpretations and presents reasoned conclusions, using relevant evidence from a range of sources
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

# BIOLOGY

		Task 1	Task 2	Task 3
<b>Task Description</b>		Depth Study Presentation	Data Analysis	Yearly Examination
<b>Week Due</b>		Term 1, Week 6	Term 3, Week 2	Term 3, Week 8-9
<b>Outcomes Assessed</b>		BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11-10	Any outcomes may be assessed
<b>Assessment Component</b>	<b>Weighting</b>			
Skills in working scientifically	<b>60</b>	20	20	20
Knowledge and understanding of course content	<b>40</b>	<b>10</b>	10	20
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# BIOLOGY

## Course Outcomes

Outcome	Description
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO 11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO 11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO 11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 11/12-5	Analyses and evaluates primary and secondary data and information
BIO 11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO 11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO 11-9	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
BIO 11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO 11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

# BUSINESS STUDIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Business Report Nature of Business Case Study	Business Research Task Creation of Hypothetical Business	Yearly Examination
<b>Week Due</b>		Term 1 Week 9	Term 3 Week 4	Term 3 Week 8 - 9
<b>Outcomes Assessed</b>		P1, P2, P6, P7, P8	P3, P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P9, P10
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40	5	15	20
Stimulus-based skills	20	10		10
Inquiry and research	20	5	15	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>Weighting</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

# BUSINESS STUDIES

## Course Outcomes

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

# COMMUNITY AND FAMILY STUDIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Scenario Goal Setting Task	Families and Communities Analysis and Investigation	Yearly Examination
<b>Week Due</b>		Term 1 Week 9	Term 3 Week 6	Term 3 Week 7-9
<b>Outcomes Assessed</b>		P1.1, P1.2, P4.2, P5.1	P2.2, P2.4, P3.1, P3.2	P1.1 – P6.2 (all outcomes)
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>•Resource management</li> <li>•Positive relationships</li> <li>•Range of societal factors</li> </ul>	<b>40</b>	10	10	20
Skills in: <ul style="list-style-type: none"> <li>•Applying management processes to meet the needs of individuals, groups, families and communities.</li> <li>•Planning to take responsible action to promote wellbeing.</li> </ul>	<b>30</b>	10	10	10
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	<b>30</b>	10	10	10
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



# COMMUNITY AND FAMILY STUDIES

## Course Outcomes

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

# GEOGRAPHY

		Task 1	Task 2	Task 3
<b>Task Description</b>		Geographical Writing and skills-analysis Task	Geographic Investigation Major Research Task Incorporating Primary and Secondary Research Techniques	Yearly Examination
<b>Week Due</b>		Term 1 Week 10	Term 3 Week 3	Term 3 Week 8 - 9
<b>Outcomes Assessed</b>		GE 11-02, GE 11-03, GE11-04, GE 11-08, GE 11-09	GE11-05, GE11-06, GE 11-07, GE 11-08, GE11-09	GE 11-01, GE11-03, GE11-04, GE11-08, GE11-09
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>40</b>	15	5	20
Geographical tools and skills	<b>20</b>	5		15
Geographical inquiry and research, including fieldwork	<b>20</b>		20	
Communication of geographical information, ideas and issues in appropriate forms	<b>20</b>	10	5	5
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# GEOGRAPHY

## Course Outcomes

Outcome	Description
GE 11-01	Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time.
GE 11-02	Explains geographical processes and influences, at a range of scales, that form and transform places and environments.
GE 11-03	Explains geographic opportunities and challenges, and varying perspectives and responses.
GE- 11-04	Assesses responses and management strategies, at a range of scales, for sustainability.
GE 11-05	Analyses and synthesises relevant geographic information from a variety of sources
GE 11-06	Identifies geographic methods used in geographic inquiry and their relevance in the contemporary world.
GE 11-07	Applies geographic inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices to investigate places and environments.
GE 11-08	Applies mathematical ideas and techniques to analyse geographical data.
GE 11-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

# INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Integrated Minor Design Project and Folio	Industry Study	Yearly Examination
<b>Week Due</b>		Term 3 Week 6	Term 2 Week 2	Term 3 Week 8-9
<b>Outcomes Assessed</b>		P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P6.2, P7.1, P7.2	P1.1 – P7.2 (all outcomes)
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the Multimedia Industry	40	5	20	15
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	35		25
<b>Weighting</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

# INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

## Course Outcomes

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

# INDUSTRIAL TECHNOLOGY

## TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Integrated Minor Design Project and Folio	Industry Study	Yearly Examination
<b>Week Due</b>		Term 3 Week 6	Term 2 Week 2	Term 3 Week 8-9
<b>Outcomes Assessed</b>		P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P6.2, P7.1, P7.2	P1.1 – P7.2 (all outcomes)
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the Timber Industry	40	5	20	15
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	35		25
<b>Weighting</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

# INDUSTRIAL TECHNOLOGY

## TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

### Course Outcomes

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

# LEGAL STUDIES

		Task 1	Task 2	Task 3
<b>Task Description</b>		Contemporary Law Reform Research Task	The Individual and Technology Research Report	Yearly Examination
<b>Week Due</b>		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8 - 9
<b>Outcomes Assessed</b>		P1, P5, P8, P9, P10	P2, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>40</b>	20		20
Analysis and Evaluation	<b>20</b>		10	10
Research	<b>20</b>	5	15	
Communication	<b>20</b>	5	5	10
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



# LEGAL STUDIES

## Course Outcomes

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

# MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3
<b>Task Description</b>		Class Test: Algebraic and Further Algebraic Techniques	Assignment: Equations and Functions, Trigonometry and Further Trigonometry	Yearly Examination
<b>Week Due</b>		Term 1 Week 8	Term 2 Week 10	Term 3 Week 8-9
<b>Outcomes Assessed</b>		MA11-1, MA11-2	MA11-2, MA11-3, MA11-4	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6
<b>Assessment Component</b>	<b>Weighting</b>			
Concepts, Skills & Techniques	50	15	15	20
Reasoning & Communication	50	15	15	20
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# MATHEMATICS ADVANCED

## Course Outcomes

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

# MATHEMATICS STANDARD

		Task 1	Task 2	Task 3
<b>Task Description</b>		Topic Tests: Formula and Equations, Practicalities of Measurement, Earning and Managing Money	Assignment: Budgeting and Interest	Yearly Examination
<b>Week Due</b>		Term 1 Week 10	Term 2 Week 4	Term 3 Week 8-9
<b>Outcomes Assessed</b>		MS11-1, MS11-2, MS11-3, MS11-5, MS11-6	MS11-2, MS11-6	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7
<b>Assessment Component</b>	<b>Weighting</b>			
Concepts, Skills & Techniques	50	15	15	20
Reasoning & Communication	50	15	15	20
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# MATHEMATICS STANDARD

## Course Outcomes

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

# MODERN HISTORY

		Task 1	Task 2	Task 3
<b>Task Description</b>		Research and Essay	Source Analysis	Yearly Examination
<b>Week Due</b>		Term 2 Week 1	Term 2 Week 7	Term 3 Week 8-9
<b>Outcomes Assessed</b>		MH11.3, MH11.5, MH11.6 MH11.7, MH11.9	MH11.5, MH11.6, MH11.7MH11.8, MH11.9, MH11.10	MH11.1, MH11.2, MH11.3, MH11.4, MH11.9
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of content	<b>40</b>		15	25
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	10	5
Historical research and enquiry	<b>20</b>	20		
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	10
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# MODERN HISTORY

## Course Outcomes

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

# MUSIC

		Task 1	Task 2	Task 3
<b>Task Description</b>		Composition and Process Diary	Musicology/Aural Research and Viva Voce	Yearly Examination Written Aural Examination Performance Examination
<b>Week Due</b>		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-9
<b>Outcomes Assessed</b>		Composition: P2, P3, P7, P11	Musicology: P5, P6, P8 Aural: P4	Performance: P1, P9, P10 Aural: P4
<b>Assessment Component</b>	<b>Weighting</b>			
Performance	25			25
Composition	25	25		
Musicology	25		25	
Aural	25		10	15
<b>Weighting</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>



# MUSIC

## Course Outcomes

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

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

		Task 1	Task 2	Task 3
<b>Task Description</b>		Health Report	Movement analysis	Yearly Examination
<b>Week Due</b>		Term 1 Week 7	Term 2 Week 5	Term 3 Week 7-9
<b>Outcomes Assessed</b>		P2, P3	P7, P8, P9, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>40</b>	10	10	20
Skills in critical thinking, research, analysis and communicating	<b>60</b>	20	20	20
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## Course Outcomes

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

# SPORT, LIFESTYLE AND RECREATION

		Task 1	Task 2	Task 3
<b>Task Description</b>		Athletics Event Focus	Coaching Task	Formal Exam
<b>Week Due</b>		Term 1 Week 7	Term 2 Week 5	Term 3 Week 7 - 9
<b>Outcomes Assessed</b>		1.3, 2.2, 3.6, 4.4	1.3, 3.1, 3.2	1.1, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.5
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	20	10	20
Skills in critical thinking, research, analysing and communicating	<b>50</b>	20	20	10
<b>Weighting</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

# SPORT, LIFESTYLE AND RECREATION

## Course Outcomes

Outcome	Description
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.6	Assesses and responds appropriately to emergency care situations
4.1	Plan strategies to achieve performance goals
4.2	Demonstrates leadership skills and capacity to work cooperatively in movement context
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skill and abilities required to adopt roles that support health, safety and physical activity

# TEXTILES AND DESIGN

		Task 1	Task 2	Task 3
<b>Task Description</b>		Design Communication and Techniques Folio	Textiles Project - Recycled Clothing	Yearly Examination
<b>Week Due</b>		Term 2 Week 1	Term 3 Week 1	Term 3 Week 8-9
<b>Outcomes Assessed</b>		P1.1, P2.1, P2.2	P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	15	15	20
Skills and knowledge in the design, manufacture and management of textiles projects	<b>50</b>	20	20	10
<b>Weighting</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

# TEXTILES AND DESIGN

## Course Outcomes

Outcome	Description
P1.1	Describes the elements and principles of design and uses them in a variety of applications
P1.2	Identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	Demonstrated the use of a variety of communication skills, including computer based technology
P2.2	Develops competence in the selection and use of appropriate manufacturing techniques and equipment 5
P2.3	Manages the design and manufacture of textiles projects
P3.1	Identifies properties of a variety of fabrics, yarns and fibres
P3.2	Justifies the selection of fabrics, yarns and fibres for end uses
P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	Examines the status of the Australian textile, Clothing, Footwear and Allied Industries within the global context
P5.2	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian textile, Clothing, Footwear and Allied Industries
P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society

# VOCATION EDUCATION AND TRAINING (VET) SUBJECTS

2 Unit Construction

2 Unit Hospitality

2 Unit Metals and Engineering

2 Unit Retail

## Competency-Based Assessment

Students in the above listed courses work to achieve the competencies and develop the skills and knowledge described by each unit of competency listed in each syllabus. A syllabus is available from the course teacher, or on the NESAs website.

To be assessed as competent, a student must demonstrate to a qualified assessor/teacher that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the course assessor/teacher.

*Competency based tasks are ongoing throughout the course. Students need to complete these set tasks by the due date as determined by the course teacher.*

Completing competencies to industry standard in these tasks go towards achieving a 'Statement Of Attainment' and/or Certificate I/II/III in the relevant course.

## Mandatory Work Placement

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESAs.

Attendance to all classes contributes to a demonstration that you are Work Ready. Failure to attend class may be used to determine that you are not Work Ready and therefore ineligible to attend work placement. This may prevent you completing your work placement and as a result receiving an 'N' award in your subject.

## Internal Assessment

Examinations for VET subjects will take place during the normal yearly examination periods and will be reported on in those periods. The exam will form 100% of the mark for that examination period.

No assessment mark or rank will be given in the school reports, as VET subjects are competency-based courses.

## External Assessment (optional HSC examination)

The Higher School Certificate examination for all VET subjects (240 indicative hours) will involve a written examination consisting of multiple-choice questions, short answers and extended response questions.

The questions will be based on units of competency and HSC requirements and advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units and may be used in the calculation of the ATAR.

## Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.





# YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS

## Application for special consideration.....

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately when the situation is known. For requests which require an extension of time this form must be submitted as soon as the requirement is known but at least two days prior to the due date. For absence on the date of a task, this form must be submitted on your first day of return. This form must be completed and returned to the Head Teacher of the subject affected.

### STEP ONE:

1. Name: \_\_\_\_\_ Year: \_\_\_\_ Roll Class: \_\_\_\_\_

2. Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

3. Assessed Task:

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4. Due Date: \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

5. Reason for this application:

Absence

Non-Completion

Under-achievement

Due to:

Illness

Accident / Misadventure

Procedure

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential or personal issue, the signature and endorsement of the Principal, Deputy Principal or Counsellor may be substituted for details in this part.

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(Medical Certificate from \_\_\_\_\_ (Doctor) Attach a copy)

We have referred to the HSC Assessment Guidelines Booklet in preparation of this appeal.

\_\_\_\_\_  
Signature of student

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent / Guardian

**STEP TWO:**

Subject / Faculty: \_\_\_\_\_ / \_\_\_\_\_

1. Class Teacher's Recommendation:

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

Supported

Not Supported

**STEP THREE:**

Decision:

Extension of time without penalty

New Completion Date: \_\_/ \_\_/ \_\_

Set a substitute task

Estimate given based on evidence

Insufficient cause demonstrated - zero marks awarded

Task to be completed for demonstration of outcomes- DUE:

Head Teacher's Comments:

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

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Signature of Head Teacher

**STEP FOUR:**

Right of Appeal:

A student has the right of appeal if they feel aggrieved by the decision made in Step 3. To appeal this decision the student must present a written response stating the grounds for appeal.

HAND this form to:

Year 12: Principal: Anna Barker

Year 11 and below: Deputy Principal: Angela Trinder

Review of Appeal Decision:

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

Supported

Not Supported

\_\_\_\_\_  
Signature of Senior Executive

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
File Date









## YOUNG HIGH SCHOOL

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