

ASSESSMENT POLICY & PROCEDURES



CANTERBURY BOYS HIGH SCHOOL

PRELIMINARY HSC 2025

NAME

Course requirements for the completion of the Preliminary Higher School Certificate

YEAR 11 ASSESSMENT POLICY & PROCEDURES 2024

CONTENTS

Introduction.....	5
Assessment Schedule 2025	6
Eligibility for a RoSA and the HSC.....	7
The School’s Responsibilities	8
The Student’s Responsibilities	9
Assessment Task Procedures	11
Absence on the day of Assessment Tasks	12
Satisfactory Completion of a Course	13
N Determination Procedures Flow Chart	14
Cheating or Malpractice.....	15
Serious and Non-Serious Attempts	16
Invalid and Unreliable Tasks	16
Approved Equipment for Assessment/Exams	16
CBHS Homework Policy	17
Disability Provisions.....	18
Information and Advice	18
Misadventure Procedures.....	19
Scope and Sequences	26
Biology – Preliminary Scope and Sequence 2025	27
Business Studies - Scope and Sequence Preliminary 2025.....	28
Chemistry - Preliminary Scope and Sequence 2025.....	29
Economics - Scope and Sequence Preliminary 2025.....	30
Engineering Studies – Preliminary Scope and Sequence 2025.....	31
English Advanced - Scope and Sequence Preliminary 2025	32
English EAL/D - Scope and Sequence Preliminary 2025	33
English Extension - Scope and Sequence Preliminary 2025	34
English Standard - Scope and Sequence Preliminary 2025	35
Food Technology - Scope and Sequence Preliminary 2025.....	36
Health and Movement Science- Preliminary Scope and Sequence 2025.....	37
Legal Studies - Scope and Sequence Preliminary 2025	38
Mathematics Advanced - Preliminary Scope and Sequence 2025	39
Mathematics Extension - Preliminary Scope and Sequence 2025	40
Mathematics Standard - Preliminary Scope and Sequence 2025	41
Modern History - Scope and Sequence Preliminary 2025.....	42
Physics - Preliminary Scope and Sequence 2025	43
Software Engineering - Scope and Sequence Preliminary 2025.....	44
Visual Arts - Scope and Sequence Preliminary 2025	45

Subject Assessment Schedules.....	46
BIOLOGY	47
BUSINESS STUDIES	48
CHEMISTRY	49
ECONOMICS	50
ENGINEERING STUDIES.....	51
ENGLISH (Advanced)	52
ENGLISH (EAL/D)	53
ENGLISH (Extension).....	54
ENGLISH (Standard).....	55
FOOD TECHNOLOGY.....	56
HEALTH AND MOVEMENT SCIENCE	57
LEGAL STUDIES	58
MATHEMATICS (Advanced).....	59
MATHEMATICS (Extension 1)	60
MATHEMATICS (Standard)	61
MODERN HISTORY.....	62
PHYSICS	63
SOFTWARE ENGINEERING.....	64
VISUAL ARTS.....	65

Introduction

To the Student:

Student assessment provides evidence for making judgement about student achievement. It also allows students to be aware of their progress towards meeting outcomes and helps teachers plan for effective teaching and learning. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

This booklet contains important information about your Preliminary HSC assessment which will occur throughout terms 1, 2 and 3, 2025. Your Higher School Certificate assessment tasks will commence in Term 4, 2025. An HSC assessment booklet will be distributed to you in Term 4.

This booklet will help you to set yourself up for success. A planner is provided on page 5. Complete it and use it for planning and studying purposes. Familiarise yourself with each relevant course schedule and seek clarification from your class teacher or the Head Teacher of the course **before** the task is attempted.

You are expected to attempt all assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. Not every piece of work completed will be part of the “assessment” mark, some work is set to practise skills so that the students can see how well they understand the topic. All set work should be regarded as an essential course requirement, even when it is not included as an assessment task.

Regular attendance, greater than 90%, is essential for success. If you are going to be absent for an extended period of time, you must seek approval from the Principal first. Extended leave for Year 11 students is unlikely to be approved by the Principal.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student’s attendance has made it impossible for course outcomes to be achieved. NESAs suggests that absences greater than 10% make it difficult to satisfactorily complete a course. Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus, eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non-serious or trivial preparation for exams.

Remember that it is your responsibility to keep this handbook, to refer to it as necessary and to be familiar with all its contents.

R Dummett
Principal

C Dwyer
Deputy Principal

M Wong
Year 11 Year Adviser

Assessment Schedule 2025

Enter the details of your assessment tasks for 2025 on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 2025	1					SDD
	2	SDD	SDD	SDD		
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2025	1	SDD	SDD			
	2					
	3					
	4					
	5					
	6					
	7	Public Holiday				
	8					
	9					
	10					
Term 3 2025	1	SDD				
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9	Preliminary Yearly Exams				
	10	Preliminary Yearly Exams				

Eligibility for a RoSA and the HSC

Eligibility for a Record of School Achievement

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the HSC.

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12. The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

To be eligible for a RoSA students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- left the schooling system after completing Year 10 but before completing the HSC
- complied with the requirements from the Education Act.
- have satisfactorily completed the HSC: All My Own Work program (or its equivalent) if entered for at least one Year 11 course.

The School's Responsibilities

Canterbury Boys High School has developed an assessment program for each course running. The school's responsibilities include providing information to students in relation to the following:

1

Number of tasks - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three to four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Preliminary Yearly Exams, are sufficient to assess the components of a 2-unit course. For 1-unit courses, two to three tasks are sufficient

2

Weightings - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 20%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination.

3

Scheduling tasks - Scheduling the assessment tasks for Preliminary HSC courses, being mindful of the demands these tasks will place on students and teachers.

4

Written advice to students - Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.

5

The advice given to students must include:

- i. The components and their weightings as specified in the assessment and examination materials on the NSW Education Standards Authority website
- ii. The general nature of each assessment task
- iii. A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
- iv. The weight value of each task in relation to the total weighted mark for the course
- v. Details of administrative arrangements associated with each task
- vi. Details of the school's policy on malpractice in assessment tasks
- vii. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded

6

Appropriate procedures: Marking, recording, reporting

Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).

The Student's Responsibilities

Students have a range of responsibilities in relation to the successful attainment of the HSC credential. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time for assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being late and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present in all periods of the day of an in-school assessment task. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

HAND IN TASKS

Submit any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher to inform them of your absence. Submit the task on **your first day back at school**. You must then see the Head Teacher/Deputy Principal to apply for Illness/Misadventure on your return to school.

6

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses.
See Section: Satisfactory Completion of a Course

7

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task and apply for an alternative task time before the due date.

8

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or, have suffered a misadventure immediately prior to the day of an assessment task, **you must inform the Deputy Principal on the day of the task prior to the completion of the task.** You may **not** apply for Illness/Misadventure **after** the assessment. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, upon your return to school.

9

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

10

CHECKING OF TASKS

Check the marking of each task when it is returned to you. Check your assessment rank when it is given to you.

12

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be considered and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may submit draft work for marking. Students need to liaise with their teachers to negotiate the cut-off for when drafts will be accepted by teachers.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

WORK PLACEMENT, KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the "record of issue/collection" form.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher Science/PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

5

RETURNING OF A MARKED TASK

On the day you receive a marked task back, teachers will provide you with your task and feedback. It is your responsibility **at that time to:**

- Check marks have been correctly added and match the marks given by the teacher
- Ask questions about the marking of a question if you are concerned or confused

6

APPEALS

Any complaints or questions about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks. The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned, and the NESA coordinator.

The Year Adviser may act as student advocate in these cases.

Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment. However, if you are ill or have a misadventure occur, **contact your teacher or the Head Teacher of the faculty by 8.40am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well. Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 8.40am, you must see the Deputy Principal with your Doctor's Certificate and ask for an **Illness/Misadventure Application** form. You are then to complete this form in consultation with the DP.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Illness/Misadventure Application will go to a panel and either be accepted or declined. If it is accepted, you will be awarded a mark for the task. If the application is declined, you will be awarded zero mark for this task. Students may appeal against the panel's decision by lodging an **ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

7

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction without evidence of "work in progress" is not a reason for late submission. "Lost work" without a backup copy will not be accepted as a reason for late submission.

Satisfactory Completion of a Course

1

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; *and*
- (c) Achieved some or all of the course outcomes.

2

To have successfully “*followed the course developed or endorsed by NESAs*”, you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

3

To have successfully “*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*”, you must:

- Complete all assessments.
- Complete experiences specified in the syllabus, e.g. fieldwork, oral presentations, assignments or practical work
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned to prepare for assessments and exams.

4

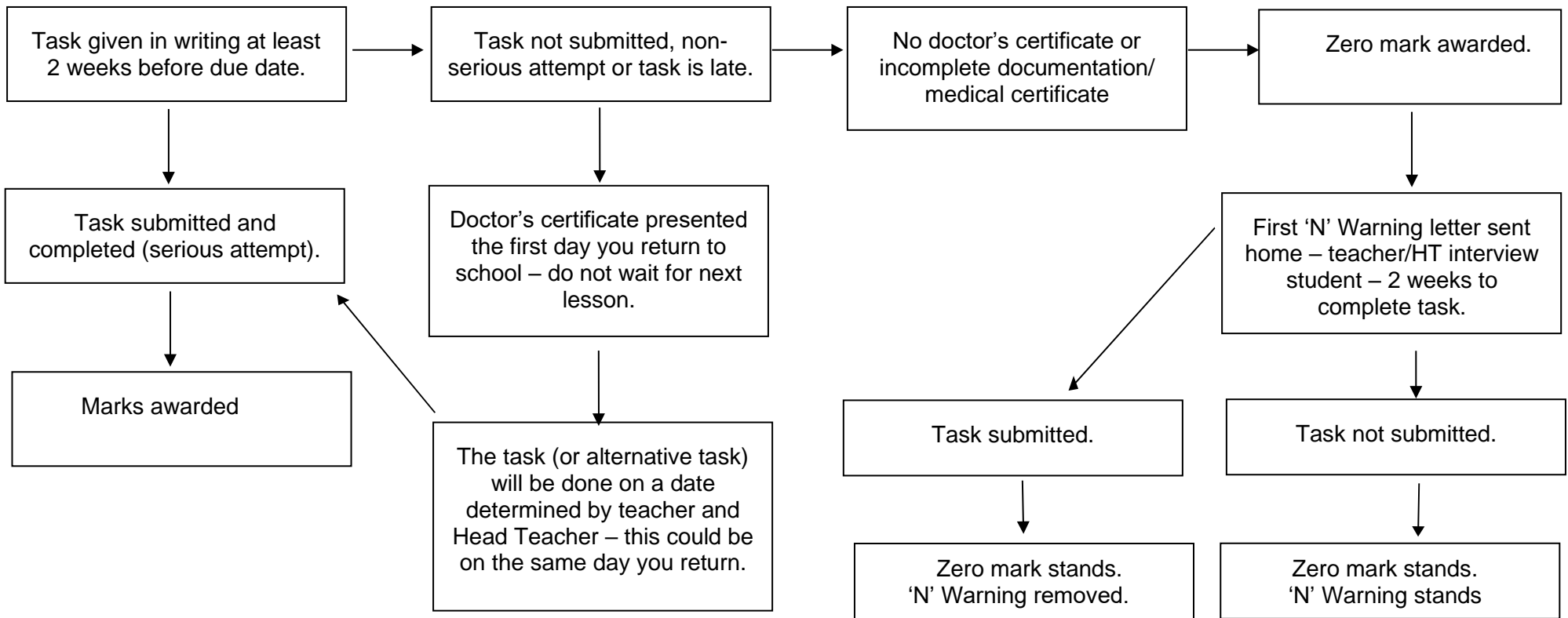
To have successfully “*achieved some or all of the course outcomes*”, you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

5

- A failure to meet these requirements will see N Warning letters sent to students and their parents/carers.
- Students will be given the opportunity to correct the problem indicated on the N-Warning Letter.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and an N Determination may be issued.

N Determination Procedures Flow Chart



Students may appeal against the panel's decision by lodging an **ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

If two N Warning letters are sent for any course, the deputy principal interviews student and contacts parents.
 If a third N Warning is sent for any course, the principal contacts parents to discuss the N-Determination process in detail.
 Failure to improve and complete outstanding tasks may result in an N Determination.

Cheating or Malpractice

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. Malpractice is any activity that allows students to gain an unfair advantage over other students.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others (including artificial intelligence) must be acknowledged in accordance with NESA's subject specific documentation. General teaching and learning do not require formal acknowledgement.

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

- Submitting work produced or contributed to by artificial intelligence (such as Chat GPT) and presenting this work as their own
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a 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
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. 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. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own.

All students who are found to have engaged in cheating and malpractice will be recorded in NESA's Register of Malpractice, as required by their guidelines. Malpractice will also result in an N Warning letter and zero marks awarded for the task. Students and their parents/carers may appeal the decision by submitting an Appeal HSC Assessment Task form in writing.

Serious and Non-Serious Attempts

Students should enter an assessment task knowing they **MUST** make a genuine effort at the task or exam. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts at a task, they will be required to justify why they should receive a result in the task or course concerned.

Invalid and Unreliable Tasks

In exceptionally rare circumstances, formal assessment tasks may be deemed invalid or unreliable. In these cases, students will be informed in writing.

- only part of the task will be marked
- an additional task or questions may be set and combined with the original marks
- a new task and due date will be issued.

One or more of the following may occur, as appropriate:

The first preference of Canterbury Boys High School is that actual student work is used in determining a student's understanding of course content, the achievement of outcomes, and their rank order in the course.

Approved Equipment for Assessment/Exams

Only approved equipment can be used in Preliminary and HSC assessments and examinations.

It is the student's responsibility to ensure they know what equipment is permitted. Mobile phones, smartwatches and other electronic devices are not permitted in examinations.

The scientific calculators in the link below are approved for use in the 2022 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

A full list of the equipment required for each subject in the HSC Exams can be found at this link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Instruction booklets or cards (eg reference cards) on the operation of calculators are **NOT** permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

CBHS Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Canterbury Boys High School, we strongly believe that it is important for all boys to have homework designed to meet specific learning goals. The amount of homework and time spent on it should vary with the student's age and developmental level.

Time expectations for homework

The teacher will indicate the time that most students should require for the completion of the task which is assigned. The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for catching-up missed work in their own time.

Years 11–12

2 - 3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many use vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a valid problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson eg exceptional family commitments, co-curricular and extra-curricular activities, feeling unwell, work is too difficult, and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher in advance for an extension of time. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre as required – it is not a permanent commitment and students are not required to stay the full time.

Disability Provisions

If you have a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Deputy Principal or Learning and Support Teacher about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will provide students with their 'time to rest' provisions **within their own classroom** during in-class assessments. During examination periods, students will be provided with small group supervision.

Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- Your Year Adviser

It is most important to keep your Year Adviser up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies.

Information is located:

- NESA website – www.nesa.nsw.edu.au
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- HSC Assessment Policy and Procedures – spare copies with the Year Adviser and Deputy Principal and on school website
- Faculty Assessment Schedules

Vocational Education and Training (VET):

Students have three opportunities to successfully complete a competency or cluster assessment task.

If a student wishes to appeal a decision they must:

1. first obtain a copy of the Student Assessment Appeal form for VET courses
2. then follow the school review and appeals process.

Misadventure Procedures

The **Application for Alternative Assessment Task/Time** form should be used when a student cannot meet a deadline for a valid reason such as conflicting school commitments. Any application of an extension of time is required **before** the task due date.

If you know you are going to be absent for any period of time, seek approval from the Deputy Principal first.

If there is a valid reason for the non-completion of a task, an **Application for Illness/ Misadventure for Preliminary HSC Assessment Task** form needs to be completed. The form and all supporting documentation is to be submitted to the Deputy Principal on the first day back after the absence, otherwise a zero mark will be awarded. The application will go to a panel for a recommendation to be made to the Principal.

An appeal about the panel's decision can be made using the **Preliminary HSC Assessment Appeal Form**. This form must be given to the Principal within 3 days of being informed of the decision.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR PRELIMINARY HSC ASSESSMENT TASK

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher: _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C DETAIL OF ILLNESS/MISADVENTURE

Explain, in detail, the reason you were unable to submit the assessment task by the due date
OR the reason you believe your performance in the assessment was affected.

Clearly indicate whether you are applying for ILLNESS or MISADVENTURE consideration.

SECTION D SUPPORTING EVIDENCE

Complete either section **D1** or **D2** based on the supporting evidence you are supplying.

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor/Health professional supplying the Medical Certificate: _____

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation : _____

Reason provided by Doctor: _____

Dates student was unavailable for school: _____

NOTE: ATTACH ORIGINAL DOCTOR'S CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of misadventure: _____ Date of misadventure event: _____

Type of supporting evidence included:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION E STUDENT DECLARATION

I declare that I have read the information in the Year 11 Preliminary Assessment Information Booklet relating to Illness/Misadventure applications. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for illness/misadventure consideration.

Student name: _____ Student Signature: _____

Parent/Carer Signature: _____ Date: _____

SECTION F HEAD TEACHER RESPONSE

NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION

SECTION G NESAs REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date: _____

SECTION H FINAL DECISION

Deputy Principal's Signature: _____ Date: _____



APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME PRELIMINARY HSC ASSESSMENT TASK

When a student is aware that they are unable to sit or hand in any assessment task due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the **Head Teacher** of the subject concerned **prior to the deadline of the task.**

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____
Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

Reason for non-attendance or inability to hand in task:

Supporting Documentation:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION C STUDENT DECLARATION

I declare that I have read the information in the Year 11 Preliminary Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for alternative task/time consideration.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION D HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

SECTION E NESA REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION F FINAL DECISION

Deputy Principal's signature: _____ Date: _____



APPEAL FORM

PRELIMINARY HSC ASSESSMENT TASK

This document must be submitted to the principal within one (1) week of a student receiving his assessment results.

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____
Parent/Carer Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____
Head Teacher: _____ Original Due Date: _____
Assessment Task Description:

SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION D STUDENT DECLARATION

I declare that I have read the information in the Year 11 Preliminary Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NES Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application.

Student name: _____ Student signature: _____
Parent/Carer signature: _____ Date: _____

SECTION E HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

NOTE: ATTACH SUPPORTING EVIDENCE

SECTION F NESA REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION G FINAL DECISION

Principal's Signature: _____ Date : _____

Scope and Sequences

The Scope and Sequence for each course is a guide only and is subject to change depending on circumstance.

Biology – Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Cells as the Basis of Life								Organisation of Living Things		
Outcomes	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO 11/12-7, BIO11-8								BIO 11/12-4, BIO 11/12-6, BIO 11/12-7 BIO 11-9		
Tasks								Assessment Task #1			

Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Organisation of Living Things								A Biological Diversity and Ecosystem Dynamics	
Outcomes	BIO 11/12-4, BIO 11/12-6, BIO 11/12-7 BIO 11-9								BIO 12-15	
Tasks										

Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	A Biological Diversity and Ecosystem Dynamics								Preliminary Examination	
Outcomes	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5 BIO 11/12-7 BIO 11-10 and BIO 11-11								BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Tasks					Assessment Task #2				Assessment Task #3	

Business Studies - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Nature of Business Business Management										
Outcomes	P1, P2, P6, P7 and P8										
Tasks									Assessment Task #1		

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Business Management									
Outcomes	P1, P3, P4, P5, P6, P7, P8, P9 and P10									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Business Planning							Revision	Preliminary Examination	
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9 and P10								P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Tasks									Assessment Task #3	

Chemistry - Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Properties and Structure of Matter									Introduction to Quantitative Chemistry	
Outcomes	CH11/12-1 CH11/12-2 CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-8									CH11/12-2, CH11/12-4, CH11/12-6, CH11-9	
Tasks										Assessment Task #1 Practical Task	

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Introduction to Quantitative Chemistry						Reactive Chemistry Depth Study: 15 hours			
Outcomes	CH11/12-2, CH11/12-4, CH11/12-6, CH11-9						CH11/12-2, CH11/12-3, CH11/12-4, CH11-10			
Tasks										

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Reactive Chemistry				Drivers of Reactions				Preliminary Examination	
Outcomes	CH11/12-2, CH11/12-3, CH11/12-4, CH11-10				CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH11-11				CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Tasks				Assessment Task #2					Assessment Task #3	

Economics - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Introduction to Economics, Consumers and Business										
Outcomes	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12										
Tasks							Assessment Task #1				

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Markets, Labour Markets									
Outcomes	P1, P2, P3, P5, P8, P10, P11, P12									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Financial Markets, Government and the Economy							Revision	Preliminary Examination	
Outcomes	P1, P2, P3, P5, P7, P8, P9, P10, P11, P12								P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Tasks									Assessment Task #3	

Engineering Studies – Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Engineering Fundamentals					Engineering Products					
Outcomes	P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3					P1.1, P2.1, P3.1, P3.2, P4.3, P5.1					
Tasks											Assessment Task #1- Engineering Report

Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Engineering Products			Braking Systems						
Outcomes	P3.3, P4.1, P4.2			P1.1, P2.1, P3.2, P4.2, P4.3, P5.1, P6.2						
Tasks								Assessment Task #2- Braking Systems + Model		

Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Biomedical Engineering							Revision	Preliminary Examination	
Outcomes	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1									
Tasks									Assessment Task #3	

English Advanced - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Reading to Write										
Outcomes	EA11-1, EA11-2, EA11-5, EA11-6, EA11-7										
Tasks											Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Narratives that shape our world									
Outcomes	EA11-3, EA11-4, EA11-5, EA11-6									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Critical Study of Literature								Preliminary Examination	
Outcomes	EA11-1, EA11-3, EA11-5, EA11-8, EA11-9									
Tasks									Assessment Task #3	

English EAL/D - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Language and Texts in Context										
Outcomes	EAL11-1B, EAL11-2, EAL11-3, EAL11-8										
Tasks									Assessment Task #1		

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Close Study of Text									
Outcomes	EA11-3, EA11-4, EA11-5, EA11-6									
Tasks									Assessment Task #2	

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Texts and Society								Preliminary Examination	
Outcomes	EAL11-1A, EAL11-6, EAL11-7, EAL11-9									
Tasks									Assessment Task #3	

English Extension - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Power and Morality- The Ambiguity of Evil- Niccolo Machiavelli "The Prince"										
Outcomes	EE11-1, EE11-3										
Tasks											Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Power and Morality- The Ambiguity of Evil- Poetry of Robert Browning									
Outcomes	EE11-4, EE11-6									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Power and Morality- The Ambiguity of Evil- Selected House of Cards episodes								Preliminary Examination	
Outcomes	EE11-2, EE-5									
Tasks									Assessment Task #3	

English Standard - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Reading to Write										
Outcomes	EA11-1, EA11-2, EA11-5, EA11-6, EA11-7										
Tasks											Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Contemporary Possibilities									
Outcomes	EN11-3, EN11-4, EN11-5, EN11-6									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Critical Study of Literature								Preliminary Examination	
Outcomes	EA11-1, EA11-3, EA11-5, EA11-8, EA11-9									
Tasks									Assessment Task #3	

Food Technology - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Food Availability and Selection										
Outcomes	P1.1, P1.2, P1.3										
Tasks											

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Food Quality									
Outcomes	P2.2, P3.2, P4.1, P4.4									
Tasks		Assessment Task #1								

Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Nutrition							Revision	Preliminary Examination	
Outcomes	P2.1, P3.1, P3.2, P4.3, P5.1								P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P5.1	
Tasks				Assessment Task #2					Assessment Task #3	

Health and Movement Science- Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Core 1: Health for Individuals and Communities and Depth Study One										
Outcomes	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-9										
Tasks								Depth Study One	Depth Study One	Depth Study One	Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Core 1: Health for Individuals and Communities and Depth Study One				Core 2: The Body and Mind in Motion					
Outcomes	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-9				HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-9, HM-11-10					
Tasks		GWS – AFL Excursion								

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Collaborative Investigation				Core 2: The Body and Mind in Motion				Preliminary Examination	
Outcomes	HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-10				HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-9, HM-11-10				HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-10	
Tasks					Assessment Task #2	Depth Study Two	Depth Study Two		Assessment Task #3	

Legal Studies - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	The Legal System										
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10										
Tasks										Assessment Task #1	

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	The Individual and the Law									
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10									
Tasks									Assessment Task #2	

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Law in Practice							Revision	Preliminary Exam	
Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10								P1, P3, P4, P7, P8, P9	
Tasks									Assessment Task #3	

Mathematics Advanced - Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	MA-F1 Working with Functions								MA-T1 Trigonometry and Measure of Angles		
Outcomes	MA11-1, MA11-2, MA11-8, MA11-9								MA11-1, MA11-3, MA11-8, MA11-9		
Tasks									Assessment Task #1		

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	MA-C1 Introduction to Differentiation					MA-T2 Trigonometric Functions and Identities			MA-S1 Statistical Analysis	
Outcomes	MA11-1, MA11-5, MA11-8, MA11-9					MA11-1, MA11-3, MA11-4, MA11-8, MA11-9			MA11-7, MA11-8, MA11-9	
Tasks									Assessment Task #2	

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	MA-E1 Logarithms and Exponentials				MA-S1 Statistical Analysis			Revision	Preliminary Exam	
Outcomes	MA11-6, MA11-8, MA11-9				MA11-7, MA11-8, MA11-9				MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Tasks									Assessment Task #3	

Mathematics Extension - Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11	
Module	ME-F1.2 Inequalities			ME-F2 Polynomials					ME-F1.1 Graphical relationships			
Outcomes	ME11-1, ME11-2, ME11-6, ME11-7			ME11-1, ME11-2, ME11-6, ME11-7					ME11-1, ME11-2, ME11-6, ME11-7			
Tasks										Assessment Task #1		

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	ME-A1 Combinatorics						ME-C1.1 Rates of change with respect to time			ME-F1.4 Parametric form
Outcomes	ME11-5, ME11-6, ME11-7						ME11-1, ME11-4, ME11-6, ME11-7			ME11-1, ME11-2, ME11-6, ME11-7
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	ME-F1.3 Inverse functions		ME-T1 Inverse trigonometric functions			ME-T2 Further trigonometric identities		ME-C1.2 Exponential growth and decay	Preliminary Examination	
Outcomes	ME11-1, ME11-2, ME11-6, ME11-7		ME11-1, ME11-3, ME11-6, ME11-7			ME11-1, ME11-3,		ME11-1, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Tasks									Assessment Task #3	

Mathematics Standard - Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	MS-A1: Formulae and Equations				MS-A2: Linear Relationships			MS-F1 Money Matters (F1.1)	MS-M1 Applications of Measurement (M1.1)		
Outcomes	MS11-1, MS11-6, MS11-9, MS11-10				MS11-1, MS11-2, MS11-6, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10		
Tasks										Assessment Task #1	

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	MS-M1 Applications of Measurement (M1.2 and M1.3)					MS-F1 Money Matters (F1.2 and F1.3)				
Outcomes	MS11-3, MS11-4, MS11-9, MS11-10					MS11-2, MS11-5, MS11-6, MS11-9, MS11-10				
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	MS-S1 Data Analysis (S1.1 and S1.2)				MS-S2 Relative Frequency and Probability		MS-M2 Working with Time		Preliminary Examination	
Outcomes	MS11-2, MS11-7, MS11-9, MS11-10				MS11-8, 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	
Tasks									Assessment Task #3	

Modern History - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Investigating Modern History: Case Study 1: American Civil War and The Investigation of Historic Sites and Sources										
Outcomes	MH11-2, MH11-4, MH11-5, MH11-6, MH11-9, MH11-10										
Tasks									Assessment Task #1		

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Historical Investigation and Case Study 2: Origins of the Arab-Israeli Conflict									
Outcomes	MH11-3, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10									
Tasks										

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10	
Module	Shaping of the Modern World: World War I							Revision	Preliminary Exam		
Outcomes	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9								MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10		
Tasks					Assessment Task #2				Assessment Task #3		

Physics - Preliminary Scope and Sequence 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Kinematics					Dynamics					
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8					PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9					
Tasks											Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10	
Module	Waves and Thermodynamics										
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10										
Tasks											Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Electricity and Magnetism								Preliminary Examination	
Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-11								PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Tasks									Assessment Task #3	

Software Engineering - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Programming Fundamentals										
Outcomes	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-06, SE-11-07										
Tasks											

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	The Object-Orient Paradigm									
Outcomes	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09									
Tasks		Assessment Task #1								

Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10	
Module	Programming Mechatronics							Revision	Preliminary Examination		
Outcomes	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09								SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09		
Tasks					Assessment Task #2				Assessment Task #3		

Visual Arts - Scope and Sequence Preliminary 2025

Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10	11
Module	Artmaking – Revisiting the Elements & Principles of Art/ Area of Study: Portraiture Art Criticism and Art History – Exploring Art History through Portraiture										
Outcomes	P1, P2, P4, P6, P7, P8, P10										
Tasks											Assessment Task #1

Term 2 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Artmaking – Area of Study: Still Life Art Criticism and Art History – Exploring Still Life throughout various time periods									
Outcomes	P1, P3, P4, P5, P6, P7, P9, P10									
Tasks										Assessment Task #2

Term 3 – 2025

Week	1	2	3	4	5	6	7	8	9	10
Module	Artmaking – Below the Surface – Studies of the Landscape in Art Art Criticism and Art History – Exploring representations of Landscape throughout various time periods								Preliminary Examination	
Outcomes	P1, P2, P3, P4, P5, P6, P7, P9, P10									
Tasks									Assessment Task #3	



Subject Assessment Schedules

BIOLOGY

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 8 2025	Task 2 Term 3, Week 5 2025	Task 3 Term 3, Weeks 9/10 2025
		Practical Investigation Cells as Basis of Life	Depth Study Presentation Ecosystems	Preliminary Examination
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	10	20
TOTALS	100	30	30	40
Outcomes Assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

BUSINESS STUDIES

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2025	Task 2 Term 2, Week 10 2025	Task 3 Term 3, Weeks 9/10 2025
		Skills Analysis Nature of Business	Business Report Business Planning	Preliminary Examination Nature of Business Business Management Business Planning
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	5	10
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	10	5
TOTALS	100	30	35	35
Outcomes Assessed		P1, P2, P6, P8,	P1, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

CHEMISTRY

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10, 2025	Task 2 Term 3, Week 4 2025	Task 3 Term 3, Weeks 9/10 2025
		Practical investigation Properties and Structure of Matter	Depth Study Report Quantitative Chemistry Reactive Chemistry	Preliminary Examination
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	10	20
TOTALS	100	30	30	40
Outcomes Assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH 11-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-10	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11

ECONOMICS

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 7 2025	Task 2 Term 2, Week 9 2025	Task 3 Term 3, Weeks 9/10 2025
		Topic 1 Research and Report	Topic 4 Skills Analysis	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	10	5
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
TOTALS	100	30	35	35
Outcomes Assessed		P1,2,6,7,8	P1,3,5,8,10,11	P1,3,5,8,10,11

ENGINEERING STUDIES

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 11 2024	Task 2 Term 2, Week 8 2024	Task 3 Term 3, Weeks 9/10 2024
		Engineering Report Engineering Products	Model (group task) Braking Systems	Preliminary Examination
Knowledge and understanding of course content	60	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	40	20	20	
TOTALS	100	30	30	40
Outcomes Assessed		P1.1 P2.2 P3.1 P3.2 P3.3 P5.1 P5.2 P6.1 P6.2	P3.2 P4.1 P4.2 P5.2 P6.2	P1.2 P2.1 P3.1 P3.2 P3.3 P4.2 P5.1 P5.2 P6.1 P6.2

ENGLISH (Advanced)

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2024	Task 2 Term 2, Week 10 2024	Task 3 Term 3, Weeks 9/10 2025
		Multimodal presentation Reading to Write	In-class Essay Narratives that Shape Our World	Preliminary Examination
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
TOTALS	100	35	35	30
Outcomes Assessed		EA11-1 EA11-2 EA11-5 EA11-6 EA11-7	EA11-3 EA11-4 EA11-5 EA11-6	EA11-1 EA11-3 EA11-5 EA11-8 EA11-9

ENGLISH (EAL/D)

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2025	Task 2 Term 2, Week 9 2025	Task 3 Term 3, Weeks 9/10 2025
		Multimodal presentation Module A: Language and Texts in Context	In-class Essay Module B: Close Study of Text	Preliminary Examination
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
TOTALS	100	35	35	30
Outcomes Assessed		EAL11-1B, EAL11-2, EAL11-3, EAL11-8	EAL11-1A, EAL11-3, EAL11-4	EAL11-1A, EAL11-6, EAL11-7, EAL11-9

ENGLISH (Extension)

Units: 1

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2025	Task 2 Term 2, Week 10 2025	Task 3 Term 3, Weeks 9/10 2025
		Creative Writing	Related Text Research Project	Preliminary Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	15	15	20
Skills in complex analysis, sustained composition and independent investigation	50	15	15	20
TOTALS	100	30	30	40
Outcomes Assessed		EE11-1 EE11-3	EE11-4 EE11-6	EE11-2 EE11-5

ENGLISH (Standard)

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2024	Task 2 Term 2, Week 10 2024	Task 3 Term 3, Weeks 9/10 2025
		Multimodal presentation Reading to Write	In-class Essay Contemporary possibilities	Preliminary Examination
Knowledge and understanding of course content	50	20	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
TOTALS	100	35	35	30
Outcomes Assessed		EN11-1 EN11-2 EN11-5 EN11-6 EN11-7	EN11-3 EN11-4 EN11-5 EN11-6	EN11-1 EN11-3 EN11-5 EN11-8 EN11-9

FOOD TECHNOLOGY

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 2 2025	Task 2 Term 3, Week 4 2025	Task 3 Term 3, Weeks 9/10 2025
		Food Availability and Selection Case Study and Practical	Nutrition Menu Planning and Practical	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	NA
TOTALS	100	35	35	30
Outcomes Assessed		P1.1 P1.2 P4.1 P4.2	P2.1 P3.1 P3.2 P4.2 P4.3 P5.1	P1.1 P1.2 P2.1 P2.2 P3.1 P3.2 P5.1

HEALTH AND MOVEMENT SCIENCE

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 11 2025	Task 2 Term 3, Week 5 2025	Task 3 Term 3, Weeks 9/10 2025
		Depth Study Research Health for individuals and communities	Collaborative Investigation	Preliminary Exam
Knowledge and understanding of course content	40	15	10	15
Skills in collaboration, analysis, communication, creative thinking, problem- solving and research	60	15	25	20
TOTALS	100	30	35	35
Outcomes Assessed		HM-11-01 HM-11-02 HM-11-09 HM-11-10	HM-11-05 HM-11-06 HM-11-07 HM-11-XX*	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-10

*Knowledge and understanding outcome(s) will vary, based on the nature of the investigation which will be decided as a collaboration with students and their teacher.

LEGAL STUDIES

Units: 2

Preliminary HSC 2024

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2025	Task 2 Term 3, Week 8 2025	Task 3 Term 3, Weeks 9/10 2025
		Skills Analysis The Legal System	ICT Research and Multi- Modal Law in Practice	Preliminary Exam Core topics 1,2 and 3
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	5	5	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	5	10	5
TOTALS	100	30	35	35
Outcomes Assessed			P1, P2, P3, P6, P7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

MATHEMATICS (Advanced)

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2024	Task 2 Term 2, Week 9 2024	Task 3 Term 3, Weeks 9/10 2025
		Written Assessment MA-F1 Working with Functions <i>Algebraic Techniques, Equations, Inequalities and Functions</i>	Written assessment MA-T1 Trigonometry and measure of Angles MA-C1 Introduction to Differentiation <i>Trigonometry and Calculus</i>	Preliminary Examination Entire Course
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTALS	100	30	30	40
Outcomes Assessed		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-5 MA11-8 MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9

MATHEMATICS (Extension 1)

Units: 1

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 19 2025	Task 2 Term 2, Week 10 2025	Task 3 Term 3, Weeks 9/10 2025
		Written Assessment ME-F1.2 Inequalities, ME-F2 Polynomials	Written Assignment ME-F1.1 Graphical relationships, ME-A1 Combinatorics ME-C1.1 Rates of change with respect to time	Preliminary Examination Entire Course
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTALS	100	30	30	40
Outcomes Assessed		MS11-1 MS11-2 MS11-6 MS11-9 MS11-10	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7

MATHEMATICS (Standard)

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2025	Task 2 Term 2, Week 9 2025	Task 3 Term 3, Weeks 9/10 2025
		Written Assessment Formulae and Equations, Linear Relationships	Investigation Measurement	Preliminary Examination Entire course
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	10	20	20
TOTALS	100	25	35	40
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

MODERN HISTORY

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 9 2025	Task 2 Term 3, Week 5 2025	Task 3 Term 3, Weeks 9/10 2025
		Historical Source Analysis Investigating Modern History	Historical Investigation	Preliminary Examination
Knowledge and understanding of course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20	10		10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20		10	10
TOTALS	100	30	30	40
Outcomes Assessed		MH11-2, MH11-4, MH11-5, MH11-6, MH11-9	MH11-3, MH11-5, MH11-6, MH11-7, MH11- 8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10

PHYSICS

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 11 2025	Task 2 Term 2, Week 10 2025	Task 3 Term 3, Weeks 9/10 2025
		Depth Study Conduct and evaluate dynamics experiment to investigate the power of a pulley on a cart.	Research Assignment Waves	Preliminary Examination
Skills in Working Scientifically	60	30	15	15
Knowledge and Understanding of course content	40	10	15	15
TOTALS	100	40	30	30
Outcomes Assessed		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12/6 PH11/12-7 PH11-8 PH11-9	PH11/12-6 PH11/12-7 PH11-10	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

SOFTWARE ENGINEERING

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 2, Week 2 2025	Task 2 Term 3, Week 5 2025	Task 3 Term 3, Weeks 9/10 2025
		Programming Fundamentals Project and Documentation	OOP Project and Documentation	Preliminary Examination
Knowledge and understanding of course content	50	10	15	25
Knowledge and skills in the practical application of the content	50	20	25	5
TOTALS	100	30	40	30
Outcomes Assessed		SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-08,

VISUAL ARTS

Units: 2

Preliminary HSC 2025

Components (as per syllabus)	Preliminary Weighting %	Task 1 Term 1, Week 10 2024		Task 2 Term 2, Week 10 2024		Task 3 Term 3, Weeks 9/10 2024	
		Artmaking: Development of the Collection of Work: VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the conceptual frameworks	Art Criticism and Art History: Written response; Explanation of the roles and relationships between the agencies in the conceptual framework through artists and artworks	Artmaking: Development of the Collection of Work Submission of artworks exploring historical and contemporary representations of the portrait. VAPD including a written account of artmaking practice through the frames.	Art Criticism and Art History: Written response; Explanation of how the frames provide for different orientations to critical and historical investigations of art.	Yearly Examination Art Criticism and Art History Written Examination	Artmaking: Development of the Collection of Work: Submission of artwork(s) exploring historical and contemporary representations of the landscape. VAPD including research and comparative analysis of student practice and selected artists' practice.
Artmaking	50	15		15			20
Art Criticism and Art History	50		15		15	20	
TOTALS	100	30		30		40	
Outcomes Assessed		P1 P2 P4 P6	P7 P8 P10	P1 P3 P4 P5 P6	P7 P9 P10	P1 P4 P5 P6	P7 P8 P9 P10

Preliminary HSC Assessment Policy and Procedures 2025

Canterbury Boys' High School

Address for correspondence:

Canterbury Boys High School, Holden Street, Canterbury NSW 2193

Telephone: (02) 9798 8444

Email: canterburb-h.school@det.nsw.edu.au

Website: <https://canterburbh.schools.nsw.gov.au/>

14/01/2025