

YEAR 11

**Assessment Policy Course Assessment Schedules**

2025

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# PART A

**Year 11 Assessment Policy Booklet Information**

This booklet is issued to all Year 11 students at Lake Macquarie High School, Term 1, 2025. It has been prepared to provide students and their parents/caregivers with information regarding assessment of Year 11 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each Board Developed and Board Endorsed course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Lake Macquarie High School’s Senior Assessment Policy aligns with the Rules and Processes of the New South Wales Education Standards Authority (NESA):

<https://curriculum.nsw.edu.au/ace-rules>

**NESA Website**

**On the NESA website you will find;**

<https://curriculum.nsw.edu.au/>

**SYLLABUS FOR EACH SUBJECT**

Go to:

<https://curriculum.nsw.edu.au/stages/senior>

**STUDENTS ONLINE - Activate your Account!**

Make sure your school has added your personal email to your NESA record or else you cannot activate your account.

* Go to: <https://studentsonline.nesa.nsw.edu.au/>
* Click on – ‘activate your account now’
* Write down your NESA number – you will need it to log on

**PERSONAL DETAILS** - Check your name, address and contact details.

* + You can add/change your address, email and phone number
	+ ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

**ENROLMENTS/RESULTS** - Check your courses

* + Are you in the right courses? If not, go to your school and get that fixed.
	+ Check the messages down the bottom of the page – Are there any errors in red? Check with your school.

**MESSAGES** – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

**RESULTS SERVICES** – Click here if you want to get a free PDF of your eRecord/results

Final tips:

* Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
* Once you activate your account save your NESA 6-digit PIN in a secure place
* As soon as you activate – log in – order a free eRecord to get use to using Results Services

 **My NESA Number is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SENIOR ASSESSMENT**

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level.

***Satisfactory completion*** of a course in Year 11 is a ***prerequisite*** for entry into the same course at HSC level.

At Lake Macquarie High School, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

**Eligibility Requirements for the Higher School Certificate**

To be eligible for the award of the Higher School Certificate (HSC) students must:

1. have completed Year 10 or equivalent that is recognised by NESA, and
2. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW Institute, and
3. have completed All My Own Work (AMOW) or its equivalent, and
4. have demonstrated the minimum standard of literacy and numeracy of at least Level 3, and
5. have satisfactorily completed courses in Year 11 and Year 12 that comprise the pattern of study required by NESA for the award of the HSC, and
6. undertake and make a serious attempt at the requisite HSC examinations.

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc#acerule=eligibility_for_the_hsc>

**Attendance**

* At Lake Macquarie High School at least 90% attendance in each course is expected. The Principal may determine that, as a result of absence, the course completing criteria might not be met ([ACE Rule 15](https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions#acerule=n4_1_course_completion___preliminary_and_hsc_cours&part=content_0)).
* Any extended leave requires the approval of the Principal prior to the student commencing their leave.
* There should be no unexplained absences.
* Unsatisfactory attendance impacts a student’s ability to satisfactorily complete course work.
* An Illness and Misadventure Appeal form accompanied with appropriate documentation is required to explain absences on the day of an assessment task.
* Failure to provide documentation may result in zero marks being awarded for the assessment task.

**Participation**

A **genuine attempt** must be made concerning assessment tasks and the teaching and learning activities of a course. Participation in a course involves:

* Completing and submitting all assessment tasks on time and to the best of the student’s ability.
* Completing set tasks, homework and assignments, even if they are not assessment tasks.
* Completing mandatory work placement for Vocational Education and Training (VET) Courses.

To complete a course successfully a student must do all set homework and assignments and attend lessons, not just complete assessment tasks.

**Year 11 Course and HSC Course**

The Higher School Certificate (HSC) program is divided into two courses, the Year 11 Course and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course.

In Year 11, each student will be assessed against course outcomes and this assessment will be used in order to award grades for the RoSA. The marks a student receives for assessment tasks reflect the level to which the student has achieved those specified outcomes at that time in the course. There is no pre-determined number of students in each mark range and there is not a limit on the number of students achieving top marks. At the end of the course, grades are awarded based on each student’s final demonstration of the course descriptors.

The HSC Course comprises two components: the external HSC examination and the internal HSC assessment program. Both the examination and internal assessment are reported on the final Higher School Certificate and both contribute equally to the Australian Tertiary Admission Rank (ATAR).

**The Record of School Achievement (RoSA)**

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy tests (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Further information on the RoSA can be found on the NESA website:

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>

**HSC Minimum Standards**

Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC. To meet the HSC minimum standard, students must demonstrate Level 3 or above in NESA minimum standard online reading, writing and numeracy tests. Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.

Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school. Further information on the Minimum Standard Online Tests can be found on the NESA website: <https://curriculum.nsw.edu.au/ace-rules/ace8>

**Pattern of Study Requirements**

To qualify for the HSC, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

1. at least two (2) units of a Board Developed Course in English
2. at least four (4) more units of Board Developed Courses
3. at least three (3) courses of two or more units (either Board Developed or Board Endorsed courses)
4. at least four (4) subjects.

To satisfy NESA’s pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

<https://curriculum.nsw.edu.au/ace-rules/ace12>

**Pathways**

There is no time restriction on the accumulation of the 12 units required for the Preliminary courses.

A student may take up to five (5) years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Accumulation of HSC courses cannot extend over more than five years.

[ACE Rule 12.2.1 - Accumulating courses](https://curriculum.nsw.edu.au/ace-rules/ace12/accumulating-repeating#acerule=n12_2_accumulating_courses)

**Vocational Education & Training (VET) Courses**

Students undertaking VET courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

VET Industry Curriculum Framework courses (Board Developed courses) have an optional HSC examination. Students who sit the HSC examination will have an HSC mark recorded on their credential and this mark may be used in the calculation of an Australian Tertiary Admissions Rank (ATAR).

VET Board Endorsed courses may be used to count toward a student’s pattern of study requirements for the HSC but do not have an optional HSC examination and cannot be used in the calculation of an ATAR.

If a student fails to undertake any mandatory work placement component of a VET course, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student may be eligible for an ‘N’ determination. For further information related to VET courses please refer to the following link:

<https://curriculum.nsw.edu.au/ace-rules/ace14/vet-entries>.

**University Entry – What is the ATAR?**

ATAR stands for Australian Tertiary Admission Rank. It is a rank, not a mark, and is shown as a number between 0.00 and 99.95 that indicates a student’s position relative to all the students in their age group. An ATAR of 80.00 means you are 20% from the top of your age group (not your Year 12 group). In NSW, the ATAR is calculated and released by UAC (University Admissions Centre) with the average ATAR usually around 70.00.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

* 10 units of HSC Board Developed Courses (any course that has an HSC examination)
* 2 units of English
* Three (3) HSC Board Developed Courses of 2 units or greater
* Four subject areas.

Your ATAR is then calculated from your:

* Best 2 units of English
* Best 8 units from your remaining units.

## The difference between HSC subject areas and courses

Within an HSC subject area (e.g. mathematics) there may be a number of courses (e.g. Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2).

If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1 and Biology they will not meet the four subject area requirements because they have only studied three subject areas: Mathematics, English and Biology.

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>

**HSC: All My Own Work**

All students undertaking one or more Year 11 or Year 12 courses must first complete the HSC: All My Own Work program in ethical scholarship. This course is designed to give students the opportunity to understand, value and use ethical practices when locating and using information during their studies.

[ACE Rule 10.2.1 - All My Own Work](https://curriculum.nsw.edu.au/ace-rules/ace10/amow#acerule=completing_and_certifying_hsc__all_my_own_work)[ACE Rule 2.1.2 - HSC school-based assessment](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_hsc_school_based_assessment)

Students undertaking only Stage 6 Life Skills courses are not required to complete HSC: All My Own Work.

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc#acerule=eligibility_for_the_hsc>

**Assessment**

Senior assessment requires that a standards-referenced approach be used for assessing and reporting student achievement. This approach refers to the process of collecting and interpreting information about students’ learning and uses syllabus outcomes as key reference points for decisions about students’ progress and achievement.

Standard-referenced assessment must be used for both Year 11 and 12 courses. To satisfy requirements for a Year 11 course students must have completed the documented school-based assessment program for each course. Students who do not satisfy this requirement are ineligible for the award of a Year 11 grade on their RoSA for each subject they do not demonstrate requirements. **A student cannot continue studying courses at a Year 12 level if they have not met Year 11 requirements.**

<https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles>

**What is the Purpose of the Assessment?**

The purpose of assessment is to:

* Identify where students are in their learning.
* Provide ongoing monitoring of student progress in relation to syllabus outcomes.
* Provide feedback about student progress to determine the next steps in learning.
* Enable students to demonstrate what they know, understand and can do.
* Identify strengths, misunderstandings and skills not yet mastered.
* Enables timely and relevant feedback about learning progress.
* Measure performance over the whole course rather than by a single end examination.
* Measure performance in wider areas of the course including those that cannot be tested in a formal examination e.g., fieldwork skills, laboratory practical work.
* Determine the rank order and relative position of students in the course.
* Prove a student has satisfactorily completed a course.
* Contribute to the final HSC mark.

**How will a student be assessed?**

* Students will be required to complete a set of assessment tasks for each of their subjects.
* A variety of tasks may be used and could be practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance assessments, journals etc. The mark you score for each task will be used by the school as part of your course assessment.
* Marks awarded to students reflect the standards they have achieved.
* All course outcomes listed in the relevant syllabus must be assessed.
* Each task assesses the student’s actual performance, not potential performance.
* The total assessment program allows for the demonstration of the achievement of course outcomes.

<https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>

**Year 11 Course Assessment**

* NESA syllabuses, including course-specific Assessment and Reporting information, indicate the mandatory components for Preliminary course assessment and the weightings to be attached to those components.
* In general, the maximum number of formal assessment tasks is three (3) per course with the recommended weighting for an individual task being 20% to 40%.
* At the conclusion of the Year 11 course, students will be awarded an A to E grade based on their overall achievement for the course.
* The Common Grade Scale for Preliminary Courses is used to report student achievement in Year 11 courses.

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

[NESA - Preliminary Courses Common Grade Scale](https://curriculum.nsw.edu.au/assessment-and-reporting/reporting-and-using-grades)

**HSC Course Assessment**

A student’s final HSC mark for each Board Developed Course studied in Year 12 is determined by two

components:

* The student’s performance in school based formal assessment tasks.
* The student’s performance in the external HSC Examination.
* 50% of the final HSC mark comes from school based formal assessment tasks. Therefore, performance

in these tasks is important in calculating the student’s final HSC mark.

* The maximum number of formal assessment tasks is four (4) per course with weightings between 10% and 40%, and only one formal written examination task is permitted with a maximum weighting of 30%.

[ACE Rule 2.1.2 - HSC school-based assessment](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_hsc_school_based_assessment)

**The HSC Assessment Mark**

The final HSC Assessment Mark represents a measure of a student’s achievement at the end of the course in Year 12. The assessment is based on the assessment task results achieved throughout the course and provides an indication of a student’s attainment of a wider range of syllabus outcomes than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement and gives students credit for what they have achieved throughout their courses in addition to their final examination. Each task assesses the student’s actual performance, not potential performance.

**Course Completion Criteria of a Preliminary or HSC course**

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

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

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

In addition to any other set tasks and experiences in any HSC course, students must make a genuine attempt at assessment tasks that contribute more than 50% of the available marks in courses where school-based assessment marks are submitted. Completion of assessment tasks worth exactly 50% is not sufficient. The student must also fulfil the course completion criteria.

[ACE Rule 4 - Course Completion, non-completion and appeals](https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions#acerule=n4_1_course_completion___preliminary_and_hsc_cours)

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give the student early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an ‘N’ Determination in any course, the Principal will warn the student as soon as possible and advise the parent / guardian in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the ‘N’ Determination.

[ACE Rule 4.2 - N determinations](https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions#acerule=n4_2_non_completions&part=content_0)

**Stage 6 Assessment Overview**

Each course will inform students about the formal assessment program with an **assessment schedule**. The schedule must adhere to mandatory course-specific requirements that detail:

1. syllabus outcomes assessed in each assessment task, and
2. the course components and component weightings allocated to each assessment task, and
3. when each assessment task is to be attempted or submitted.

The school is required to calculate an assessment mark for every student in applicable HSC courses. The mark ranks the students, relative to each other, in each course. In calculating the report mark for each subject where internal assessments are submitted, 50% of the mark comes from the accumulated school assessments. The other 50% of marks comes from the HSC examination.

Variations to the published Assessment Schedule can only occur with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.

Whilst every attempt is made to ensure that students complete assessment tasks on time, the due date is not flexible under normal circumstances.

A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

[ACE Rule 2 - Assessment, results and appeals](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_preliminary_school_based_assessment)

**Notice of Assessment Task**

As well as the Assessment Booklet, each course will inform students of upcoming tasks by issuing an Assessment Task Notification for each formal task at least **two weeks** before the due date for each task, unless under exceptional circumstances. Students will be required to acknowledge receipt of this notification via signature, which will be retained by the teacher. Each notification must include the following information:

1. course components and component weightings, and
2. syllabus outcomes assessed, and
3. type of the assessment task, and
4. scheduled date and time for attempting or submitting the task, and
5. marking criteria (where appropriate).

For a formal assessment task with multiple parts, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together (i.e. have the same due date) and all parts contribute to the maximum weighting for that task.

The assessment task notification must reflect the assessment schedule for a course. Students will receive a minimum of two weeks’ written notice for any variation to the Assessment Schedule and/or Assessment Task, unless due to exceptional circumstances.

[ACE Rule 2.1 - Setting formal Preliminary assessment tasks](https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs#acerule=n2_1_preliminary_school_based_assessment&part=content_1)

**Return of Completed Tasks**

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

**Feedback**

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or oral.

**Assessment Procedures**

If a student is absent on the day an Assessment Task Notification is issued, they are responsible for obtaining a copy of it and following up with the class teacher. No extra time will be given to students for a task because they did not receive the task information sheet when it was issued in class, unless in the case of an upheld Illness / Misadventure Appeal, where appropriate.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. All

tasks should be submitted with the student’s name and the task heading clearly displayed. Students must sign to acknowledge they have submitted the task, which will be retained by the class teacher.

Tasks not submitted on the due date will be regarded as late. If a task is not submitted by the time stipulated on the due date it will be regarded as late.

Late submission of an assessment task will result in a zero mark being awarded for the task unless an Illness and Misadventure Appeal Form is submitted, and upheld.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this

were to occur, a student would also receive an ‘N’ (non-completion of course requirements) Warning Letter.

If a task produces invalid or unreliable results, the weighting of the invalid task may have to be reduced, or the task voided. Students will be informed in writing if this happens and of the subsequent impact on the assessment program affected, for example, any additional task or changes to weightings of other tasks.

**Submission of Assessment Tasks**

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. Most tasks will be submitted via printed hard copy unless otherwise indicated on the Assessment Task Notification Sheet. Tasks submitted in hard copy must be given to the classroom teacher on the due date and students must sign the register acknowledging completion, where appropriate the classroom teacher will record the time that the task is submitted. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student’s name and the task heading clearly displayed.

Tasks submitted after the due date without an Illness and Misadventure Appeal being submitted and upheld will receive an automatic zero mark.

**Non-Assessment Periods – Year 11 and Year 12**

In Year 11 and 12, there will be no assessable tasks scheduled in the final week of each term, one week preceding the Yearly Examinations or Trial HSC Examinations, nor within the period of the examinations other than the assessable examinations themselves, unless under extreme circumstances or the subject is exempt from this stipulation (e.g., Music/Drama).

**‘N’ Determinations**

‘N’ (Non-completion) Determinations are issued by the Principal at the end of the course, under delegated authority from NESA to students who have not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. If a student is given an ‘N’ Determination in a course, the following may occur:

* The student will be excluded from that course. This usually means the student will have insufficient course units for the completion of Year 11 and may not proceed to the HSC and/or;
* The student may be expelled by the Principal due to ‘Unsatisfactory Participation in Learning’ (student of post-compulsory age).

If a final ‘N’ determination is made, the student will be given a copy of the Principal’s Determination and an official Student Appeal Form that can be submitted if they wish to appeal against the ‘N’ Determination.

An ‘N’ Determination will have the following consequences:

* In a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study.
* In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
* In the Extension course, that course only will not contribute in that year to the required pattern of study.

**‘N’ Warning Letters**

Schools issue ‘N’ Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. ‘N’ Warning Letters may be issued to students for any of the following circumstances:

* A student is absent for an assessment task and has not submitted an upheld ‘Illness and Misadventure Appeal form’.
* A student is found to be cheating in an Assessment Task.
* A student has plagiarised work from any source, without providing appropriate acknowledgement of the
* use of another person’s work.
* A student does not submit an assessment task on the due date and/or due time.
* A student has provided a false explanation for the late submission of an assessment task.
* A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
* A student has made a non-serious attempt at a task.
* A student is not satisfactorily meeting course outcomes as a result of poor attendance.
* A student is not satisfactorily meeting course outcomes due to the non-completion of set classwork and/or assignment work and/or homework tasks.

When a student is issued an ‘N’ Warning, a letter will be emailed and/or posted to the parents/guardians. The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. The letter provides information on what the student has not completed and what the student needs to do to resolve the ‘N’ Warning. To negate an ‘N’ Warning, the student must complete the outstanding work detailed in the letter by the due date.

A minimum of two ‘N’ Warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an ‘N Determination’, and it may result in the student being ineligible for the award of the Year 11 RoSA.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the ‘N’ Determination process specified by NESA.

[ACE Rule 4.2 - Non-completion and appeals](https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions#acerule=n4_2_non_completions&part=content_2)

**Assessment of VET Courses**

VET courses are competency-based. The NESA and the VET Quality Framework require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO) of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a 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’. This judgement is based on evidence, which may be in a variety of forms.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

**School Sanctioned Activities**

It is the student’s responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. Students must make prior arrangements with the teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. They must do this as soon as it becomes evident.

**Reporting**

Students will receive at least two formal reports throughout Year 11 and two throughout Year 12 based on their achievement of course outcomes.

Students will also receive notification of their rank order in each subject, based on their school assessment, at the conclusion of their HSC courses. Rank order at the completion of each formal assessment task can be made available if requested.

Results relating to one student’s performance are not released to another student, unless with the express

permission of that student.

Final assessment marks are confidential and under no circumstances can be published to any party other than NESA.

[Mandated requirements when reporting to parents](https://education.nsw.gov.au/teaching-and-learning/curriculum/reporting-to-parents/mandated-requirements)

**Access to Technology**

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch, and in the Senior Learning Hub during Study Periods and Thursday afternoons. If students or parents have concerns about the requirements of a particular task, please contact the class teacher.

**Malpractice**

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

In accordance with NESA requirements, all students must complete the [All My Own Work](https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work) program prior to commencing their Stage 6 program of study. Students are also responsible for knowing and complying with NESA’s ACE rules and policies regarding malpractice, including:

* All My Own Work (or its equivalent), and
* [HSC Rules and Procedures Guide](https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures), and
* [HSC minimum standard: Malpractice and breach of test rules](https://curriculum.nsw.edu.au/ace-rules/ace8/conducting-min-standard#acerule=malpractice_and_breaches_of_hsc_minimum_standard_t), and
* [HSC practical exams](https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals).

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is the act of copying. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own work. Unsanctioned use of AI or Generative Large Language Model (GLLM) will also be treated in terms of malpractice/plagiarism.

**Types of Malpractice**

**Plagiarism**

* Plagiarism is the act of copying. It is when a student pretends to have written, created or developed work that has originated from another source.
* Some common types of plagiarism include:
	+ Copying someone else’s work in part or in whole and presenting it as your own
	+ Using material directly from books, journals, the internet or other sources without reference to the source
	+ Building on the ideas or words of another person without referencing the source
	+ Using other people’s ideas or designs, materials drawn from outside sources or any outside assistance without proper acknowledgement
	+ When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements
	+ Common types of sources (print or digital) that need to be acknowledged include advertisements, articles, artwork, blogs, books, discussion groups, emails, interviews, journals, letters, magazines, maps, movies, music, newspapers, pamphlets, pictures and images, social media content, other people’s work, other people’s ideas, TV programs, videos and websites.

**Misrepresentation**

* Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.
* Misrepresentation can include but is not limited to:
	+ Making up journal entries for a project
	+ Submitting falsified or altered documents
	+ Referencing incorrect or non-existent sources
	+ Contriving false explanations to explain work not handed in by the due date.

**Collusion**

* Collusion is when a student works with another person secretly to intentionally mislead other people such as teachers or fellow students. It can be any action a student takes with another person to mislead others.
* Collusion includes but is not limited to:
	+ Sharing answers or assessment tasks for other people to copy, even if you ask them to change the words to make it look like their own before they hand it in
	+ Agreeing to pretend that another student contributed to a group project when they didn’t
	+ Submitting work that has been substantially contributed to by another person, such as a student, parent, tutor, coach or subject expect
	+ Working with another student to take unauthorised notes, cheat sheets or devices into a test or assessment environment
	+ Unauthorised use of artificial intelligence technologies (AI or Generative Large Language Model (GLLM)
	+ Paying someone to write, prepare or complete your task for you

AI has implications for academic honesty (see [ACE 10.1](https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice&part=content_0)). Unapproved use of AI in the completion of assignments is a breach of academic integrity.All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately (see [ACE 10.1.1](https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice&part=content_0)).

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

A school Assessment Review Panel will review all malpractice cases. The panel will consist of a Deputy Principal, a Head Teacher and another member of staff. Each malpractice case will be reviewed on its merits and all issues considered in order to arrive at a fair conclusion.

Any student found guilty of malpractice or plagiarism may be awarded zero marks for the task and be at risk of not meeting eligibility requirements for the Preliminary or HSC course. Malpractice offences will be recorded on the NESA Malpractice Register if it is an HSC assessment (see [Malpractice Register](https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/breaking-hsc-rules)). Any student who lends material for copying will be similarly penalised. A student wishing to appeal the decision of the panel must do so in writing to the Principal. The Principal’s decision regarding any appeal is final.

**Strategies to prevent malpractice**

Being well organised, planning ahead and having a clear idea of what you need to do will help you complete your work honestly, without rushing and to your best ability. Depending on the nature of the assessment tasks, there are a number of strategies you can implement to avoid the risk of malpractice. Strategies may include:

* Understanding what malpractice is and knowing what the school’s policy is regarding malpractice.
* Keeping a diary (paper or electronic) and ensuring sure you know when your work is due to be handed in.
* Familiarise yourself with the referencing style the school uses **before** you begin your research.
* Make sure you’re familiar with how to reference different types of sources (for example, books, newspaper articles, films, websites).
* Set up a spreadsheet or document to keep track of basic bibliographic information (e.g. author, title, date, pages used, publisher) or any source you use.
* Learn the difference between quoting, paraphrasing and summarising.
* Keep your notes and folders in order and organise them regularly (use dividers or coloured paper or properly name digital files to separate topics).
* Always save and back up your digital notes.
* Take regular photos of your notes and drafts as evidence of work.
* Become familiar with the School and HSC Examination Rules and only bring approved equipment into the class/examination room.
* Maintain a logbook, process diary or journal to show how your response, project or work was developed.
* Submit drafts to your teacher for checking.

Working collaboratively is an important skill to learn for your future studies and work. Group projects require maximum effort from everyone and careful division of responsibility. Some strategies to help avoid malpractice when completing group projects include:

* Be fair and think carefully when dividing up the activities between you.
* Discuss the group’s expectations for work quality and know exactly what the group is working towards achieving for the final product.
* Encourage each group member to keep a personal journal to record their contributions to the group work – this can be used as evidence of individual contributions.
* Have everyone check the acknowledgements before submitting the work to ensure formatting is consistent, there are no duplications, and all sources are properly acknowledged.
* Communicate openly and frequently.
* Talk to your peers or teachers if people in your group are not making equal contributions.

**Examinations**

Examinations are used to assess student knowledge. Examinations may be electronic, written or verbal and vary in the length of time. Examinations may be conducted throughout the year, from in-class tests to formal examinations. The procedures to be followed are modelled on those used in the HSC Examinations.

**Rules for Examinations**

Attendance:

* Students are required to sit for all their subjects at the allocated times.
* Students who miss an exam for any reason will be required to go through the school process relating to Illness and Misadventure.
* Students who are late for an exam will not be given extra time.

Procedures and Conduct:

* It is the student’s responsibility to collect an examination timetable.
* Students are to check the timetable carefully and note the days and times of examinations.
* Students must be in attendance a minimum of 10 minutes prior to the commencement of each formal examination.
* Students are not required to attend normal timetabled lessons during formal examination periods e.g. Trial HSC exams.
* School uniform is to be worn during all school based written examinations.
* Bags are to be left outside or placed at the front or rear of the room, as instructed by the supervisor / teacher.
* Mobile phones, smart watches and any electronic devices are to be switched off and left in bags. Alternatively, they can be left at the front office.
* Enter the room in an orderly fashion and sit in the allocated seat. There is to be no talking from this time onwards.
* All students need to know their NESA student number. Student numbers are to be used on all examination papers.
* No writing can be done during allocated reading time.
* Read all instructions carefully. Supervisors are not permitted to interpret questions.
* Write in black pen only. Pencil should only be used for diagrams or as directed.
* Go to the toilet before entering the exam room. Students needing to use the toilet during the exam, must raise their hand and wait for the supervisor to attend to them.
* Pencil cases must be clear (see through). A clear plastic bag can be used.
* Water bottles must be clear (see through) with labels removed.
* Watches must be removed and placed on the student’s desk. Smart watches are not allowed in the room.
* Only approved calculators may be used. These will be checked at the start of each exam that requires calculators.
* Students are not permitted to talk to, communicate with or share materials/equipment with another student during an examination.
* Students must raise their hand and wait for the supervisor to attend to them before speaking.
* Students are required to return all examination papers (questions and answers) at the end of the exam. Nothing is to be removed from the examination room.
* If a student becomes ill during an exam and cannot continue, he or she must let the exam supervisors know and will then be directed or escorted to the clinic and normal school procedures will be followed, including any appeal process.
* Students must remain in the exam room for the duration of the examination.

Consequences

* Any student caught communicating in any way with another student (speaking, signalling, gesturing or

electronically) after the commencement of the exam may receive zero and ‘N’ Warning Letter.

* Any student caught with any material or device that may assist them in any way and give them unfair

advantage over other students may receive a zero and ‘N’ Warning Letter.

* Any student who behaves in a manner that disrupts their fellow students may receive a zero and ‘N’

Warning Letter.

Disciplinary action may also occur for any of the above breaches.

All students are expected to demonstrate diligence and sustained effort throughout the course and in examinations, assessment tasks and HSC minimum standard tests. For an exam or HSC minimum standard test to be considered a serious attempt, students must:

* respond to and demonstrate academic engagement, and
* answer in English, unless specifically instructed otherwise.

Non-serious attempts may be awarded zero and be the grounds for an ‘N’ Warning Letter. Non-serious attempts include but are not limited to:

* answering only multiple choice questions, and/or
* responses containing objectionable material, such as abuse directed at a staff member and/or obscene symbols, drawings or comments.
* Failure to attempt more than 50% of the task/examination content or failure to respond with material relevant to the syllabus in the spirit in which it was written.

[ACE Rule 10 - Non-serious attempt](https://curriculum.nsw.edu.au/ace-rules/ace10/non-serious#acerule=n10_3_non_genuine_attempt_in_an_hsc_exam_or_hsc_mi)

**VET Industry Curriculum Frameworks/English Studies/Standard 1 Mathematics**

240-hour VET Industry Curriculum Framework courses, have an optional HSC written examination. Students must nominate whether they will attempt the 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 VET qualifications.

The mark achieved by the student in the examination is shown on the Record of Achievement. The mark is used by UAC as the sole basis for determining the contribution of the course to the student’s ATAR. Students receive a Course Report for the examination. Schools must provide an estimated examination mark for all students entered for any of the optional VET examinations. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement on a task similar to the HSC examination, such as a Trial HSC. This mark is not reported to students and is only used in the case of a successful illness/misadventure application.

[ACE Rule 14.5.2 - estimated HSC exam mark for Frameworks](https://curriculum.nsw.edu.au/ace-rules/ace14/vet-assessment#acerule=n14_5_entering_an_estimated_hsc_exam_mark_for_fram)

Students enrolled in English Studies and/or Standard 1 Mathematics also have an optional HSC written examination they can choose to sit if they wish for the subject units to count towards the calculation of an ATAR.

**Disability Provisions**

NESA may approve disability provisions that provide access to the HSC exams for students whose permanent or temporary disability prevents them from doing so in a normal exam situation. Disability provisions address students’ exam needs impacted by one or more of the following categories of disability:

* + Learning, and/or
	+ Medical, and/or
	+ Vision, and/or
	+ Hearing.

Disability provisions are determined on the basis of functional evidence of impact and provide practical support for students with disability to access HSC exams.

Students may require disability provisions for:

* A permanent condition, such as diabetes or reading difficulty.
* A temporary condition, such as a broken arm.
* An intermittent condition, such as back pain when sitting for long periods.

Provisions may include assistance for students to read examination questions and write their answers, or to provide rest breaks and extra time. To apply for Disability Provisions the school must submit an application to NESA with current supporting evidence such as medical reports, reading results, writing samples and teacher comments. Applications must be submitted to NESA by the end of Term 1 of the HSC course.

Students who think they may require Disability Provisions should discuss the matter with the Deputy Principal, Year Adviser or Learning and Support Team at the commencement of the course.

If a student is approved for Special Provisions, it is the responsibility of the class teacher and the student to liaise with the Special Provisions Coordinator at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

[ACE Rule 6 - Disability provisions and appeals](https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program)

**HSC Credentials**

Students are able to download their NESA and VET credentials as a free PDF via their[Students Online](https://studentsonline.nesa.nsw.edu.au/) account through Certificates/eRecord. The[HSC testamur](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/getting-your-results)is delivered by post in January.

A student’s HSC credentials will include an HSC Testamur, Record of Achievement detailing your Year 12, 11 and 10 results and personalised course reports for relevant HSC courses. You can also download your free VET credentials. After downloading, students need to save or print their credentials as their Students Online account only remains open until 30 June of the following year. For example, if a student completes their HSC in December 2025 their [Students Online](https://studentsonline.nesa.nsw.edu.au/) account remains open until 30 June 2026.

[HSC Credentials](https://www.nsw.gov.au/education-and-training/nesa/hsc/results-and-certificates/getting-your-results#toc-hsc-credentials)

**Responsibilities**

Each student has the responsibility to:

* Complete the All My Own Work program prior to commencing the Stage 6 program of study.
* Be familiar with and follow the school’s Senior Assessment Policy and the HSC Rules and Procedures Guide.
* Confirm their pattern of study by signing the Confirmation of Entry form.
* Complete and submit all assessment tasks by the due date or talk to their teachers about Illness or Misadventure Appeal procedures.
* Not engage in behaviour which could be considered malpractice, or cheating, including plagiarism.
* Ensure that all assessment work is their own or acknowledges the contribution of others.
* To follow up any concerns with tasks at the time they are marked and returned.
* To work in a mature manner and display appropriate behaviour at all times.
* Organise an efficient program of study and work.
* Maintain above 90% attendance in all courses.

***NOTE:*** *To complete a course successfully students must do all set homework and assignments and attend lessons, not just complete assessment tasks.*

The school has the responsibility to:

* Provide students with written advice about the school’s policies and procedures for Stage 6 school-based assessment including the school’s malpractice policy.
* Design and implement tasks consistent with NESA, school and faculty policies.
* Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
* Demonstrate an understanding of course content, objectives and outcomes.
* Implement classroom assessment procedures according to school and NESA requirements.
* Provide quality teaching and learning for senior students, establishing high expectations.
* Provide meaningful and timely feedback to students.
* Ensure students have copies of all relevant course documents.
* Ensure learning is based on current material and meets student/syllabus needs.
* Identify students causing concern and employ strategies to support them and communicate to parents/carers.
* Keep final assessment marks confidential.
* Implement Illness or Misadventure Appeal procedures.

**Variation of the Senior Assessment Policy**

The Principal reserves the right to alter the Senior Assessment Policy should exceptional circumstances present themselves. In such cases advice from NESA will guide variations.

**Assessment Procedures Flow Chart**

*Student may submit an appeal to the Principal regarding the final decision.*

Task submitted by new due date and meets assessment requirements.

Appeal supported in line with school policy. Recommendations implemented.

Mark awarded.

Failure to complete over 50% of the course assessment may result in ‘N’ Determination being awarded for the subject.

N Warning recorded as ‘**not completed**’.

N Warning marked as **‘resolved**’.

Task not submitted by new due date or doesn’t meet assessment requirements.

N Warning letter issued. Task must be submitted by new due date (if required). Zero (0) mark awarded.

Student interviewed by class teacher &/or Head Teacher.

Appeal rejected.

Zero (0) mark awarded.

Task does not meet assessment requirements e.g., cheating, plagiarism, academic misconduct, non-serious attempt.

Check Assessment Booklet to see if reason meets criteria for Illness / Misadventure Appeal form.

Collect form and submit to Class Teacher within 2 school days on return to school.

Be prepared to do task on day of return to school.

Task completed on time.

Task submitted late, or student absent on task due date.

2-week notification prior to assessment task.

Student acknowledges receipt of notification on Assessment Task Register.

**Illness / Misadventure Appeal**

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness or misadventure. The school has an appeal process in place to support these students.

A student may submit an ‘Illness / Misadventure Appeal Form’ if they are affected by:

* **Illness or Injury** – illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in the examination or assessment task e.g., influenza, COVID-19, broken hand etc.
* **Misadventure** – any other event beyond the student’s control which allegedly affected the student’s performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood etc.
	+ Sporting Representation – for school approved activities.
	+ School Sanctioned Activities – VET work placement, Leadership commitments etc.
	+ Other – events that have adversely affected a student’s completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.

**Illness / Misadventure Appeal Process**

It is the student’s responsibility to collect an ‘Illness / Misadventure Appeal Form’ from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be downloaded from the school website <https://lakemacqua-h.schools.nsw.gov.au/> (refer to Notes and Forms section) and email the completed form to: lakemacqua-h.school@det.nsw.edu.au.

* If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave or absence.
* If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form to their class teacher within **two (2) days** of their return to school.
* If a student’s performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
* For a student who sits a task, the mark for that task stands. An Illness / Misadventure appeal form cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

* Medical Certificate
* Funeral Notice
* Statutory Declaration
* School Representation Note

**Appeal Upheld**

If a student submits an Illness / Misadventure appeal and it is successful (upheld), then in accordance with the school’s assessment policy:

* an extension of time may be granted
* a mark be awarded on completion of a substitute task
* only in exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate) will an estimate be awarded based on other appropriate evidence.
* ***The teacher must assess the student’s actual performance, not potential performance****.* In the case where more than one faculty is involved a common approach will be used.
* To ensure the confidentiality and integrity of exam/task content, students will not be permitted to sit an exam/in-class task prior to the scheduled date (unless under extreme circumstances, with Principal approval and accompanying written confidentiality agreements).

**Appeal Rejected**

If an ‘Illness or Misadventure Appeal’ is rejected for a task being handed in late, or the student is absent on the date the task is due, a zero mark will be recorded, and the class teacher will issue a ‘N’ Warning Letter if required. Students are still required to complete the task for the purpose of meeting the syllabus outcomes and course completion requirements. The task will be marked for the purpose of providing feedback to the student.

**Notes**

* There are no grounds for appeal against the value of the mark awarded.
* Computer, printer or technology malfunction will **not** be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
* Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
* The NESA guidelines of Illness and Misadventure shall form the basis for determination of applications.
* Holidays are **not** considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines.

[ACE Rule 9 - Illness or Misadventure and appeals](https://curriculum.nsw.edu.au/ace-rules/ace9)

***LMHS Illness / Misadventure Appeal Form on following page.***

**LAKE MACQUARIE HIGH SCHOOL**





**ILLNESS / MISADVENTURE APPEAL FORM**

*Note: All applications for Illness / Misadventure appeals must be submitted to your class teacher within two school days of your return to school. In cases of prolonged absence contact with the school is to be made via phone or email.*

 *See over for details of what constitutes valid Illness / Misadventure.*

|  |
| --- |
| 1. **Student Details**
 |
| **Student Name:**  | **Year:**  | **Class:**  |
| 1. **Student Details**
 |
| **Subject:**  | **Teacher:**  |
| **Name of Assessment Task:**  |
| **Weighting of Assessment Task: (e.g. 20%)** | **Due Date:**  |
| 1. **Reason for Appeal *(please tick)***
 | **Supporting Documentation *(Attach)*** |
| **Illness** |[ ]  Medical or Pharmacy Certificate |[ ]
| **Misadventure** |  |  |  |
| * Bereavement
 |[ ]  Funeral Notice |[ ]
| * Sporting or School Representation
 |[ ]  Sport or School Representation Note |[ ]
| * Excursion
 |[ ]  Excursion Note |[ ]
| * Other:
 |[ ]  Statutory Declaration |[ ]
| **Details of Reason for Appeal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Student Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| 1. **School Recommendation *(School Staff Only)***
 |
| **Teacher Recommendation:**  | **Appeal Supported:** | **YES** | **🞎** |  **NO** | **🞎** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Head Teacher Recommendation:** |  **Appeal Supported:** | **YES** | **🞎** | **NO** | **🞎** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Head Teacher Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Head Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **DEPUTY PRINCIPAL’S FINAL DECISION** |  |  **APPEAL UPHELD** | **🞎** | **APPEAL DECLINED** | **🞎** |
| **Comment:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Deputy Principal Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Deputy Principal Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| *Office use only - copy of completed form provided to:* |
| **Student:** **🞎 Class Teacher: 🞎 Head Teacher: 🞎** |

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**Stage 6- Assessment Task Notification**

**SUBJECT (Year 11)**

|  |  |
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| **Assessment task number:**  |  |
| **Task type:** | e.g. Trial Examination / Assignment / Topic Test |
| **Due date:**  |  |
| **Date distributed:**  |  |
| **Submission method:** |  |
| **Teacher:**  |  |
| **Head Teacher:**  |  |

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| **Syllabus area** |
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| **Components and Weightings** |
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| **Outcomes assessed** |
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| **Task Description** |
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| **General Success criteria** |
| You will be assessed on how well you: |

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| **Feedback provided** |
| Feedback will be provided by within 2 school weeks, except in exceptional circumstances. |

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| **Absence/Illness/Misadventure** |
| * In the event of illness/misadventure an appeal form must be submitted to the Deputy Principal within 2 days of your return to school.
* If you know in advance that you will be absent on the day of the task, an appeal form must be submitted as soon as it becomes evident e.g. work placement or school sanctioned activities.
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| **Marking Guidelines / Rubric** |
|  **Student Name** |  |
| **Course** |  |
| **Task Number** |  |
| **Task Weight** |  |

*(Insert Marking guidelines / rubric below)*

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| Teacher | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Head Teacher | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Deputy | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**PART B**

**YEAR 11 COURSE ASSESSMENT TAKES PLACE OVER THREE TERMS**

**TERM 1, 2025**

**TERM 2, 2025**

**TERM 3, 2025**

FULL DETAILS OF EACH COURSE ARE CONTAINED IN THIS BOOKLET

### My Assessment Map

* Highlight all of your assessment tasks to map your workload.
* Each subject has a maximum of three (3) assessment tasks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Term 1, 2025** | **%** | **Term 2, 2025** | **%** | **Term 3, 2025** | **%** |
| **1** | **Staff only** |  |  |  |  |  |
| **2** | **Students return 6/2/25** |  | Mathematics Extension 1Visual Arts | 3530 | English Extension 1 | 40 |
| **3** |  |  | English Extension 1 | 30 | Health and Movement Science | 40 |
| **4** |  |  | Modern History | 30 |  |  |
| **5** |  |  |  |  | VET Hospitality | N/A |
| **6** |  |  | Ancient History | 30 | Visual Design | 30 |
| **7** |  |  | SLR | 35 | NumeracySLRWork Studies | 303540 |
| **8** | Design and TechnologyModern History | 3030 | Business Studies Mathematics AdvancedMathematics Standard | 353530 |  |  |
| **9** | Ancient HistoryBiologyBusiness StudiesCAFSHealth and Movement MusicSLRVisual Design | 3030253030203035 | BiologyCAFSDesign and TechnologyEnglish AdvancedEnglish StandardEnglish StudiesMathematics Extension 1MusicNumeracyVisual ArtsVisual DesignVET HospitalityWork Studies | 3035404040403040404035N/A30 | **END OF COURSE EXAMINATIONS**Ancient HistoryBiologyBusiness StudiesCAFSDesign and TechnologyEnglish AdvancedEnglish Extension 1English StandardEnglish StudiesHealth and MovementMathematics AdvancedMathematics ExtensionMathematics StandardModern HistoryMusicVET ConstructionVisual Arts | **Weight %**403040353030303030303535354040N/A30 |
| **10** | English AdvancedEnglish StandardEnglish StudiesMathematics AdvancedMathematics StandardNumeracyVET ConstructionWork Studies | 303030353530N/A30 | VET Construction | N/A |
| **11** |  |  |

 **KEY**

**= Non-assessment weeks**

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| **YEAR 11 ANCIENT HISTORY 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Archaeology Dig and Report | Historical Investigation | Yearly Examination |
| **Timing** | Term 1Week 9 | Term 2Week 6 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | AH11-6, AH11-9, AH11-10 | AH11-4, AH11-5, AH11-6,AH11-8, AH11-9 | AH11-1, AH11-2,AH11-3, AH11-7,AH11-9 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 15 | 5 | 20 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | **20** |
| Historical inquiry and research | 10 | 10 |  | **20** |
| Communication of historical understanding in appropriate forms |  | 10 | 10 | **20** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **30** | **40** | **100** |

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| **YEAR 11 BIOLOGY 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Depth Study | Research and Report | Yearly Examination |
| **Timing** | Term 1Week 9 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | 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, BIO11/12-7, BIO11-10 | BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11  |
| **Components** | **Weighting %** | **Total %** |
| Skills in working scientifically | 20 | 20 | 20 | **60** |
| Knowledge and understanding of course content | 10 | 10 | 20 | **40** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **30** | **40** | **100** |

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| **YEAR 11 BUSINESS STUDIES 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Case StudyNature of Business | Small Business PlanBusiness Planning | Yearly Examination |
| **Timing** | Term 1Week 9 | Term 2Week 8 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | P1, P2, P6, P7, P8 | P3, P6, P8, P9, P10 | P1, P2, P3, P4, P5, P6, P8, P9, P10 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 5 | 15 | 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** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **25** | **35** | **40** | **100** |

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| **YEAR 11 COMMUNITY AND FAMILY STUDIES 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Research task | Case StudyConflict within Groups | Yearly Examination |
| **Timing** | Term 1Week 9 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | P1.1, P1.2, P4.2, P5.1, P6.1 | P2.1, P2.3, P4.1, P4.2 | P1.1, P1.2, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 10 | 15 | 15 | **40** |
| Skills in critical thinking, research methodology, analysing and communicating | 20 | 20 | 20 | **60** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **35** | **35** | **100** |

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| **YEAR 11 DESIGN AND TECHNOLOGY 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Designer Case Study | Preliminary Project | Yearly Examination |
| **Timing** | Term 1Week 8 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | P1.1, P2.1, P2.2, P6.1 | P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2 | All outcomes may be assessed |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 10 | 10 | 20 | **40** |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 20 | 30 | 10 | **60** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 ENGLISH ADVANCED 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Imaginative Text with Reflection | Multimodal Presentation | Yearly Examination |
| **Timing** | Term 1Week 10 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | EA11-4, EA11-5, EA11-9 | EA11-1, EA11-2, EA11-7 | All outcomes can be assessed |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 15 | 20 | 15 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 ENGLISH EXTENSION 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Imaginative Response and Critical Reflection | Multimodal Presentation(*Extensive Research Project)* | Yearly Examination |
| **Timing** | Term 2Week 3 | Term 3Week 2 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-4, EE1-5 | EE11-1, EE11-2, EE11-3, EE11-5 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of complex texts and of how and why they are valued | 15 | 20 | 15 | **50** |
| Skills in complex analysis, sustained composition and independent investigation | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 ENGLISH STANDARD 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Imaginative Text with Reflection | Multimodal Presentation | Yearly Examination |
| **Timing** | Term 1Week 10 | Term2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | EN11-4, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-7 | All outcomes can be assessed |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 15 | 20 | 15 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 ENGLISH STUDIES 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Researching and composing | Multimodal Research Presentation | Yearly Examination |
| **Timing** | Term 1Week 10 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10 | ES11-5, ES11-6, ES11-10 | ES11-1, ES11-4, ES11-6, ES11-7, ES11-8 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 15 | 20 | 15 | **50** |
| Skills in:* Comprehending texts
* Communicating ideas
* Using language accurately, appropriately and effectively
 | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 HEALTH AND MOVEMENT SCIENCE 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Research Report and Exam Style Questions | Collaborative Investigation | Yearly Examination |
| **Timing** | Term 1Week 9 | Term 3Week 3 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | HM-11-1, HM-11-2,HM-11-6, HM-11-8,HM-11-10 | HM-11-5, HM-11-6, HM-11-7, HM-11-8, HM-11-9, HM-11-XX\* | HM-11-1, HM-11-2,HM-11-3, HM-11-4,HM-11-6, HM-11-9 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 10 | 10 | 20 | **40** |
| Skills in collaboration, analysis, communication, creative thinking, problem-solving and research | 20 | 30 | 10 | **60** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

\* Knowledge and understanding outcome(s) to be included once determined by the teacher in partnership with students, based on the nature of the investigation.

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| **YEAR 11 MATHEMATICS ADVANCED 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Class TaskAlgebraic techniques, Working with functions | AssignmentTrigonometry and Measure of Angles | Yearly Examination |  |
| **Timing** | Term 1Week 10 | Term 2Week 8 | Term 3Weeks 9 & 10 |  |
| **Outcomes assessed** | MA11-1, MA11-2, MA11-8, MA11-9 | MA11-1, MA11-3, MA11-8, MA11-9 | MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 |
| **Components** | **Weighting %** | **Total %** |
| Understanding, Fluency and Communication | 20 | 10 | 20 | **50** |
| Problem Solving, Reasoning and Justification | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **35** | **30** | **35** | **100** |

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| **YEAR 11 MATHEMATICS EXTENSION 1 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Class TaskFunctions | AssignmentCombinatorics | Yearly Examination |  |
| **Timing** | Term 2Week 2 | Term 2Week 9 | Term 3Weeks 9 & 10 |  |
| **Outcomes assessed** | ME11-1, ME11-2, ME11-6, ME11-7 | ME11-1, ME11-4, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 |
| **Components** | **Weighting %** | **Total %** |
| Understanding, Fluency and Communication | 20 | 10 | 20 | **50** |
| Problem Solving, Reasoning and Justification | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **35** | **30** | **35** | **100** |

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| **YEAR 11 MATHEMATICS STANDARD 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Class TaskFormulae and Equations, Linear Relationships | AssignmentApplications of Measurement | Yearly Examination |  |
| **Timing** | Term 1Week 10 | Term 2Week 8 | Term 3Weeks 9 & 10 |  |
| **Outcomes assessed** | MS11-1, MS11-2, MS11-6, MS11-9, MS11-10 | MS11-3, MS11-4, MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 |
| **Components** | **Weighting %** | **Total %** |
| Understanding, Fluency and Communication | 20 | 10 | 20 | **50** |
| Problem Solving, Reasoning and Justification | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **35** | **30** | **35** | **100** |

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| **YEAR 11 MODERN HISTORY 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Historical Modern History- Historical Investigation | Case Studies- Source Analysis Task | Yearly Examination |  |
| **Timing** | Term 1Week 8 | Term 2Week 4 | Term 3Weeks 9 & 10 |  |
| **Outcomes assessed** | MMH11-2, MH11-4, MH11-7, MH11-8, MH11-9 | MH11-1, MH11-6, MH11-7, MH11-9, MH11-10 | MH11-3, MH11-5, MH11-6 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding of course content | 15 | 5 | 20 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 10 | **20** |
| Historical inquiry and research | 10 | 10 |  | **20** |
| Communication of historical understanding in appropriate forms |  | 10 | 10 | **20** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **35** | **30** | **35** | **100** |

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| **YEAR 11 MUSIC 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Performance and Aural*Solo or ensemble performance* | Performance and Musicology*Solo or ensemble performance and viva voce with reference to the use of concepts* | Yearly Examination:Aural Skills and Composition*Listening examination and composition portfolio* |
| **Timing** | Term 1Week 9 | Term 2Week 9 | Term 3Weeks 9 & 10 |
| **Outcomes assessed** | P1, P3, P4 | P1, P5, P6 | P2, P6, P7, P8 |
| **Components** | **Weighting %** | **Total %** |
| Performance | 10 | 15 |  | **25** |
| Composition |  |  | 25 | **25** |
| Musicology |  | 25 |  | **25** |
| Aural | 10 |  | 15 | **25** |
| **Task completed at home or school** | Home/School | School | School |  |
| **Total %** | **20** | **40** | **40** | **100** |

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| **YEAR 11 NUMERACY CEC 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | AssignmentRenovate, redecorate | AssignmentPurchasing a Car | AssignmentLamington Drive |  |
| **Timing** | Term 1Week 10 | Term 2Week 9 | Term 3Week 7 |  |
| **Outcomes assessed** | N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1 | N6-1.1, N6-1.2, N6-2.3, N6-2.4, N6-2.6, N6-3.2 | N6-1.2, N6-1.3, N6-2.2, N6-3.1 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and Understanding | 15 | 20 | 15 | **50** |
| Skills | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | Home/School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 SPORT, LIFESTYLE AND RECREATION CEC 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | In-Class TestFirst Aid and Sports Injuries | Assignment and Practical TaskGames and Sport Application 1 | In-class examinationFitness |  |
| **Timing** | Term 1Week 9 | Term 2Week 7 | Term 3Weeks 7 |  |
| **Outcomes assessed** | 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1,4.4 | 1.2, 1.3, 2.2, 3.2, 3.3, 4.1 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding | 15 | 15 | 20 | **50** |
| Skills | 15 | 20 | 15 | **50** |
| **Task completed at home or school** | School | Home/School | School |  |
| **Total %** | **30** | **35** | **35** | **100** |

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| **YEAR 11 VISUAL ARTS 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Historical Body of Works (BOW), Visual Arts Process Diary (VAPD) and Analysis | Figurative BOW and Case Study on selected artist | Yearly Examination |  |
| **Timing** | Term 2Week 2 | Term 2Week 9 | Term 3Weeks 9 & 10 |  |
| **Outcomes assessed** | P1, P4, P5, P6, P7. P9 | P1, P2, P3, P4, P7, P10 | P8, P9, P10 |
| **Components** | **Weighting %** | **Total %** |
| Artmaking | 20 | 30 |  | **50** |
| Art Criticism and Art History | 10 | 10 | 30 | **50** |
| **Task completed at home or school** | School | Home/School | School |  |
| **Total %** | **30** | **40** | **30** | **100** |

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| **YEAR 11 VISUAL DESIGN CEC 2025** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | ***Stage sets and Props***Lead up work and design work in VAPD | ***Illustration and Cartooning***Case study and final cartoon or illustration piece | ***Jewellery and accessories***In class examination |  |
| **Timing** | Term 1Week 9 | Term 2Week 9 | Term 3Week 6 |  |
| **Outcomes assessed** | DM1, DM2, DM3, DM4, DM5, DM6 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | All outcomes may be assessed |
| **Components** | **Weighting %** | **Total %** |
| Designing and Making | 35 | 25 | 10 | **70** |
| Critical and Historical Studies |  | 10 | 20 | **30** |
| **Task completed at home or school** | Home/School | School | School |  |
| **Total %** | **35** | **35** | **30** | **100** |

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| **YEAR 11 WORK STUDIES CEC 2025 (FSK)** |
| **Task Number** | **Task 1** | **Task 2** | **Task 3** |  |
| **Nature of task** | Career Plan | Job Application Task | Team Enterprise Task |  |
| **Timing** | Term 1Week 10 | Term 2Week 9 | Term 3Week 7 |  |
| **Outcomes assessed** | 1, 2, 3, 4, 5, 6, 8 | 1, 2, 3, 4, 5, 6, 8 | 3, 5, 6, 7, 8, 9 |
| **Components** | **Weighting %** | **Total %** |
| Knowledge and understanding | 10 | 10 | 10 | **30** |
| Skills | 20 | 20 | 30 | **70** |
| **Task completed at home or school** | Home/School | Home/School | Home/School |  |
| **Total %** | **20** | **40** | **40** | **100** |

**LAKE MACQUARIE HIGH SCHOOL**

**YEAR 11 VET COURSES FOR 2025**

* VET CONSTRUCTION
* VET HOSPITALITY
* VET SKILLS FOR WORK and VOCATIONAL PATHWAYS (FSK)

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| **YEAR 11 VET CONSTRUCTION 2025** |
| Assessment Tasks forThe assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated.CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.**\*Task 2** completion may be carried over to HSC year  | **Task 1**White card | **Task 2**Tools and equipment | **Task 3**Work safe | **Task 4**Working it out |
| Week TBA | Week 10 | Week 10 | Week 10 |
| Term 1 | Term 1 | Term 2 | Term 3 |
| **Code** | **Unit of Competency** | **HSC Examinable**  | Date TBA | Date 11-04-25 | Date 04-07-25 | Date 26-09-25 |
| CPCWHS1001 | Prepare to work safely in the construction industry |  | X |  |  |  |
| CPCCCA2002 | Use carpentry tools and equipment |  |  | X |  |  |
| CPCCCM2005 | Use construction tools and equipment | **🗸** |  | X |  |  |
| CPCCCA2011 | Handle carpentry materials |  |  | X |  |  |
| CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | **🗸** |  |  | X |  |
| CPCCCM1011 | Undertake basic estimation and costing |  |  |  |  | X |
| CPCCOM1015 | Carry out measurements and calculations | **🗸** |  |  |  | X |

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

**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.

RTO - NSW Department of Education, RTO 90333 Cohort 2025 - 2026 Stage 6 Construction Qualification

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Version 0.6

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| **YEAR 11 VET HOSPITALITY 2025** |
| Assessment Tasks forThe assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated.SIT20322 Certificate II in HospitalityOngoing 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 |
| Week: 9 |  | Week: 5 |  |
| Term: 2 |  | Term: 3 |  |
| **Code** | **Unit of Competency** | **HSC Examinable**  | Date: 27/06/2025 | Date: 22/08/2025 |
| 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 units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate 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”.

**RTO – NSW Department of Education, RTO 90333**

**Cohort 2025 - 2026 Stage 6 Hospitality Qualification SIT20322 Certificate II in Hospitality Training Package SIT Tourism, Travel and Hospitality Version 0.7**